



District/LEA: 024-089 EXCELSIOR SPRINGS 40 Year: 2023-2024

Funding Application: Plan - School Level - 4080 CORNERSTONE ELEMENTARY 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.**

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

## 4080 CORNERSTONE ELEMENTARY

### 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.

Annual Title I parent meetings, District website, Student handbooks, Parent compact, Title Reading Nights, See Saw.

- 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.

Meet annually to review parent plan  
 Review parent plan at Title Nights and survey  
 Spring Survey  
 Fall and Spring Parent/Teacher Conference

- 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.

Annual Meeting  
 Parent Surveys  
 Parents are invited to discuss, provide suggestions, and come to a consensus.

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.

Beginning of the year meeting  
 Fall and Spring Parent Teacher conferences  
 Compacts  
 Reading Tutoring for students with reading improvement plans  
 email and phone calls  
 Social Media posts  
 MAP data  
 SEE SAW

- 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.

Board Approved assessment plan  
 student handbook  
 Represented on gradecards  
 district website  
 Letter to parents with MAP achievement levels  
 Elementary Curriculum Night

- 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)*

Check that all homework is completed. Make sure students are in school every day unless ill. Monitor the amount of non-educational screen time. Be aware of child's extracurricular activities. Stay informed about child's education by reading and responding to all communication. Monitor child's daily reading minutes.

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

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet grade level goals. Provide instruction, materials and attend professional development which incorporates evidence based research. Maintain a safe and positive climate. Hold annual parent-teacher conferences to discuss child's progress and grades and to discuss the compact as it relates to the child's achievement. Hold parent involvement activities. Provide parents with frequent reports on their child's progress.

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.

Fall and Spring conferences  
Building Newsletters  
School Social Media  
District website  
SeeSaw  
Power School Parent Portal  
Progress Reports  
Attendance Checks  
Title I Newsletter

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.

Parent nights  
1:1 grades K-5  
Book Fair  
SeeSaw app  
Raz-Plus  
Epic  
Elementary Curriculum Night

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.

PD through PLC  
 Monthly department meetings (Title I)  
 Title compacts  
 Weekly Grade level Collaboration  
 Provide PD to teachers for deeper understanding of schoolwide Title I Program @  
 beginning of the school year and throughout the year as needed.

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.

PAT events  
 Parent Nights for all parents  
 Nonpublics are invited  
 Title I parent meetings

- 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](#)

### 4080 CORNERSTONE ELEMENTARY

#### 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

2/2/2023

#### 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:

93.8% attendance rate as of May 2023  
 26 students supported through Check in/Check out  
 35% have either met criteria to be dismissed or are close to meeting dismissal criteria  
 Increased percentage of ethnic diversity from 16% last year to 17% this year.  
 Cornerstone enrolled more new students (136) than the number of students who transferred (66).

Weaknesses:

Ethnicity: 17%  
 45% student population free and reduced  
 496 discipline referrals from 30% of Cornerstone population.  
 4% receiving ELL services

Indicate needs related to strengths and weaknesses:

We need to support our students from diverse backgrounds even though the percentage is low. Because it is a lower percentage, we tend to cater to the bulk of our students and neglect the needs that arise from ethnic diversity, such as the understanding of cultural differences and how to support students differently whose cultural awareness is juxtaposed with the greater percentage.

##### 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:

easyCBM, Developmental Reading Assessment (DRA), Reading Horizons, Heggerty, HMM Growth Measure, Brigance screener

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

Strengths:

91% of 1st graders showed growth from Sept to Jan in DRA  
 94% of 2nd grade showed growth ""  
 94% of 3rd graders showed growth ""

Weaknesses:

79% of 5th graders showed growth on DRA from Sept to Jan  
 84% of 4th graders showed growth on DRA from Sept to Jan

Indicate needs related to strengths and weaknesses:

According to our strengths and weaknesses, there is a critical need to address the gaps in reading achievement. There is a need for intervention in reading and English Language Arts. This will be the priority addressed through targeted instruction, schoolwide initiatives, and 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:

Reading Horizons and Heggerty training for K-3 teachers, DRA training for K-5 teachers, Instructional coaches, Title I reading specialist, Common essential standards/assessments, Rubrics, 1:1 iPads in grades K-5, Weekly data team meetings, PD focusing on reader's workshop model and guided reading, Choices of teacher led PD embedded in monthly staff meetings  
 All K-3, Title, Sped teachers are receiving LETRs training

Weaknesses:

Regression gap due to pandemic.

Indicate needs related to strengths and weaknesses:

We will continue to address the regression gap that has come from students not having access to the general curriculum at the same level as before the onset of a pandemic. We will continue to closely examine and revise Tier I instruction and continue to work toward closing the gap. Push in supports will be provided in classrooms of new teachers as well as PD opportunities to support teachers in the implementation of strategies and interventions.

**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:

Instructional Coach  
 Both Title I Reading Coaches hold Reading Specialists Certifications  
 New teacher orientation  
 Mentor Programs

Weaknesses:

High teacher turnover

Indicate needs related to strengths and weaknesses:

We need to provide high quality professional development to the staff we do have and enhance our onboarding processes for new staff. Ensuring retention and incentive to continue this work will be a priority. Follow up PD and push in coaching support will be provided throughout the year to aid teachers in implementation of strategies and interventions to meet student needs.

**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:

Operation School Bell  
 Back Snacks Program  
 Miles of Smiles  
 Clay County Dental  
 Social Worker observations  
 Attendance Council  
 Cornerstone PTO  
 Clothes Closet  
 School Family Involvement events (Literacy Night, STEAM Night)  
 Monthly building newsletters  
 Educational Foundation  
 District Title I Newsletter  
 Increased parent interaction and feedback given on Title I presentations and surveys  
 Resources through Children's Fund Grant  
 Behavior Support interventions from Synergy and Tri-County  
 Excelsior Springs Community Center

Weaknesses:

Misconceptions about Schoolwide Title (as noted on Title I Parent Survey)  
 Low attendance of in person Title I parent meetings

Indicate needs related to strengths and weaknesses:

We need to communicate Title services more clearly to ensure family and community understand the important services provided and how they impact our students. We also need to prioritize ways to involve and engage stakeholders even more.

**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:

Student Principal Advisory Committee  
 Student of the Month recognition  
 New CSIP with a revised mission and vision

Weaknesses:

new staff due to teacher turnover

Indicate needs related to strengths and weaknesses:



We need to revisit our CSIP and ensure that our building plans are in line with what is expected at the district level.

Ensure that PD opportunities support new staff and follow up PD opportunities are available for returning 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	We see that reading is a high need and we are addressing this need by providing supplemental reading support.
2	Common Formative Assessment
3	Knowledge and Strategies through LETRs training.
4	Continued implementation and follow-up PD of Guided Reading small group instruction with coaching support from Title I Reading Specialists.

Schoolwide Program [Hide](#)

**4080 CORNERSTONE ELEMENTARY**

**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	Robin Bartlett	
2	Teacher	Linda Haskell-Sherman	
3	Principal	Jessica Broadbent	
4	Parent <input type="checkbox"/>	Alisha Mansell	
5	Teacher <input type="checkbox"/>	Ashley Lohman	
6	Parent <input type="checkbox"/>	Justeen Ruggles	
7	Teacher <input type="checkbox"/>	Lisa Owen	
Plan Development Meeting Dates			
1	Meeting Date	02/02/2023	

**COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS**

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title I School Improvement (a) ▾	Dr. Heather Gross	Assistant Superintendent
2	Title II.A ▾	Dr. Heather Gross	Assistant Superintendent
3	Title IV.A ▾	Dr. Heather Gross	Assistant Superintendent
4	Spec. Ed. State and Local Funds ▾	Dr. Heather Gross	Assistant Superintendent
5	Spec. Ed. Part B Entitlement ▾	Dr. Heather Gross	Assistant Superintendent
6	Perkins Basic Grant - Secondary ▾	Ben Rubey	Career Center Director
7	Workforce Innovation and Opportunity Act ▾	Karri Kirkendoll	Process Coordinator
8	Head Start ▾	Dr. Katie Andreasen	Early Childhood Principal
9	McKinney-Vento ▾	Kim Curtis	Social Worker
10	Adult Education and Family Literacy ▾	Ben Rubey	Career Center Director
11	State and Local Funds ▾	Dr. Heather Gross	Assistant Superintendent

**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

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 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

Data Team, Instructional Coach, Professional Development, Problem Solving Team

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

Small group pull out and push in  
 RtI  
 Modeling by Instructional Coach and Reading Coaches  
 data teaming/collaboration

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

Description of how strategy/strategies will strengthen

Workshop Model  
 Instructional Coach  
 Title I Reading Coaches  
 Raz Plus  
 Guided Phonics K-3  
 LETRs training  
 PST interventions  
 Tutoring

- 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

Gifted Education Program (Bright Ideas)  
 This is not Title I funded. This enrichment will be provided by local funding.

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

PBiS  
 Problem Solving Team  
 Professional Development  
 Counseling  
 RtI  
 Tutoring

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

**Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

PD opportunities  
 Flex Day  
 Pay Scale Structure  
 Professional Learning Academy- monthly meeting for mentors & mentees  
 4-day New Teacher Orientation  
 EdHub resources  
 NEE evaluation system focused on growth  
 Career Ladder

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

Describe activities

Invited to participate in STEAM Night  
 Invited to participate in Literacy Night  
 ECC Family Advocate works with families for smooth transition.  
 Vertical Collaboration-transition ECC to Kindergarten  
 Kindergarten Readiness kit provided for K screening attendees  
 ECC now uses the same phonemic awareness curriculum as Kindergarten which aides in transition

### SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

### PARENT COMMENTS Section 1116 (c)(5)

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

District/LEA Comments

**DESE Comments**

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**Email:** [amy.dutcher@dese.mo.gov](mailto:amy.dutcher@dese.mo.gov)

**Current User:** Everett1

Improving Lives through Education

Ver.