



District/LEA: 115-902 LIFT FOR LIFE ACADEMY Year: 2021-2022

Funding Application: Plan - School Level - 6905 LIFT FOR LIFE ACADEMY ELEM. Version: Initial Status: Approved

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

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

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

6905 LIFT FOR LIFE ACADEMY ELEM.

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.

As a new elementary school, the principal has made parent involvement a priority in support of the current Charter/LEA policy on parental involvement. The new principal has met with the parents of all newly enrolled students, administered parental involvement and learning needs surveys and teacher home visits are also planned. In addition, a variety of other traditional parental involvement activities are planned, such as, school Open House/ribbon cutting, parent-teacher conference days, etc.

- 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.

As a new elementary school, the building principal has administered surveys to the parents of all prospective families in ascertaining familial/student needs. The building principal has also met with the parent of every prospective student as part of the application process for an in-person meet and greet. The school is also planning to implement teacher/staff home visits with the majority of families as part of its parent involvement activities. At orientation/beginning of the year meetings, the sharing of important information contained with the Parent and Student Handbook, including parent involvement information, is featured.

- 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.

As a new elementary school, the principal has met with the parents and students of all newly enrolled students. In addition, the principal has administered parental involvement and student learning needs surveys in generating data used as parent of the needs assessment and schoolwide program planning.

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.

Access to Title I information will be provided to parents in several formats, including the parent/student handbook, school website, and through mailings and organized events at the elementary school.

- 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.

The elementary school will utilize a variety of assessment tools, including teacher designed assessments, the Northwest Evaluation Association standardized test, and performance data from the MAP. This information will be distributed to parents as part of quarterly standards-based report cards and when end-of-year MAP data becomes available.

- 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)*

With the input of parents, the Academy has developed a contract/compact listing ways in which parents and student can commit to being involved. This includes parent volunteering, reading at home, and committing to other school procedures and expectations to support student learning and growth.

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

School staff are committed to developing high-quality curriculum and instructional approaches that supports the academic needs of its students. The curriculum will be teacher designed and aligned to the state's grade and course level standards. Instruction will be based on researched best-practices in education, such as, the readers and writers workshop model for teaching reading and writing.

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.

In conjunction with the current charter middle and high schools, building the capacity for parent involvement at the charter elementary begins annually with the summer grade level orientations. To coincide with the opening of a new building, the elementary orientation will be somewhat different, including a grand overview of the instructional staff, approach to instruction, and parental involvement. These meeting also includes the dissemination and review of our parent and student handbooks, which includes an overview of federal programs within the school, curriculum, assessment, and expectations for student behavior. During summer orientation, parents are provided with information on how to monitor the progress of their student in the classroom electronically. As with the other Charter/LEA schools, scheduled parent/teacher conferences take place throughout the year. At parent conferences, information is provided to parents specific to individual classroom performance, individual student performance (including standardized assessment performance, reading level, etc.). In addition to summer orientation and scheduled parent/teacher conference days, the academy has a scheduled Open House that works to both inform parents about the academy's educational program and build the relationship between parents and staff within the school.

- 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.

The parent and student handbook is provided to parents at the school's summer orientation. It is presented by the building principal and aspects of the academy's educational program are highlighted. At Open House and parent/teacher conference days, individualized meetings are conducted with parents to discuss students' academic progress and how to utilize various supports, including web resources, communication with the teacher, etc. Additional resources and services/training are scheduled throughout the year. The elementary school is working to partner with several community organizations to assist leading parent training and information sessions relating to both academic achievement and issues of wellness.

- 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.

As with the other schools as part of the Charter LEA, teacher communication and collaboration is both a value and expectation at LFLA Elementary School. Training teachers and staff in how to communicate and support parents is incorporated into professional development. Effective communication strategies are taught to new teachers as part of their induction experience. The importance of effective communication and strategies are also reviewed with returning staff as part of the week-long orientation prior to the start of the school year.

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.

As a charter/LEA with school campuses within several blocks of each other, parent involvement activities and strategies often overlap between the elementary, middle and high school. As part of its general approach to parent involvement, the middle school provides multiple points during the school year where parents can learn more about the school community (conference days, open house, summer orientation), but also have access to additional resources, such as, personal wellness information, financial planning, etc.

- 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](#)

6905 LIFT FOR LIFE ACADEMY ELEM.

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

4/8/2021

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:

As a new elementary expansion part of an existing 6-12 Charter LEA, the following strengths have been identified:

1. A large percentage of enrolling families are familiar with the charter LEA's expectations, culture and staff.
2. A larger than expected number of enrolling students have indicated participating in a formal preschool and/or Head Start program.
3. As an elementary school in a Charter LEA that provides transportation to all St. Louis City zip codes, the school will be able to minimize the negative impact of family mobility commonly associated with urban education.
4. There is strong demand from the community to enroll students in the elementary school, which has resulted in waiting lists for enrollment at each grade-level.
5. The elementary school was able to combine efforts with other city charter schools in creating a pre-K collaborative in 2020-21.

Weaknesses:

As a new elementary expansion part of an existing 6-12 Charter LEA, the following weaknesses have been identified:

1. The majority of enrolling students are historically disadvantaged minority students and many experience economic challenges.
2. Based on assessment data, many students have deficits in their skills and understandings in reading and writing literacy skills along with basic math skills upon entering the school at all grade levels.
3. Many of our students and families will have experienced or are susceptible to higher rates of trauma, such as, homelessness, community and/or family violence, drug abuse, etc.)
4. The school is not a neighborhood or community school, so promoting and achieving continuous and consistent parent participation among as many students as possible is a challenge.

Indicate needs related to strengths and weaknesses:

The following needs have been identified:

1. Develop and implement an effective literacy curriculum to support students' development of reading and writing skills.
2. Develop and implement an effective math curriculum to support students acquisition of both computational fluency and math concepts.
3. Provide students with individualized instructional support through the use of teaching assistants and a school reading specialist.
4. Provide students and families with immediate and continuous support when trauma impacts students and families.
5. Develop plans to address the academic impact of the pandemic on learning and increase learning for those most greatly impacted.

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:

2020-2021 was the first year an Elementary grade level participated in MAP testing. Other sources of data, such as the NWEA, have been used to assess student achievement during the course of the school year and over multiple years.

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

Strengths:

As a new elementary expansion, performance data is limited, but the following strength has been identified:

1. A larger than expected number of enrolling students have indicated participation in a formal preschool and/or Head Start program.
2. Although the data indicates that students enrolling in the elementary are behind in basic skills and understandings in math, reading, and writing, NWEA assessment data projects significant gains in learning among most students throughout the year.

Weaknesses:

As a new elementary expansion part of an existing 6-12 Charter LEA, the following weaknesses have been identified:

1. Current demographic enrollment data matched with state and national performance trend data suggests a large number of elementary students will have literacy needs.
2. In both 2019-2020 and 2020-21, assessment data indicates many of our students are lacking in basic skills and understandings, especially at Kindergarten and first-grade levels.
3. National and state level trend data suggests a large number of our elementary students will continue to have instructional needs related to their basic math, reading, and writing skills even if our students make more than one-year's worth of growth in learning.

Indicate needs related to strengths and weaknesses:

Based on larger demographic data trends and available performance data, the following actions are needed.

1. Establish an effective literacy program that is able to meet the needs of all learners, including those with minimal literacy skills and those that are ready for accelerated learning.
2. Develop curriculum and learning opportunities grounded in student discovery as part of Project and Inquiry Based Learning.
3. Develop the habits of mind that will grow children as students, members of a learning community, and lifelong learners.
4. Develop a systematic approach to assessment that generates the quality assessment data needed to individualize instruction and provide a response to intervention.

Curriculum and Instruction

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

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

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

Strengths:

The following strengths have been identified.

1. Teachers are currently working with both the building principal and district curriculum coordinator to develop an effective research based curriculum in all areas.
2. Time and money have been dedicated to have teachers assist in the development of the elementary curriculum and plan for instruction during the summer months.
3. Assessments have been adopted that will provide clear data as to the instructional needs of students early in the school year.
4. Time has been allocated for weekly data team meeting with the principal and teachers to monitor student learning and plan for future instruction.

Weaknesses:

As a new elementary school, the following weaknesses have been identified:

1. A new and viable curriculum is needed for all subject areas.
2. The demographic based of the projected student body indicates that specialized instruction and support will be needed, especially in the areas of reading, writing, and math.
3. The pandemic impacted the amount of time students were able to receive full and regular instruction at the elementary, especially at the beginning levels, both at the end of the 2019-20 academic year and to start the 2021-22 academic year.

Indicate needs related to strengths and weaknesses:

1. The elementary is focused on developing a curriculum that will support teachers in meeting the needs of all students, including students who have learning deficits and those that are performing above expectations.
2. The elementary school will develop and implement curriculum and instruction aligned to the researched best practice associated with Project Based Learning (PBL) and inquiry driven instruction.
3. The elementary school will adopt the Readers and Writers Workshop model in developing literacy skills that challenge students at all grade levels.
4. Individualized plans of learning need to be developed based on assessment data to address the impact of the pandemic on student learning (i.e. learning loss).

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 following strengths have been identified:

1. The new building principal has a track record of success in teaching middle school communication arts in an urban charter school and in coaching teachers.
2. Several of the new teachers for the elementary school have experience and achieved success in an urban setting.
3. All grade level teachers have the appropriate certification.

Weaknesses:

1. As a new and expanding elementary school serving students in grade k-4 in 2021-22, a school culture is continuing to be built from the ground up.
2. Prior to 2020-2021, only one member of the instructional staff has full-time experience teaching within the charter LEA.

Indicate needs related to strengths and weaknesses:

1. As a new elementary expansion, time and money will be dedicated to support teachers and administrators in planning for the school year.
2. Staff will require additional training and support in the use of data to assess students as part of regular instruction, but also as part of the ongoing pandemic response to potential learning loss.

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:

The following strengths have been identified:

1. As mentioned, a large number of enrolling families have direct experience with the charter LEA, including many parents who are former students themselves.
2. The elementary school will have access to the charter LEA's partnership with Affinia healthcare provider, which is located across the street from its main campus. Affinia is able to provide a variety of services, including immunizations, counseling, and various screenings, etc.
3. The principal has conducted one on one meetings with the parent(s) of each enrolling child.
4. The elementary school will have access to existing charter LEA parental involvement supports and services, including

Weaknesses:

1. As mentioned earlier, the elementary school is not considered a neighborhood or community school, so promoting and achieving continuous parent involvement is a challenge. This includes parents' access transportation and distance involved in traveling to the school.

Indicate needs related to strengths and weaknesses:

The elementary school has utilized a home visit program to bring teachers and staff to the homes of the students they serve. The school is also working with the parents of currently enrolled children to promote an involved parent body. This includes providing important resources to family in ways that also support students' learning. A prime example of this is the partnership available to elementary parents to access healthcare services with the healthcare provider Affinia.

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:

1. The new and growing elementary school is part of an existing charter school LEA that has existing management and governance structures in place, including human resources, finance/business management, and transportation.
2. The elementary school has been able to establish an average class size cap of twenty students.
3. As the only elementary school within the LEA, the mission and vision for the elementary aligns to the middle and high school.
4. The elementary school will be in a position to build off of a current relationship the Charter LEA has with Affinia Healthcare in servicing the medical needs of students.

Weaknesses:

1. All systems and procedures within the elementary school need to be developed.
2. Students will be coming to the new elementary school from a variety of feeder schools, which includes a variety of educational experiences.
3. Even before the pandemic year, additional staff were required to support the learning and behavioral needs of students.

Indicate needs related to strengths and weaknesses:

1. Actions need to be taken to strengthen the elementary learning community. This includes teachers being provided with enough time and support to develop curriculum and plan for instruction. This also includes generating parental involvement to support new systems and procedures within the school.
 2. Ensuring enough support and specialized staff are in place to support classroom teachers and individual students.

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. The number one priority of the elementary school is for every student to be at or making exceptional progress towards grade level literacy.
 2. Build the capacity of teachers to most effectively teach to the state standards, but accommodate for the learning gaps that tend to impact

Schoolwide Program [Hide](#)

6905 LIFT FOR LIFE ACADEMY ELEM.

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	Latrina Calvin	
2	Teacher	Danielle Price	
3	Principal	Tommy Devitt	
4	Other Administrators	Kirsten Tidwell	
5	Other Administrators	Anna Nungesser	
6	Other School Leaders	Dr. Katrice Noble	
7	LEA Representative	Kristen Dancy	
Plan Development Meeting Dates			
	Meeting Date		
1		04/28/2021	

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 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 checked="" 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 style="width: 100px;" 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**

Professional development for teachers and staff along with corresponding services related to Culturally Responsive Teaching and Trauma Informed Practices. The elementary staff will continue to engage in professional learning provided in partnership with the District Continuous Improvement initiative.

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

The elementary school is developing a systematic approach to assist students in meeting the state's learning standards. This includes a standards-based, teacher designed curriculum. The school also has a variety of assessment tools in place to assess student learning and individualize instruction based on data. As mentioned above, there is a focus on training staff in the use of data more systematically as part of the District Continuous Improvement collaboration.

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

Description of how strategy/strategies will strengthen

The elementary school utilizes various research-based best practices to develop and strengthen students' learning. This includes Project Based Learning that requires students to utilize higher level thinking skills more in-depth, utilizing the readers and writer's workshop model, teaching science through the MySci program from Washington University, and utilizing a variety of technology based support, such as, Illuminate, Khan Academy (math), etc.

- 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

The elementary school is prepared to provide a variety of curricular supports, including additional instructional time in communication arts and math instruction.

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

The elementary will utilize the tiered professional development model adopted by the existing middle and high schools. This tiered professional development model is begin with student engagement strategies based on the best practices identified in "Teach Like a Champion." These strategies work to build an effective rapport between teachers and students, while establishing clear classroom expectations. Additional activities include the use of grade level and departmental PLC teams in developing assessments and analyzing data in order to make better instructional decisions and modifications. Lastly, instructional coaches sers as mentors in making sure that teachers are engaged in best practices in the areas of classroom management, assessment, and instructional decision making.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

The elementary school utilizes the MOREAP system to recruit highly-qualified teachers as well as partnering with the colleges of education at several universities to establish a clear connection with potential new hires. In retaining teachers, the school/LEA is able to offer teacher leadership opportunities (many of which include extra duty pay) and graduate tuition assistance.

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

Email: christina.scott@dese.mo.gov

Current User: dlemay

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