

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](#)

## 1060 STEAM ACADEMY AT MSB HIGH SCHO

### 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.

We jointly developed with parents how families, the entire school staff, and students will share the responsibility for improving student achievement and outlines how STEAM Academy at McCluer South-Berkeley High School will develop partnerships to help children achieve the Missouri Learning Standards. Additional Activities include:  
Seek parent input when creating the parent compact agreement. Collaboratively create the parent policy and agreement.  
Parent input meeting July 16 in theater. We discussed parent compact, parental involvement plan, and schoolwide program plan.  
Parent informational compact will be shared out Sept. 19 and revised accordingly after feedback sessions.  
Information will be and is sent out using Blackboard, Peachjar, website, twitter, and Facebook, S'Mores online newsletter, and Instagram.

- 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.

Share information on academics, attendance and behavior and seek parent input during parent meetings such as Summer Launch and Curriculum Night / Title Funds Parent Meeting. Seeks input from parents from the Advanced Questionnaire survey.  
Parents and family are involved in Parent Teacher Group.  
Title 1 meeting in July  
Title 1 meeting in September  
District Parent Advisory Committee

- 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.

Invite parents to be part of the planning process of the Title I.A. plan. Share plan draft and gather input from parents as to what should be included in the plan for next year. Provide assistance to parents in understanding EOC, ACT, Pre-ACT, AP, PSAT and Galileo tests. How to monitor and support children at home as knowing how to support teachers to help increase performance of their child through Open House, Curriculum Night, Parent Transition Meetings, and Curriculum Nights.  
Seek input from parents from the Advanced Questionnaire survey and will utilize the feedback when planning and designing better ways to communicate.

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.A program information is shared with parents during the parent events (Summer Launch, Curriculum Night, parent/teacher conferences) virtually and in-person as appropriate, through the parent compact flier and on the website.

- 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.

Share information on curriculum and academics during parent meetings such as Summer Launch, Curriculum Night /Title Funds Parent Meeting, and parent/teacher conferences, Parent Portal, Title 1 night in September, Peachjar, and individual teacher support and contacts.

- 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)*

The compact will outline how parents, the entire school staff, and students will share the responsibility for improving student achievement and describe how the school and parents will build and develop a partnership to help children achieve the Missouri Learning Standards.

The information in STEAM High parent compact includes the following:

1. Encourage high levels of learning in all subjects by promoting reading outside of the classroom, providing a quiet place at home to complete work and check the Parent Portal for updates on student progress.
2. Communicate high expectations for learning, ensure students get adequate sleep, nutrition and attendance, while helping students reach goals.
3. Attend Academic Family Nights, Open House, Parent/Teacher Conferences, and serve on advisory groups.

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

1. Provide rigorous and differentiated instruction for ALL students, including effective interventions, teaching strategies and programs for English language learners.
2. Maintain an open line of communication providing frequent reports on your progress through Parent Portal, email, phone calls, and meetings as needed.
3. Hold Parent/Teacher conferences to discuss your child's progress and the home-school compact as it relates to your child's academic achievement.
4. Motivate families to attend monthly school events and provide various opportunities for parent participation.

Administrators Will:

1. Retain highly qualified staff.
2. Maintain a safe and positive school climate.
3. Provide assistance to parents in understanding the state and district academic content, achievement standards, and required assessments.
4. Keep parents informed of school activities, parent programs, and scheduled conferences.

- 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.

Describe plans to provide assistance.

Curriculum information is shared during Summer Launch, Curriculum Night, and parent/teacher conferences. Annual progress reports are shared with all parents and teachers reach out to parents of students that are not meeting the standards, classroom volunteers, homework completion, and monitoring of social media or television watching. Address the importance of communication between teachers and parents on an ongoing basis. Counseling, pupil services, and mentoring services Supplemental social workers to assist with interventions. Great Circle provides mental health supports/training.

- 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.

Advisory teachers will introduce themselves and their role and how parents can contact them; Advisory conduct quarterly contacts.  
 -Consistent reporting data during conferences  
 Maintain Tyler contact logs  
 Provide PD opportunities for PBIS and restorative practices  
 Attendance at school events.

During Orientation Weeks, teachers and school personnel review the expectations for parent engagement as outlined in the Staff Handbook. Any needed changes are made with staff input and administrative direction for collaborative success.

- 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.

Parent Teacher Group meetings  
 -Monthly parent engagement events offered by departments that includes opportunities for families to engage in content and strategies to support their child at home.  
 Calendars, website, handbook, Blackboard messaging system, flyers to communicate resources and opportunities.

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.

Parent Teacher Group executive meetings (Morning, Afternoon, Evenings)  
 -Monthly parent engagement events offered by departments that includes opportunities for families to engage in content and strategies to support their child at home.  
 Calendars, website, handbook, Parent Link messaging system, flyers to communicate resources and opportunities.  
 Community partnerships with Boeing, Challenger Learning Center, MOST, UMSL, and Florissant Valley Community College provide our families with educational outreach and parent university opportunities.

- 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](#)

**1060 STEAM ACADEMY AT MSB HIGH SCHO**

**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

3/10/2020

## 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:

Small high school setting  
Students choose STEAM High and are academically gifted and accelerated.  
All students are interested in pursuing a STEAM Pathway.  
Second year for school  
33% of students are gifted

Weaknesses:

100% FRL  
19% homeless rate

Indicate needs related to strengths and weaknesses:

Professional development, systems and supports  
Universal fidelity to PBIS structures  
PBIS coaching  
Equity training for staff  
College and Career Readiness coaching for students and families  
Partnerships with community resources and connections

### 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:

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

Strengths:

Due to online learning and COVID-19, EOC testing has not taken place for this school year. Higher proficient and advanced for Bio Benchmarks on Galileo. Improvement of teaching and feedback, ex. Vocabulary in Math

Weaknesses:

Because state testing has been cancelled for the state of MO we will lack achievement data to compare with baseline data for the year.

Indicate needs related to strengths and weaknesses:

Need Academic Interventions - Alg. Strates and Bio Review  
How can students be held accountable for Galileo tests? Encourage students to take the test seriously  
Better test calibration  
Current classroom technology (such as Smartboards) for instruction with tech integration and student engagement

## 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:

Strong ties with curriculum coordinators and district curriculum  
Pacing guides, training, extra resources and supports provided  
Benchmark tests and ongoing PLC/Data Teams to support student and teacher growth  
NEE alignment with curriculum implementation  
PBL training and support to provide innovative project based approach

Weaknesses:

First year implementing PBL  
First year in a new school with a new vision and approach  
Students with some academic strengths and other academic gaps  
No EOC testing, and online learning created challenges in continuing to teach and master standards as well as assess learning.

Indicate needs related to strengths and weaknesses:

- 1) On going job embedded professional development in ELA, Math, SEL (Social- Emotional Learning)
- 2) Professional development on unwrapping the standards and understanding the pedagogy of the content in order to plan effective lessons. (Core Instruction)
- 3) Professional Development on how to support and scaffold the grade level expectations and standards (with technology integration using Smartboards and 1:1) to ensure ALL students are receiving high quality instruction at the core instruction level( Differentiated instruction)
4. Professional Development on Strategies and procedures designed to improve behavioral success by employing non-punitive, proactive, systematic techniques
5. Professional development provided by ISL on how to conduct effective data driven PLC/Department meetings
6. Professional development provide by district Tech. Staff to become more comfortable implementing technology in classroom learning.

### 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:

The administrative staff includes one principal. Certified staff includes 18 classroom teachers, one counselors, and athletic director as well as a full time librarian.  
 Teachers are highly qualified with documentation on file.  
 The staff is made up of 33% African-American and 66% caucasian  
 Instructional leadership team plans and assesses the implementation of instructional strategies  
 District provides many professional development opportunities on three full-day, monthly half-day, and PLC's weekly.

Weaknesses:

Most staff members have not had professional development around standards-based lesson planning  
 Teachers are not necessarily equipped with the training and skills to provide social-emotional supports/interventions  
 Staff will benefit from equity training  
 Lack of differentiated professional development

Indicate needs related to strengths and weaknesses:

Professional development around standards-based lesson planning  
 Continued PD around Project Based Learning  
 PD needed for online learning, student engagement online and technology integration in classroom and online  
 Professional development on alignment of standards to highly engaging lessons  
 Job-embedded coaching on high student engagement strategies  
 Coaching on social-emotional strategies/supports  
 Equity training necessary



## 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:

Involved families during Summer Launch, Curriculum Night, parent/teacher conferences, electronic fliers, website/Facebook, and progress reports. Creativity in engaging parents through learning outside of the traditional classroom settings, turn-outs at events and ample parent volunteers

Weaknesses:

High mobility rate  
External family issues including illness, job loss, participation in social justice movement and stress related to all of these societal pressures

Indicate needs related to strengths and weaknesses:

Continued increase in parental involvement. Provide staff with professional development workshops to learn about the cultural richness in the school community.  
Modify school practices in order to effectively engage diverse parents and recognize family contributions  
Strategies to elicit and respond to family member's needs and ideas  
Community resources to assist with societal pressures  
Additional technology resources and integration to promote student engagement

## 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:

School mission focusing on district mission and around STEAM Career Pathways  
 Average class size at or below DESE recommendations  
 Positive school climate with low office referrals  
 Management and governance by a highly functioning leadership team and school committees  
 FFSD Student Expectations Code followed

Weaknesses:

Mobility rate  
 Socioeconomic status for some families  
 Community trust factor between neighborhoods, school and district

Indicate needs related to strengths and weaknesses:

College and Career Counseling provided to families  
 Equity and Social Skills training for teaching 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	Increase student achievement in ELA
2	Increase student achievement in math
3	Increase staff professionalism and use of curriculum, programming and technology integration around content, standards, pedagogy, and social emotional learning.
4	Increase family engagement

Schoolwide Program [Hide](#)

**1060 STEAM ACADEMY AT MSB HIGH SCHO**

**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	Cindy Holman

2	Teacher	Sarah Winstead	
3	Principal	Jane Crawford	
4	Parent	Serena McKissick	
5	Teacher	Tom Fontana	
6	Teacher	Bea Willmering	
7	Teacher	Bradley Johnson	
8	Other Administrators	Keith Rhodes	
9	Other School Leaders	Rayna Blackshear	
<b>Plan Development Meeting Dates</b>			
1	Meeting Date	03/10/2020	

## 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	Select... ▾		

## 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 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

By providing a before and/or after school program, students demonstrating gaps in mastery will have additional differentiated instruction and guided practice to master and demonstrate mastery on key power standards. Frequent progress monitoring will mark growth and allow for exit of the tutoring program.

ACT strategy booster will be provided to junior students prior to the ACT exam in April in order to compliment the ACT Prep course they take - which is a semester long and focused on content.

The Maxwell Team and DISC will be provided to sophomores and juniors in order to supplement the Missouri Connections Program and the ICAP development by providing a valid research based tool coupled with counseling to inform CCR plans and choices for each student.

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

Description of how strategy/strategies will strengthen

Our school-wide goal is to have no students in Below Basic or Basic. These academic strategies will help students close achievement gaps, provide students an opportunity to access and master grade level instruction, and push our students in enrichment. This will enhance the programming at our school by setting high standards, and providing opportunities for enrichment and innovation.

- 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

By providing before and after school tutoring, students will access opportunities for reteaching, practice, and have time to demonstrate mastery. Frequent progress monitoring will measure growth. Student will exit intervention once mastery is demonstrated.

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

Tutoring will close learning gaps and provide students extra time to practice, master and demonstrate mastery of the Missouri Learning Standards.

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

Hire ISL to support instructional strategies and curriculum alignment  
Provide Professional Development on effective PLC/Data teams  
Supplementary PD in curriculum materials and technology  
Provide additional coaching for students on leadership and college & career readiness  
Provide AVID booster training for two trained teachers, plus provide initial AVID training for two 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.



[School Level Plan Home](#) [Print](#) [Cancel Print Mode](#)

### District/LEA Comments

### DESE Comments



**Email:** [christina.scott@dese.mo.gov](mailto:christina.scott@dese.mo.gov)

**Current User:** jcrowford

Improving Lives through Education

Ver.