

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

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School, Parent And Family Engagement Policy [Hide](#)

3050 FERGUSON MIDDLE

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.

Ferguson Middle invites family input through meetings and surveys. We hold an annual Title 1 meeting. We also share schoolwide data and upcoming events via Blackboard (phone calls, emails, and texts), Peachjar, school marquee, fliers, and Ferguson Middle Webpage and Facebook page. Information is provided to all parents via electronic means and USPS at least once per year. Principal and teachers will sign compact before it goes home with the students. Notifications for meetings are published on the school website, marquee, and calendar. Parent input will be documented in the minutes of all meetings and all parent involvement sign-in sheets will be kept on file. We will also utilize surveys as a means to increase parental involvement in these meetings. Parents will also be able to provide feedback through the use of evaluations and surveys.

- 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.

Parents are given the opportunity to review the Schoolwide Plan and are asked to verbally share the strengths and weaknesses of the current plan. Parents are also asked to provide feedback and suggestions using the Parent Needs Assessment survey.

In the Spring, data is reviewed, input is gathered and revisions are made for the next year.

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.

At Ferguson Middle School, feedback is requested during the Spring Title I meeting/survey, the Fall Parent Overview, and PTO meetings. Surveys are provided to collect the views and perceptions of parents. This data is used to improve the school parent and family engagement policy.

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.

Information will be shared with parents at the Open House held in August. The school will also post information on the website under Title I.

The annual Title I meeting is held at the beginning of every school year. During this meeting, the parents are informed of the schools participation in Title I.A., as well as explain Title I.A requirements. We state the right of parents to be involved and encourage their support and partnership. We will utilize surveys to obtain parent input and feedback at the beginning and end-of-year.

Parents will see the Title I PowerPoint overview, participate in discussion groups as well as receive information about the School messenger system (phone calls and emails)

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.

We host a curriculum night to provide information to the parents about the curriculum and academic assessments. MAP assessments are administered at this 7-8th school. Parent/Teacher conferences are also held in the fall to further communicate this information to the parents.

During the annual Fall Title I Meeting, the MAP and latest Galileo benchmark testing data is presented to parents in conjunction with our goal(s) for the year. The dates of implementation are given as well as the relevant data for each achievement level. Parents can ask any pertinent questions regarding the assessments.

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)*

Parent will:

Provide adequate time to work with my child each day.
Attend conferences and other meetings pertaining to my child and his/her education.
Ask my child about the focus of their learning.
Send my child to school on time on a regular basis.
Communicate with my child's classroom teacher as questions arise.

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

Staff will:

Assist students in reaching their fullest potential with the belief that all children can learn and be successful.
Provide ongoing oral and written communication to parents and students regarding performance and assessment results.
Enable each student to achieve and make progress toward meeting the Missouri Learning Standards.
Assure every student access to quality learning experiences appropriate to their development.
Teach students strategies to use in order to gain competence in math and reading.
Encourage the implementation of a parent involvement policy that facilitates meaningful parent involvement.

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.

At Ferguson Middle School, we host parent nights to assist parents in learning about the MAP assessment. We host curriculum nights to ensure they know about our core content and how to use the Tyler student information system to monitor their child's progress. Fall conferences are held to support parents in understanding the Galileo assessment, communicate how parents can work with educators to improve the achievement of their children, and allow for open feedback.

- 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.

Parents will receive information and support in regards to the following resources:
Parent Portal
Conferences and communication with school staff
Event Nights and Title I Annual meeting
FFSD host Parent University opportunities
.

- 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.

During Orientation Week, staff will discuss parent involvement and communication expectations. Staff will communicate through the use of email, phone calls, text messaging, and blackboard.

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 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.

Title II is used to provide core content training for teachers and parent engagement.
Title III is used to fund an EL system to support data and communication for EL families
Title IV is used to support technology for communication, our Canvas Coordinator, and SEL
McKinney Vento grant is used to fund a social worker to support the removal of barriers for homeless children and families. IDEA and SSD ensure students are in the LRE and receive needed support.

Perkins provides supplemental technology and equipment for the secondary CTE programs

- 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

3/7/2024

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:

Quarterly PBIS Incentives for students attending school 90% of the time, 0 Referrals, & As and Bs
Quarterly grade level assemblies to celebrate students
Team incentives
PBIS Points Reward
Restorative practices: parent meetings, student meetings, restorative specialist, restorative circles
Social worker: small groups, yoga mindfulness, CHADS
Counselors: small groups, conflict mediation, restorative practices
School wide PBIS Rewards system
Fall Festival: community outreach and building relationships with families
2 ten day suspensions
Use of Care Teams for discipline problem solving

Weaknesses:

48.7% students are not meeting 90% attendance or higher
Top 5 discipline referrals:
Disruptive Behavior
Fighting
Skipping Class
Noncompliance
Physical Aggression
199 students with 2 or more suspensions
more students in tier 2 and 3 than tier 1

Indicate needs related to strengths and weaknesses:

Social-emotional program to support the needs of students
Additional social worker support
Additional hall monitors to enhance supervision
More elective options for students
Tier 2 intervention team meetings
Ongoing Restorative practices professional development for all staff
PBIS Rewards System
Consistency with PBIS/expectations, pre-referrals and incentives

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:

Review MAP, EOC, Benchmark, and or BAR Data etc

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

Strengths:

7 ELA exceeded expected growth with an average of 47 DL points gained
8 ELA exceeded expected growth with an average of 111 DL points gained
7 Math maintained expected growth with an average of 42 DL points gained
8 Math exceeded expected growth with an average of 64 DL points gained
ALG 1 exceeded expected growth with an average of 116 DL points gained
Geometry exceeded expected growth with an average of 153 DL points gained
7 Science exceeded expected growth with an average of 102 DL points gained
50% of points were earned from subgroup students on the MAP assesment (growth from previous year)
67.5% of ELA students showed growth (MAP)
75% of ELA Subgroup students showed growth (MAP)
80% of math students showed growth (MAP)
83% of math subgroup students showed growth (MAP)
70.5% of 8 ELA students are above below basic

Weaknesses:

8 Science did not maintain expected growth with an average of 20 DL points gained
50% of points were earned for students in ELA and Science on the MAP assessment
0% of points were earned for students in math on the MAP assessment
45.4% of 7 ELA students are above below basic
31.2% of 7 Math students are above below basic

Indicate needs related to strengths and weaknesses:

Celebrate student growth on benchmark assessments
Seek more opportunities to inform parents of student achievement growth and opportunities
Building Level Professional Development to strengthen the core instruction
School wide CT3 strategies for targeted instruction
Continue to align CT3 learning with ILT Cycles
CT3 Professional Development for Administrators and ISLs
Instructional Support Leaders
Adaptive Assesment for reading and math levels
Leveled books/articles for guided reading intervention groups
Leadership professional development
Smartboards for interactive learning
Science lab supplies for hands on learning
Instructional resources
IXL
Flocabulary
2 teacher aides to support concurrent math classes

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:

District and Missouri Learning Standards are in alignment
1:1 Instructional technology
Weekly PLC meetings allowed teachers to analyze data and plan for instruction
Building level PD consistently throughout the year
ILT learning cycles

Weaknesses:

Culturally relevant curriculum
Effective instructional strategies are not embedded within the curriculum
High level tasks are not embedded within the curriculum
Critical thinking questioning
Resources to support curriculum

Indicate needs related to strengths and weaknesses:

Professional development on deeper learning, critical thinking in the classroom for teachers
Professional development on effective instructional strategies
Resources to support curriculum
IXL
Flocabulary
ISLs
Resources/supports for building level PD
Professional memberships
Conferences
Summer enrichment

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:

More certified teachers in content areas than last year
62% of our staff have advanced degrees
66% of staff hook the students into learning
Over 100 coaching cycles completed to support teacher growth
Using CT3 Rubric many teachers grew from off task and ritual compliance to on task

Weaknesses:

57% of staff engage students with the learning target
5 openings for 23-24SY
Staff demographics do not represent the demographics of the students
44% black
56% white
Some teachers need more support and coaching to move student engagement

Indicate needs related to strengths and weaknesses:

Additional core content PD
Instructional Support Leader/Coach (ISL) to provide ongoing targeted professional development
Social worker supports families
Staff survey results indicate a need for more emotional regulation supports for students to prevent fighting, bullying and damage to property.
Offer new electives to support SEL

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:

TylerSiS, Peachjar, and other electronic platforms provide constant contact with families
Free mental health services offered
Open House for students and parents in August/September
Monthly PTO Meetings
Well attended school events: math night, fall festival, sporting events

Weaknesses:

27 parents responded to survey
Positive communication home; need more of it
Need more community events
According to the survey parents want:
More incentives
Instructional coaches
Internet safety class
Increase in social workers and counselors
Uniforms
Increase in positive communication
Smaller class sizes
Small group intervention in reading and math

Indicate needs related to strengths and weaknesses:

Parents want uniforms
Resources for incentives to support attendance
Increase positive phone call home
More community events
Training on internet safety for parents
Social workers/counselors
Instructional coaches
Reading and math intervention resources

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:

Branching Minds is available for strategies to support students
Social worker
Monthly SELT meetings to focus on universals for students building wide
Tier 2 and 3 meet monthly
OLT meets monthly
ILT meets monthly
Monthly staff meetings
Frequent school CARE Team meetings to focus on interventions for students
School wide expectations are followed consistently

Weaknesses:

CT3 4 Step Model is not consistently followed by all staff
 Classroom rules and procedures consistently posted and followed in all classrooms
 Referrals written before supporting students with interventions and/or restorative practices
 Family engagement

Indicate needs related to strengths and weaknesses:

Individual coaching on CT3 strategies
 Building level professional development for restorative practices, tier 2 and 3 interventions, classroom management systems (PBIS), CT3
 Family engagement specialist

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	SEL Supports Social workers Counselors
2	Instructional Supports ISLs Resources for interventions and Professional Development Electives teachers and resources
3	Community Engagement Family Engagement Specialist Resources for family activities

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)

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Ebony Smith	
2	Teacher	Dearon McKinney	
3	Principal	CeAndre Perry	
Plan Development Meeting Dates			
1	Meeting Date	04/11/2024	

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 II.A ▾	Joyce Pugh-Walker	Dir of Federal Programs
2	Title III EL ▾	Joyce Pugh-Walker	Dir of Federal Programs
3	Perkins Basic Grant - Secondary ▾	Bradley Johnson	CTE Coordinator
4	McKinney-Vento ▾	Yolanda Rodgers Garvin	Homeless Liaison
5	Others ▾	Cindy Reilmann	CFO

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 checked="" 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 checked="" type="checkbox"/> 8 <input checked="" 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 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 checked="" 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 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

****Math instructional aides will provide small group instruction to support academic achievement**

****Social worker will review data and provide small group instruction**

****Reading Coach (ISL) will provide ongoing PD and lesson planning**

****PD for the AVID in-school academic support program is used to prepare students for college eligibility and success.**

****SEL programming that focuses on student well-being, educator happiness and retention, and healthy school cultures.**

****Supplemental ELA, Math, and Science resources to support learning**

****Supplemental technology to support engagement**

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

Description of how strategy/strategies will strengthen

Reading and Math Instructional coaches will provide ongoing PD to increase teacher knowledge of content and standards. They will also ensure teachers are providing instruction on grade level standards

The use of chromebooks and smartboards will increase student capacity to engage and interact deeply with learning opportunities (Google classroom, Imagine Math, Galileo, etc.) in all courses better enabling them for success across all content areas

Instructional Support Leader will provide instructional support to teachers in pedagogy, Data Team, collaborative work, and LAST and LASW protocol increasing teacher capacity and driving academic mastery and growth in achievement

Increasing parent/student participation during department curriculum nights will support collaboration between school and home.

Math instructional aide will provide small group instruction to identified students under the guidance of the core teacher.

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

****Math instructional aides will provide small group instruction to support academic achievement**

****Social worker will review data and provide small group instruction**

****Reading Coach (ISL) will provide ongoing PD and lesson planning**

****PD for the AVID in-school academic support program is used to prepare students for college eligibility and success.**

****SEL programming that focuses on student well-being, educator happiness and retention, and healthy school cultures.**

****Supplemental ELA, Math, and Science resources to support learning**

****Supplemental technology to support engagement**

Leveled Libraries for all ELA classes with appropriate leveled high-interest books that will allow all students to engage with appropriate independent reading materials

Providing curriculum/standards development, curriculum/standards training, planning, professional development, release time to visit other model classrooms, including attending workshops and conferences to strengthen core instruction programming

Increase parent/student participation during department curriculum nights

Instructional Support Leader will provide instructional support to teachers

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

****SEL program and training**

Instructional Support Leader will provide instructional support to teachers in pedagogy, Data Team, collaborative work, and LAST and LASW protocol, professional development and coaching(curriculum/standards development, curriculum/standards training, planning, professional development) increasing teacher capacity and driving academic mastery and growth in achievement

Social worker will provide support related to decreasing absenteeism and chronic behaviors

PBIS/CI3T coaching

- 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

****Instructional Support Leader will provide instructional support to teachers in pedagogy, Data Team, collaborative work, and LAST and LASW protocol, professional development and coaching(curriculum/standards development, curriculum/standards training, planning, professional development) increasing teacher capacity and driving academic mastery and growth in achievement.**

****Provide AVID training for additional teachers to continue implementing AVID as a tool for students to develop college and career readiness skills.**

- 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.

District/LEA Comments

DESE Comments

Email: alaina.downing@dese.mo.gov

Current User: JPUGH1

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