



District/LEA: 048-927 ACADEMY FOR INTEGRATED ARTS Year: 2021-2022

Funding Application: Plan - School Level - 6995 ACADEMY FOR INTEGRATED ARTS Version: Initial Status: Approved

Number Name

Select District

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

6995 ACADEMY FOR INTEGRATED ARTS

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.

The policy is included in the Family Handbook and a copy of the policy is included with the Family-School Compact, which is signed and returned to the school at the beginning of each year. The compact outlines the roles and responsibilities of all stakeholders: parents, students and the school. Students return a signed compact at the beginning of the year and this compact is discussed at October Family-Teacher Conferences.

- 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.

The Family Advisory Committee, which is open to any interested family member, meets annually with an administrator and teacher representatives, to inform parents of the schools participation the Title I program and share details of AFIA's Title 1 Plan.

The plan is also informed by an annual family focus group meeting and an annual Title I evaluation meeting. The purpose of the family focus group is to solicit feedback from a diverse set of families. The purpose of the evaluation meeting is to review data to evaluate the effectiveness of the school's Title I programming.

- 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.

Parents and family members provide input to inform the development of AFIA's parent and family engagement policy at Parent Advisory Committee meetings. Childcare is provided so that parents can participate collaboratively with staff to jointly develop the parent and family engagement policy, revise the Family-School Compact, and coordinate annual family engagement events.

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 program information is shared annually at the first Family Advisory Committee meeting of the school year. Childcare is provided and the school offers to provide transportation for families where transportation is a barrier to participation.

- 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.

AFIA hosts an annual curriculum night to share information about our curriculum and assessment program, including the Missouri Assessment Program. Additionally, MAP achievement levels and results are discussed at family-teacher conferences.

- 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)*

AFIA's compact identifies the following as ways in which parents will support children's learning:

- Ensuring my child attends school on time every day possible
- Assisting with my child's homework and ensure it is completed
- Ensuring that my child reads at least 20 minutes every day outside of the school day
- Monitoring the amount of television my child watches each day
- Volunteer in my child's classroom/school
- Return requested information and documents in a timely manner
- Review newsletters and other communication from the classroom teacher and school
- Reading weekly communication from school called "Wednesday Weekly"
- Update contact information when phone numbers change, etc
- Review student work and participation via Seesaw

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

AFIA's compact identifies the following as ways in which the school will provide a high-quality education:

- Providing a rigorous curriculum that is artistically approached in a supportive and effective learning environment.
- Holding semi-annual family-teacher conferences that address student progress during first and second semester and discuss student academic achievement and classroom behavior
- Providing families with daily/weekly reports on child progress, which may include regular updates and suggestions from classroom educator
- Quarterly reports (progress reports and grade cards)
- Meetings with support staff, such as the Family School Liaison

Be accessible to families through:

- Phone calls or in-person meetings
- Home visits by educators and counselors
- Opportunities for families to volunteer and participate in their child's class, and to observe classroom activities by:
- Invitations to attend class field trips and assisting with student work in the classroom

- 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.

AFIA partners with families to improve academic achievement by:
 -provide an annual curriculum night and other family engagement activities (Gallery Walk in the school to review student work, etc)
 -meet individually with parents/guardians as needed to discuss classroom level interventions and referring a student to the Student Success Team when classroom interventions are unsuccessful

- 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.

Five interactive family education events are held each year to provide training and materials to help family members support children's school success. The topics are selected by the Family Advisory Committee at the beginning of each year.

- 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.

The school provides on-going training to staff regarding parental partnership. Staff expectations for family engagement are specified in a document titled "AFIA Family Communication Commitments" and include expectations for things such as positive parent contacts and classroom newsletters.

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.

AFIA's Family School Liaison serves as a member of the Family Engagement Commitment and works coordinate school partnerships with community programs and match families with organizations that meet their needs.

- 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](#)

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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

5/26/2021

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:

AFIA enrollment has increased steadily over time. Our school population is diverse.

Weaknesses:

Additionally, we serve students who experience a high mobility rate due to living in poverty and homelessness. We must continue to support our most vulnerable families to ensure that they are able to attend school everyday and arrive on time. Most of our families live in poverty. While this is not a weakness, this is a challenge that we must navigate.

Indicate needs related to strengths and weaknesses:

We need to continue to partner with outside organizations to support our vulnerable families who struggle to meet basic needs (shelter and food). We also need to continue use our student success process to ensure that we are working in partnership with families to meet students' needs. We have a robust partnership with Swope Health Services. The caseworkers from Swope connect families to important resources, including mental health resources.

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:

NWEA data
Phonological Awareness Literacy Screening
Running Record Data
District pre and post math assessments
Evaluate data

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

Strengths:

This was a highly unusual year. All of our students began the year remotely and some families opted to remain remote all year. Thus, some of our district assessments were administered virtually. Despite a difficult year, students did make growth on district assessments. Our goal is for students to make over a year's growth in one school year, since most of our students enter our school below grade level. We do see progress.

Weaknesses:

While we see progress, we know that we have urgent work to do to continue to accelerate learning for our students. Most of our students begin the school year below grade level, with many of our students starting out significantly below grade level. Thus, we must achieve more than one year's growth during a school year. This is challenging, but urgent and important work. Based on this past year's data, we do know that our students will need even more support and interventions in the coming year.

Indicate needs related to strengths and weaknesses:

We need to continue to accelerate our students' academic growth by continuing to accelerate learning through the use of careful data analysis and using this information to inform instruction. We also must continue to differentiate instruction and use interventionists.

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:

Our strengths include that we have a strong team of educators who are committed to continual improvement as educators. We have a targeted and strategic approach to professional development and dedicate about 16 hours a month to shared learning. We are investing significant time in ensuring that our math and ELA curriculum is aligned to the MO Learning Standards. Another strength is our use of arts integration and project approach, as these innovative approaches allow for deeper, more meaningful learning.

Weaknesses:

We see a need to improve in our ability to differentiate instruction while also ensuring all students have access to on grade level content and on grade level complex text.

Indicate needs related to strengths and weaknesses:

--We need to better leverage the use of technology for deep learning.
 --We need to continue to ensure that our teachers know the new MO Learning Standards deeply and strategically cover essential content in the classroom.
 --We need to continue to ensure that students have the opportunity to demonstrate their learning at all DOK levels and that teachers are using formative assessment on a daily basis to inform instruction.

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:

Our teaching staff is dedicated and high quality. For example, over 30% of our teachers who teach core content have a Masters Degree. Additionally, 50% of our teachers in core content areas are African American. As a school with a high percentage of African American students, this is important to our school community. Our teachers build effective, caring relationships with students and families. They also operate from a growth mindset and are continually working to improve their practice as teachers.

Weaknesses:

As a small school, our staff members must take on multiple roles. This is true in every school setting, but in small schools, this can be a challenge. As a growing school, we must hire new staff each year and this means that are new staff members experience a learning curve. Our new teachers need a high level support in classroom management and in instruction.

Indicate needs related to strengths and weaknesses:

Our needs include a clear coaching plan to ensure that not only our new teachers are growing in their ability to be effective teachers, but our more experienced teachers are also being challenged to grow. We must create and implement thoughtful onboarding professional development.

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:

During family events, such as our bi-annual Celebration of Learning and parent teacher conferences, we have a high level of participation. Our families are supportive of our work and partner with us in the education of their children. We partner with the community to support our students' needs. For example, we have partnerships with Swope Health (mental health), Literacy Lab (tutoring for students who are reading below grade level), Start at Zero (support for children 0 - 4, and Super Hero Yoga. During the pandemic we provided all students with computers. We provided hotspots to over 10% of our families. We worked to ensure there were no barriers to children participating in virtual learning.

Weaknesses:

While we have good participation overall, we do have a challenge engaging about 15 - 20% of our families. We need to improve in our ability to communicate to families about where their students are academically in the context of grade level expectations while providing families with concrete ideas for supporting their child's learning at home. Additionally, we need to continue to engage partners who can assist us in supporting our most vulnerable families as they struggle to meet their family's basic needs. Finally, we do have a family engagement committee and we would like to increase participation on this committee.

Indicate needs related to strengths and weaknesses:

As a school community, we need to offer more resources for families in helping them identify ways in which they can best support their students to grow academically. We also need to continue to grow our relationships with external partners who can assist us in supporting our most vulnerable families.

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:

As an arts integrated school, we have an unique mission and vision. We believe that learning is deeper and more meaningful when children have the opportunity to learn through the arts in core academic areas. Additionally, we work to keep our class sizes small and employ assistant teachers (paras) to keep our student to adult ratio low. Our school climate is positive as evidenced by various data points, including survey data. We are a trauma informed school and utilize restorative justice practices. Additionally, we work diligently to determine alternatives to suspension.

Weaknesses:

This is not necessarily a weakness, but a true challenge - We do serve a student population with complex needs and some students enter our school who have attended many different schools. This causes challenges with school climate.

Indicate needs related to strengths and weaknesses:

Since we are a growing school as we add additional students and staff each year, we must be intentional in onboarding our new staff members and supporting new students new to our school culture. We also need to continue to improve in our implementation of arts integration.

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	Continue to improve academic achievement as measured by the MO Assessment Program Grade Level and local assessments.
2	Continue to improve students' attendance rate.

Schoolwide Program [Hide](#)

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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)*

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

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 type="checkbox"/> Reading	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"/>
3	<input type="checkbox"/> English Language Arts	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"/>
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 style="width: 100px;" 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 type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input 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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input type="checkbox"/> Grade Levels	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"/> 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

Teachers will use assessment data to determine students' specific academic needs and deliver specific interventions based on students' needs. This instruction will include small group as well as individualized instruction.

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

Description of how strategy/strategies will strengthen

The implementation of high leverage practices, including number talks, arts integration and balanced literacy will be strengthened through targeted professional development and vertical team collaboration.

- 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

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

Students who are the most at risk will work with interventionists and Literacy Lab tutors. Two years ago, we added two full-time interventionists to our staff so that our interventions can be more strategic and more robust (one was grant funded).

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

We implement trauma informed methods, including mindfulness and restorative justice practices. We also have a student success team and process to support our students with the most needs.

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

Data team meetings to review math and literacy assessment data and plan and modify instruction based on this data.
Peer observations and feedback.
Student work analysis.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

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

Describe activities

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.



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District/LEA Comments

DESE Comments

