



District/LEA: 024-089 EXCELSIOR SPRINGS 40 Year: 2023-2024

Funding Application: Plan - School Level - 4040 LEWIS ELEMENTARY Version: Initial Status: Approved

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy Hide

4040 LEWIS ELEMENTARY

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- Schoolwide Targeted

This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. Section 1116 (b)(1)

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

Annual Title 1 parent meeting, District website, Student handbooks, SeeSaw, parent compacts

- Parents are notified of the policy in an understandable and uniform format. Section 1116(b)(1)
The school parent and family engagement policy is provided in a language the parents can understand. Section 1116(b)(1)

POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. Section 1116 (c)(1)
The agenda reflects that the purpose of the meeting is
To inform parents of their school's participation in the Title I.A program
To explain the requirements of Title I.A
To explain the right of parents to be involved. Section 1116 (c)(1)

The school offers a flexible number of meetings. Section 1116 (c)(2)

- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
Transportation
Child care
Home visits
Funds will not be utilized for these purposes Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. Section 1116 (c)(3)

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Annual Title 1 parent meetings, Annual Title 1 district parent meeting, Surveys following parent involvement events, End of year Title 1 survey, Parent/Teacher conferences, PALS meetings

- In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

Surveys, Annual Title I parent meeting (parents are invited to discuss, provide suggestions and come to a consensus)

The school provides parents of participating children:

- Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Title I parent meetings, Progress reports, Parent resource library, MAP data, Parent/Teacher conferences, Parent involvement events, Social media, SeeSaw, Title I newsletters, DRA achievement levels, PALS meetings

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

*Section 1116 (c)(4)(B)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

Curriculum: School handbook, District website, Parent/Teacher conferences  
Academic Assessments: Board approved assessment plans, Assessment and grading handbook, DRA  
MAP Achievement Levels: Parent/Teacher conferences, Parent letter with student results, update school improvement plan and share with staff and students

- Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

- Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

## SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

### School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

Check that all homework is completed. Make sure students are in school every day unless ill. Monitor the amount of non-educational screen time. Be aware of child's extracurricular activities. Stay informed about child's education by reading and responding to all communication. Monitor child's daily reading minutes as determined by grade level.

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

Provide high quality curriculum and instruction. Provide instruction, materials and attend professional development which incorporates evidence based research. Maintain a safe and positive climate. Hold annual parent-teacher conferences. Hold parent engagement activities. Provide parents with frequent reports on their child's progress

- Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- Conducting parent-teacher conferences at least annually, during which the compact shall be discussed

- Issuing frequent reports to parents on their children's progress
  - Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
  - Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand
- Section 1116 (d)(2)(A) (B),(C),(D)*

**BUILDING CAPACITY FOR INVOLVEMENT**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- Provides assistance to parents, as appropriate, in understanding
    - o the Missouri Learning Standards,
    - o the Missouri Assessment Program,
    - o local assessments,
    - o how to monitor a child's progress, and
    - o how to work with educators to improve the achievement of their children.
- Section 1116 (e)(1)*

Describe plans to provide assistance.

Powerschool parent portal, Progress reports, Attendance checks, Parent/Teacher conferences, District website, School newsletters, Title I newsletters, Seesaw, Social Media, Parent Handbook, Curriculum Night

- Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Individualized supplemental materials, Parent involvement events, Parent resource library, Book fair, 1:1 iPads for grades K-5, Parent/Teacher conferences, Reading A-Z, Raz-Kids, Epic, Curriculum Night

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

PD through PLC, Weekly grade level collaboration, Monthly Title I meetings, Parent compacts, Staff handbook training

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

Parents as teachers, Parent engagement events, Title I meetings, Headstart

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

**Optional additional assurances**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*

- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

**ACCESSIBILITY**

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:
  - Parent and family members who have limited English proficiency.
  - Parent and family members with disabilities.
  - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Hide](#)

**4040 LEWIS ELEMENTARY**

**COMPREHENSIVE NEEDS ASSESSMENT (school level)**

*Section 1114(b)(6)*

- A comprehensive needs assessment of the entire school has been conducted.
- The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

2/13/2023

**NEEDS ASSESSMENT: SCHOOL PROFILE**

**Student Demographics**

The following data regarding **student demographics** has been collected, retained, and analyzed:

- Enrollment (Required)
- Grade level (Required)
- Ethnicity (Required)
- Attendance (Required)
- Mobility (Required)
- Socioeconomic status (Required)
- Discipline (Required)
- Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

Low percentage of ELL students

Weaknesses:

Low percentage of student ethnic diversity (2.4% Black, 0% Asian, 8.1% Hispanic)  
 54.9% Free and Reduced Lunch  
 364 total discipline reports. 20% of student population had discipline reports  
 Attendance Rate: 79.86%  
 Mobility Rate: 25.75% in and out and 10% within district

Indicate needs related to strengths and weaknesses:

In response to our needs here, we need to accommodate for our students at poverty level. Because of SES, students are often not having basic needs met and this interferes with their ability to learn. We must prioritize these basic needs to ensure that they are in the appropriate mindspace to learn.

**Student Achievement**

The following data regarding **student achievement** has been collected, retained, and analyzed:

- MAP results by content area and grade level, including multi-year trends (required)
- MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- Completion rates: promotion/graduation rate, retention rates (if applicable)
- Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- Other performance indicators used in analysis:

Brigance Screener, Developmental Reading Assessment (DRA), Reading Horizons, Heggerty, HMH Growth Measure

Summarize the analysis of data regarding **student achievement**:

Strengths:

DRA: 88.9% of first graders made growth from Fall to Spring, 91% of second graders made growth from Fall to Spring, 80% of fourth graders made growth from Fall to Spring

Weaknesses:

DRA: 40% of third graders made growth from Fall to Spring, 52% of fifth graders made growth from Fall to Spring. Kindergarten growth is not measured. This current data focused on growth, but a weakness to be addressed would be triangulating the data in order to determine gaps more appropriately.

Indicate needs related to strengths and weaknesses:

According to our strengths and weaknesses, there is a critical need to address the gaps in reading achievement. We are needing supplemental Reading/ELA support. There is a need for intervention in reading. This will be the priority to be addressed through targeted instruction, schoolwide initiatives, and intervention.

**Curriculum and Instruction**

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

Reading Horizons and Heggerty training for K-3 teachers, DRA refresher for K-5 teachers, Instructional coaches, Title I reading specialist, Common essential standards/assessments, Rubrics, 1:1 iPads in grades K-5, data team meetings, PD focusing on guided reading and guided phonics, LETRS training for K-3 classroom teachers, SPED teachers and Title teachers.

Weaknesses:

Fidelity of programs, getting back on track after COVID, having inconsistent expectations for Tier 1 instruction

Indicate needs related to strengths and weaknesses:

We need to add supplementary reading support into our curriculum. Additionally, we need to continue to prioritize tier 1 instruction and support our students in minimizing this gap. District recognizes the need to adopt a new reading program for tier 1 instruction for next school year.

**High Quality Professional Staff**

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- Staff preparation
- Core courses taught by appropriately certified teachers
- Staff specialists and other support staff
- Staff demographics
- School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

New teacher orientation, New teacher coaching, Mentor program, District professional development days, All staff have appropriate certification for the positions held, Data teams, Teacher professional development plans (PDP)  
  
Lewis Elementary: Average 11.1 years of experience for professional staff

Weaknesses:

Lewis Elementary: 48.7% of professional staff with advanced degrees  
Staff retention rate 88%

Indicate needs related to strengths and weaknesses:

We do have high quality professional staff, but we want to be sure to keep them. Continuing to provide high quality professional development to ensure they are properly trained as well as prepared to instruct and support effectively will be a need and a priority.

**Family and Community Engagement**

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- Parental involvement
- Communication with parents
- Policy Involvement
- Parent education
- Support for special needs and underserved
- Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Multiple opportunities for family and community involvement through PALS (parent organization), Family involvement events, Excelsior Springs Community Center, Miles of Smiles, Operation School Bell, Back snacks, Education Foundation, Clay County Dental, Resources through Children's Fund Grant (Behavior Support Interventionists from Synergy and Tri-county)

Weaknesses:

We have a high number of families in low poverty which impedes their ability to come to events, More business partnerships, Low percent of Lewis parents present at Title I meetings

Indicate needs related to strengths and weaknesses:

We need to continue to brainstorm ways to reach our families and community members who are not able to regularly engage in their child's education. We need to prioritize creative means to ensure they have access and can be intricately involved.

**School Context and Organization**

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- School mission/vision
- Average class size
- School climate
- Management and governance
- Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

CSIP with a district mission and vision, Positive school climate promoted through quarterly teacher and student recognition, Schoolwide PBIS with common building expectations, Grades K-5 class sizes fall below DESE's standard number (<https://dese.mo.gov/quality-schools/class-size-and-assigned-enrollments>)

Weaknesses:

new staff due to turnover

Indicate needs related to strengths and weaknesses:

Extensive professional development to support our new staff.

**NEEDS ASSESSMENT: IDENTIFYING PRIORITIES**

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."  
 (Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	We see there is a need for supplementary reading and ELA support in the building.
2	Continue to work and make shifts aligned with to the Science of Reading
3	Common Assessments and Data Driven decisions
4	Tier 2 behaviors

Schoolwide Program [Hide](#)

### 4040 LEWIS ELEMENTARY

#### SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. Section 1114 (b)(2)

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Samantha Coffey	
2	Teacher	Amy Mika	
3	Principal	Kacie Ambrose	
4	Parent	Krista Hahn	
5	Parent	Alli Mayfield	
6	Parent	Cortney Krepel	
Plan Development Meeting Dates			
1	Meeting Date	02/13/2023	

#### COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title I School Improvement (a)	Dr. Heather Gross	Assistant Superintendent
2	Title II.A	Dr. Heather Gross	Assistant Superintendent
3	Title IV.A	Dr. Heather Gross	Assistant Superintendent
4	Spec. Ed. State and Local Funds	Dr. Heather Gross	Assistant Superintendent
5	Spec. Ed. Part B Entitlement	Dr. Heather Gross	Assistant Superintendent
6	Perkins Basic Grant - Secondary	Ben Rubey	Career Center Director
7	Workforce Innovation and Opportunity Act	Karri Kirkendoll	Process Coordinator
8	Head Start	Dr. Katie Andreasen	Early Childhood Principal
9	McKinney-Vento	Kim Curtis	Social Worker



10	Adult Education and Family Literacy ▾	Ben Rubey	Career Center Director
11	State and Local Funds ▾	Dr. Heather Gross	Assistant Superintendent

**STRATEGIES TO ADDRESS SCHOOL NEEDS** Section 1114 (b)(7)(A)

The following strategies will be implemented to address prioritized school needs: (check all that apply)

**Supplemental instruction**

Subject areas and grade levels to be served (mark all that apply)		
1	<input type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input checked="" type="checkbox"/> English Language Arts	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)
- Other

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
1 Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Class size reduction**

<input checked="" type="checkbox"/> Grade Levels	K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- Professional Learning Communities**
- Schoolwide Positive Behavior Support**
- Response to Intervention**
- Other**

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Small group pull out/push in, Data teaming, RTI, modeling

- Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

Instructional coach, Title I reading specialist

- Increase the amount of learning time

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Gifted education (Bright Ideas) This is not Title I funded. This enrichment will be provided by local funding.

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

PBIS, Problem Solving Team, Professional development, Counseling, RTI, Behavioral support interventionists, Restorative Practices

Activities will (mark all that apply)

- Improving students' skills outside the academic subject areas**

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

- Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- Career/technical education programs
- Access to coursework to earn postsecondary credit
  - Advanced Placement
  - International Baccalaureate
  - Dual or concurrent enrollment
  - Early college high schools
  - Other

- Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

- Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- Delivery of professional development services

- Instructional coach
- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

**Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

New teacher orientation, teacher mentor program, NEE indicators, Professional learning communities, Personalized professional development, Increased district salary schedule

**Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

Family advocate at the Early Childhood Center (ECC) works with families to transition students to kindergarten. Vertical planning/transitioning between ECC and kindergarten teachers. ECC implementing Heggerty program to jumpstart kindergarten learning skills.

### SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

**PARENT COMMENTS** *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

**District/LEA Comments**

**DESE Comments**

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**Current User:** Everett1

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