

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

5040 MEADOWS 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.

Parent Flexible Meetings
 Parent Compact
 Parent Leadership team
 Parent handbook
 Parent nights for: Bridging Parents as Teachers, Back to School, Open House,
 Literacy, Math, Science, MAP, and KG Transition

- 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.

Meadows Elementary will take the following actions to involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan.

At the beginning of the school year, we will meet with parents and other stakeholders. During this meeting, parents will receive information about the school's Parent and Family Engagement Plan and will be informed of their parental right to be involved in the planning and development of the plan through meetings, surveys and questionnaires. If the program plan is not satisfactory to parents, they may submit comments on the plan to the school administrator. The plan will be sent home with students at the beginning of each school year. Throughout the year we will hold monthly parent meetings to garner feedback and continuous improvement. We will provide resources such as: Bi-state Bus, shuttles, bus passes, provide child care during parent involvement activities. Teachers or support staff to do home visits outside of normal hours.

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.

The Meadows Mustang Parent and Family Engagement Policy will be sent home at the beginning of the school year and made available for all parents. It will also be discussed with parents during parent-teacher conferences at the beginning of the school year. The policy will be assessed each year based on the number of participants, the number of volunteers, and the responses to the parent questionnaires and /or surveys. Parents will be involved in planning, reviewing and improving the policy through a yearly review. All parents will have the opportunity to participate in this review.

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.

Meadows Elementary School will provide parents of participating children timely information about programs under Title I, including:

1. a description and explanation of the curriculum in use,
2. forms of academic assessment used to measure student progress,
3. achievement levels of the challenging State academic standards, and
4. if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable possible.
5. monthly parent meetings, monthly newsletters will be provided.

Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

6. Parent Communication Letters

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 school will host an Open House, Meet the teacher, Curriculum Night, and Title I meetings at the beginning of the year. In addition, Scores are sent home with an interpretation of the scores by Meadows as soon as scores are available. Parents can discuss scores with teachers and administration at any time. The Missouri Department of Education provides information on the interpretation of the scores and the link is available to the parents on the website. The annual Title I meeting will provide an opportunity for parent education and planning for school improvement. The administration will present information to parents on the expected accreditation status as well as the school improvement plan and strategies for improvement.

☐ 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)*

Meadows Elementary School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standard and how the plan is used, reviewed, and updated.

Meadows Elementary School will hold an annual parent meeting to review and discuss any needed changes to the jointly developed school compact. This compact will outline how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. The compact will describe not only the school's responsibility in providing high quality instruction and curriculum, but the student and parent responsibilities for meeting and supporting the learning processes. The compact will address how parents have reasonable access to staff, receive frequent reports on their progress, and have the opportunity to volunteer and observe in the classroom. Parents will be asked to check homework, behavior, and planners each night. In addition, parents will be asked to partner to read each night with their child and support with nightly homework. Moreover, parents will insure attendance is at 90% for their child as well as, behavior support.

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

The school will provide ongoing professional development for all teachers to insure high quality instruction. In addition, Meadows Elementary School will build the parents' capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following:

- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - * the State's academic content standards,
 - * the State's student academic achievement standards,
 - * the State and local academic assessments including alternate assessments,
 - * the requirements of Title I
 - * how to monitor their child's progress, and
 - * how to work with educators to improve the achievement of their children.
- Educate school personnel, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of the 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.
- Coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to fully participate in the education of their children.

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.

Parent Communicators
Provide parent copies of MAP Assessment results
Quarterly Parent Conference
Report Cards
Progress Reports
PTO Meetings
Trajectory Reports in Reading, Math, and Writing

- 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.

Meadows Elementary School will offer parent workshops on an as needed basis. We will also continue to encourage parents to use online resources such as IXL, SRI, Learning A-Z, Galileo. Purchase online and hard copies of books, literature, brochures and other reading material to assist parents in supporting their child's academic success.
* Develop workshops for parents to learn how to help their children in math, literacy, and homework
• Schedule workshops to occur after parent-teacher conferences for parents of struggling students
• Coordinate with teachers to invite identified parents • Provide resources in math, reading, and homework
• Partner with foundations to donate books and other needed items
• Invite local agencies to share information for parental benefit
• Offer student volunteers to work with younger children during workshops.

- 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.

Take teachers/staff on Community Walks that introduce teachers to the local neighborhood and help them understand the lives of their students outside of school.

Establish engaging Parent Coordinators or Parent Volunteers to train school staff to build parents' leadership skills but also afford teachers the opportunity to learn about families from parents' perspectives.

Invite parents to speak with school staff and faculty to share a parent perspective and personal experiences.

Staff receive training for home visits and family outreach from a successful parent coordinator.

Create a Family Support Team

Place Staff on the family support team and provide training to support and work with parents of students with academic or behavioral problems.

Purchase books, literature, and other related materials

Provide professional developments from outside agencies who are consultants/experts on topic

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.

Distribute and share information with these programs concerning school events and activities for parents that help support student learning and promote academic achievement

- Integrate with identified programs by inviting parents of these children to participate in events focused on improving school transitions for students and families

- Allow parents of upcoming students to participate in a guided tour and follow a sample student day

- Create an orientation video explaining class and school requirements and expectations

- Create a parent resource center within school to provide parents with educational materials to assist their children in their own community schedule on different days with registration

- Partner with Pre-K programs to plan and coordinate

- Have teachers assess Pre-K students on state standards before entering KG

- Offer parents ideas to help prepare their children for school

- Provide parents with valuable information to help them understand the school and district expectations

- * Big Brother and Sister Programs

- * Mentorship 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](#)

5040 MEADOWS 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

3/6/2020

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:

- Decreased number of behavior infractions
- Counselor and Social Worker works collaboratively with parents
- Student enrollment has remained steady at over 300 scholars.
- Office referrals have decreased due to our focus on character and student leadership.
- Partnership with Youth In Need

Weaknesses:

- Increased number of student tardies and absenteeism
- Increase number of Students in Transition (SIT)
- 100% Free and Reduced Lunch
- Increase in APR attendance points from previous school year.

Indicate needs related to strengths and weaknesses:

- Conduct home visits with teachers to build a positive relationship/partnership with parents
- Develop a clear, consistent, and systemic process to help increase student attendance and decrease the number of daily tardies.
- Provide more opportunities to discuss the importance of school attendance and its impact on
 - student achievement with parents and families.
- Provide transportation (bus passes/shuttle service) to our families to increase attendance at conferences and other student and parent meetings.
- Provide rewards and incentives for attendance and discipline.
- Hold curriculum events during the day to build positive relationships with families and have them part of the academic day.

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:

- Increase in APR points in ELA from previous year.
- Increase in APR points in Mathematics from previous year.
- Increase in total point from previous year.

Weaknesses:

- Need to Increase student performance as measured by MAP ELA, MATH, Science.
- Implement more technological instructional practices
- * More reward and incentive school-wide

Indicate needs related to strengths and weaknesses:

- Tiered instructional support provided by additional Instructional Aides and Reading Specialist
- Classroom Instructional Strategies trainings on (MRI, Kagan, Differentiated Instruction, Marzano Strategies, PIC
- Increase level of student engagement and time on task through rigor and relevance (math, reading, and writing workshop including Lucy Caulkin's Units of Study, Rooted in Reading, and guided math)
- Provide learning spaces for scholars (flexible seating, sensory items, etc to aid in their learning.
- Increase the amount of science instruction by creating and utilizing hands on, STEM, real world activities (outdoor classrooms, science fair, etc
- Increase and update the amount of technology (laptops, ipads provided to scholars in order to increase learning opportunities.
- Utilize student support programs such as PBIS and Character Education to increase student achievement. (anti bullying, trauma informed, cultural proficiency)
- Establish clear avenues for recognizing and rewarding students for academic achievement and accomplishments.

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:

- Assessment data is used to evaluate and align the curriculum.
- A systematic process is in place to ensure teachers address essential content.
- Instructional time is protected and time available for teacher collaboration. Data Teams are conducted weekly.
- Essential content is organized and sequenced in a way that students have time to learn.
- Teachers routinely engage in collaborative problem solving around instructional strategies.

Weaknesses:

- Time on task in the classroom during guided reading and guided math.
- Holding students accountable for proficient work.
- Consistently setting high expectations for learning.
- Effective use of supports that are in place to assist struggling learners (instructional aids, reading specialist, instructional coach, SSD teachers)
- Appropriately differentiating instruction through instructional strategies when students are having trouble learning material.
- Using student data to plan instruction (student data notebooks to be used by students to track own data).
- Implementing researched based technology programming to strengthen core academic areas (IXL, Moby Max, Flocabulary, Splash Math, USA Test Prep etc
- Effective practices to keep students actively engaged in learning (hands on science materials, guided math materials, flexible seating options, and sensory supports)
- Professional Learning Community throughout the building (RTI process utilized by all staff - professional development needed for building-wide understanding of responding to all scholars.

Indicate needs related to strengths and weaknesses:

If indicated, state need(s) identified pertaining to curriculum and instruction:

- Total Participation
- Effective use of supports that are in place to assist struggling learners (instructional aids, reading specialist, instructional coach, SSD teachers)
- Appropriately differentiating instruction through instructional strategies when students are having trouble learning material.
- Using student data to plan instruction (student data notebooks to be used by students to track own data).
- Implementing researched based technology programming to strengthen core academic areas (IXL, Flocabulary, USA Test Prep, Splash MATH, DOJO, Moby Max, etc
- Effective practices to keep students actively engaged in learning (hands on science materials, guided math materials, flexible seating options, and sensory supports)
- Professional Learning Community throughout the building (RTI process utilized by all staff - professional development needed for building-wide understanding of responding to all scholars.
- Strategies for serving students who are at-risk of failing.
- Improved monitoring of Special Educations students and IEP goals and implementation.
- Provide professional development for staff in the following areas: behavior management, cultural awareness, classroom management, social and problem-solving skills, restorative practices, de-escalation strategies, non-violent crisis intervention, Professional Learning Communities, Data teams, RTI (Response to Intervention)

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:

- Teachers are assigned to grade levels for which their licenses cover. Needs of the teaching staff are assessed and addressed each year.
- A uniform lesson plan will be developed and implemented to ensure alignment with the content and cognitive level of the Standards of Learning and all components of the Academic Review tool.
- 100% of staff is highly qualified
- Professional development provided throughout the year
- Beginning teacher mentor program
- Monthly new teacher meetings with instructional coach and principal
- Weekly Data and Grade Level team meetings

Weaknesses:

- Retain highly qualified staff
- Competitive salary schedule
- Clear communication systemically

Indicate needs related to strengths and weaknesses:

- Create and support a professional development plan based on individual teacher and building need.
- Ongoing professional development on guided math, guided reading, and writing
- Ongoing professional development on restorative practices
- Ongoing professional development on student engagement strategies
- Ongoing professional development and district supports around: Marzano strategies, Kagan strategies, Professional Learning Communities, Data Team process, PBIS, character education, book studies on cultural proficiency, creating resilient learners, restorative practices, classroom management, student engagement

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:

- Community events throughout the school year
- Back to School Bash
- Literacy , Science, and Math Night
- Laundry program to assist families
- Monthly parent meetings

Weaknesses:

- Community/family turnout at school events
- Completion of surveys
- Parent participation in Leadership Team
- Parent volunteers throughout the year
- * Limited attendance at conferences

Indicate needs related to strengths and weaknesses:

- Increase resources provided to parents consisting of, but not limited to, literature to support families in need of academic and social/emotional support.
- Parent workshops focusing on technology, academic expectations, behavior, and attendance.
- Provide food, transportation, and childcare for parents to increase participation in school events and parent meetings.
- Provide materials and trainings to help parents work with their child to improve academic achievement.
- Provide assistance to parents to help them understand stat standards, student achievement levels, assessments, Title 1 requirements, and how to monitor their child's progress.
- Establish student-led conferences in the fall and spring so students can share data and leadership notebooks with parents and explain academic progress.

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:

- Mission, vision, and motto is printed on school material and throughout the school
- Improved school climate and collaborative culture
- Student discipline policy implemented through the District and implemented at the school level
- Classroom walkthroughs and District Learning Walks

Weaknesses:

- Staff turnover
- Large class sizes in tested grades
- Teacher/student relationships
- Clear, consistent rules and procedures school-wide

Indicate needs related to strengths and weaknesses:

- Teaching Staff
- Student Leadership Teams
- Principal lunch with students weekly
- Student/Principal Advisory team
- Parent Leadership Team
- Incentives and rewards for positive behavior and attendance

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 and update the amount of technology provided to scholars in order to increase learning opportunities.
2	Establish clear avenues for recognizing and rewarding students for academic achievement and accomplishments.
3	Professional Learning Community throughout the building (RTI process utilized by all staff - professional development needed for building-wide understanding of responding to all scholars.
4	Provide professional development for staff in the following areas: behavior management, cultural awareness, classroom management, social and problem-solving skills, PBIS, restorative practices, de-escalation strategies, non-violent crisis intervention, Professional Learning Communities, Data teams, RTI (Response to Intervention)

Schoolwide Program [Hide](#)

5040 MEADOWS 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	Crystal Howell
2	Teacher	Nytanya Lauderdale
3	Principal	Duane West
Plan Development Meeting Dates		
1	Meeting Date	
		03/06/2020

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	State and Local Funds	Kimberly Loomis	Federal Programs Director

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

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

Supplemental instruction

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

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Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input checked="" type="checkbox"/>	<input checked="" 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="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

Guided Reading
 Guided Math
 Small group writing instruction
 1. Balanced Literacy Implementation; continuing with full implementation of Guided Reading and Literacy Stations that include activities with rigor and higher level thinking skills. The second part of this initiative is to increase writing across the curriculum. To assist in this process Learning A-Z, Galileo, and IXL reading will be implemented in grades K-5. Data will be used from prior testing but also with MAPs testing. 2. Guided Math Implementation; continuation of implementation of more individualized math instruction for students to differentiate to meet specific needs. To assist in this process, Galileo and IXL math will be implemented in grades K-5. Data will be used from prior testing but also with MAPs testing. Students with special needs will also receive assistance from Galileo and RAZ kids to increase reading skills. We are also focusing on developing tiered remediation strategies and differentiated instruction for identified students who are struggling to meet grade level requirements. Small group instruction provided. The benchmark data points to the need for more rigorous questioning in weekly formative assessments. Instruction is aligned with the standards however the rigor of testing needs to increase. Marzano strategies for instructional strategies. Tool kits are being developed for each classroom teacher to assist with elevating the level of questioning and in unpacking the curriculum. Question stems have been given to teachers to use for formative assessment development. Galileo website is used for testing practice. Literacy stations and math stations are developed to provide recursive remediation of skills as well as to enrich and elevate the level of questioning and performance. IXL math is implemented in grades K-5 for practice on basic skills and with technology enhanced items and open-ended questions in math. Title I, Reading Intervention, Inclusion, and small group instruction are consistent in reading and mathematics. Kagan structures/strategies. Remediation groups and after-school tutoring is offered to Tier 2 and Tier 3 students specifically in grades 3-5. Trainings for staff which will implement 2018-19 initiatives. Quarterly benchmark assessments in reading and math will be administered to students in grades K-5 and the data will be used to assist teachers in providing tiered interventions. Establish A STEM lab and field experiences to provide hands-on problem solving and Science activities for all grade levels.

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

Description of how strategy/strategies will strengthen

Guided Math and Reading groups are based on data from weekly formal and informal assessments. MAPs testing, Fountas and Pinnell, DRA, Galileo, Learning A-Z, and IXL will allow students to work on individual levels that are determined by baseline data from the beginning of year placement tests. IXL math is used for independent practice and to strengthen math problem solving skills and interpretation of problems. IXL reading is used for independent practice and to strengthen reading skills in decoding and interpretation. A STEM lab will be established to provide hands- on problem solving and Science activities for all grade levels. Data from DRA2 and Fountas and Pinnell, Galileo, and IXL testing will determine instructional levels and assist in evaluating progress throughout the year. Benchmark scores and weekly formative assessments will be used to establish groups in the classroom. Small group instruction will utilize groups that are fluid based on student need and progress. USA Test Prep and Floccabulary.

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

Through the workshop model, using guided reading and guided math approach, students will be provided the opportunity to work at their level and pace. Push-in and pull- out supports will be included utilizing instructional aides. Students will be provided additional opportunities through instructional technology (Ipad, laptops, and other researched based instructional technology programs and devices.

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

Meadows will use Supplemental Reading Specialist will work with students reading 2 grade levels and below. Instructional aides will be utilized to pull out and push into reading and math small group 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

Meadows staff will continue to participate in Missouri Reading Initiative (MRI) and writing trainings regarding the implementation of research based instructional strategies and Lucy Caulkins Units of Study strategies for learning. In addition, the staff will participate in ongoing Professional Learning Communities training, State, district, and building wide new teach/mentor training, Kagan Structures, Lucy Caulkins Units of study training sessions, Understanding by Design, Balanced Literacy, Fountas and Pinnell, DRA, IXL, and Galileo Assessments Late start Wednesdays trainings, Monthly staff meetings, District-wide professional development days. Professional development is scheduled on the district level as well as the school level. Teachers will be trained in the implementation of IXL computer adaptive testing and will also receive additional training in the use of Galileo, and Learning A-Z, and MAP Practice which will interface with MAPs to provide material on individual student instructional levels. Guided Reading and Math training will be provided on the district level. Teachers and Staff will attend trainings on developing and implementing Functional Behavioral Assessments and Behavior Intervention Plans, PLC, Character Education, PBIS, Kagan, Guided Math, Best Instructional Strategies and Engagement. UBD Framework/ Curriculum will be the focus for curriculum. Faculty meeting will be scheduled to work with teachers on implementing instructional strategies in reading and math in classrooms. PBIS and Character Education will continue to be received with training.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Hiring/Recruitment fairs are conducted
Build Partnerships with universities
Field Experience/Student Teaching
Study Programs
Building and District Level Mentoring Programs
Quality Professional Development
Administration Support
Instructional Coach Support
Learning Walks
Weekly Collaborative Meetings
Book Studies
Teacher-selected Professional Development
Late Start Wednesday Professional Development
Ongoing recognition and celebrations
Teacher of the Year Ceremony, rewards, and incentives

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

Describe activities

Parents are invited to attend Kindergarten round up/transition, math, science, and literacy night. Attend summer school. Kindergarten preview parent meeting, Transition Tool Kit, Create link on school website, Transition to KG Brochure, Provide services for immunization updates, "Share the Book Night" with the Kindergarten teacher to build relationships.

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

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Improving Lives through Education

Ver.

