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

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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.

Chamois Elementary Parental Involvement Plan was created by parents and Chamois Elementary school. Each year, parents review the plan at the annual Title 1 meeting held the 1st quarter of school year. Parents are encouraged to offer ideas for amending the plan to improve it. Parents vote on whether or not they approve the plan as is.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
- To inform parents of their school's participation in the Title I.A program
 - To explain the requirements of Title I.A
 - To explain the right of parents to be involved.
- Section 1116 (c)(1)*

- The school offers a flexible number of meetings. *Section 1116 (c)(2)*

- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- Transportation
- Child care
- Home visits
- Funds will not be utilized for these purposes

Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Parents receive a Title 1 Program Evaluation Parent Survey Form for Osage R-1 School District at the end of each school year. This evaluation consists of 4 questions about the Program Structure, 8 questions about the Curriculum and Instruction/Assessment, and 4 questions about the Program Coordination and Articulation. There are also 7 questions about Parental Involvement Activities. They answer each question and can also make comments or suggestions for improving the program.

- 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 Chamois Elementary Parental Involvement Plan is reviewed each year at the annual Title 1 parent meeting. Parents are asked to approve the plan as is, or to make suggestions for changes that need to be made to the plan.

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.

Each family will receive a Title 1 Parent brochure (either by paper or electronically) at the beginning of each school year. This brochure includes the following information: What is Title 1?; Osage R1 & Title 1; Purpose of Title 1; Eligibility Requirements; School Parent Compact; How Can Parents Get Involved in Their Child's Education?

- 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.

Parents have access to online supplemental activities which support the curriculum used in the classroom. Such programs include: ConnectEd, Spelling City, Alecks Math, Reflex Math, and Moby Max. Furthermore, teachers and administrators explain the various academic assessments that Chamois Elementary School students complete each year. These assessments include DIBELS testing, SRI, SMI, and reading level assessment test. Teachers also explain the curriculum and assessments to parents at Parent-Teacher conferences. Finally, each year a Title 1 parent meeting is held to discuss and explain the MAP achievement test format and how to read the results.

- 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)*

All parents of students in grades K-6 are required to read and sign the "Partners in Learning Osage County R-1 School/Parent/Student Compact." This compact lists responsibilities that students, parents, and school/teachers share in order to provide each child with an opportunity to achieve his/her highest level of success. The parent responsibilities are as follows:

I will make sure my child attends school regularly and arrives on time

I will make sure my child gets adequate sleep, and has a healthy diet.

I will provide a quiet place, time, and space at home that will support my child's learning.

I will make sure my child understands and completes homework.

I will stay informed about my child's education and communicate with the school by promptly reading all notices from the school and responding as appropriate.

I will insist my child take responsibility for his/her own actions.

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

All teachers of students in grades K-6 are required to read and sign the "Partners in Learning Osage County R-1 School/Parent/Student Compact." This compact lists responsibilities that students, parents, and school/teachers share in order to provide each child with an opportunity to achieve his/her highest level of success. The school/teacher responsibilities are as follows:

We will provide highly qualified teachers who will teach using our high-quality curriculum.

We will provide a supporting and effective learning environment for our students.

We will communicate and work with families to support student learning.

We will show respect to parents, students, and family situations.

We will provide parents opportunities to volunteer and participate in their child's educational experience by being room parents, going on field trips, and by hosting Title 1 meetings.

- 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.

The principal will refer parents with questions to the DESE website where they can find FAQ concerning MLS. MAP scores will be presented and explained by principal at parent Title 1 meeting and sent home to all parents whose children took the MAP assessment.. Local assessments such as SRI, SMI, DIBELS, and level reading assessment testing and progress monitoring will be discussed and explained at parent Title 1 meeting and will also be explained by teachers at Parent-teacher conferences. Teachers will use communication such as DOJO, newsletters, e-mails, Friday folders, parent-teacher conferences, and verbal communication with parents to discuss ways to work together to improve the achievement of their children.

- 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.

Teachers and staff will communicate with parents through DOJO, newsletters, Friday folders, e-mail, phone calls, and parent-teacher conferences providing materials to parents to help their children improve achievement in school. Teachers will provide parents with web-site addresses, lists of appropriate apps, games and extra worksheets, flashcards, student books, and strategies to use when working with their children at home. Title 1 will sponsor a Reading/Math Fun Night each year to expose parents to a variety of learning games and techniques to help their children improve achievement in the areas of Reading and Math.

- 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.

The principal will provide educational reading materials to teachers which introduce different teaching strategies and interventions. The principal will e-mail teachers links to various educational websites which can be used to create lessons which help students improve achievement scores. The district will provide Professional Development days which focus on strengthening the ties between home and school. The principal will conduct monthly staff meetings and collaboration time for teachers. The district will sponsor functions which build ties between parents and the school such as: Open House, Parent-Teacher conferences, Title 1 parent meetings, PTO meetings, Kindergarten registration.

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 will conduct home visits and parent meetings to help parents become more involved in educating their children. The principal will solicit donations from local businesses to use as Reading Incentive prizes. The district will provide meetings such as Reading/Math Fun Night to encourage parents (and educate them on how) to work with their children at home.

-Preschool screening is held each spring

-Parents and students meet the teacher, gain needed information, tour the school, and eat a meal in the lunchroom each spring at Kindergarten Roundup.

-PAT does multiple screenings on preschool children during the year.

-Preschoolers in the 4-year-old program are DIAL tested twice a year.

-School Nurse does vision and hearing screening for incoming kindergarten students in the Spring.

-Preschool children are welcome to attend Title 1 parent meetings, Reading/Math Fun Night, and the Title 1 Carnival with their parents and older siblings. Attending these meetings and events help younger children to acclimate themselves to the Elementary building and gives them a chance to meet and interact with some of the Elementary school teachers and students.

-Preschool children are invited to attend different programs at the elementary and high school such as: music programs and concerts, the Book Fair, the Halloween "parade," and other special events that arise. Attending these events will expose preschoolers to different rooms and buildings throughout the elementary and high schools. They will have an opportunity to interact with many teachers and other students in the elementary and high schools. They will also learn what behavior is expected of elementary and high school students.

-Preschool children participate in all emergency drills (They shelter in the elementary building drill during tornado drills).

-All parents/students will be invited to take part in Title 1 activities/meetings (including students with disabilities and homeless students). Osage R1 will invite parents/students to these activities and meetings by sending home invitations. All meeting dates will also be available on the school calendar each month which is sent home to each student. These event calendars can also be viewed online at the Osage R1 school website. Families will also be notified by phone or text message through School Reach.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*

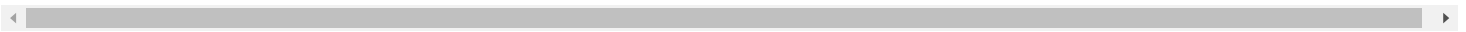
May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:
 - Parent and family members who have limited English proficiency.
 - Parent and family members with disabilities.
 - Parent and family members of migratory children.

- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*



Comprehensive Needs Assessment [Hide](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- A comprehensive needs assessment of the entire school has been conducted.

- The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

5/4/2020

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:

High Attendance Rate Osage R1: 87.3%

No Disciplinary Actions

Osage R1 Suspensions of 10 or More Consecutive Days: 0.0

Osage R1 Expulsion (rate): 0.0

Staffing Ratio: Low student to classroom teacher ratio (9 in 2018)

Low student to administrator ratio (63 in 2018)

Weaknesses:

Students Eligible for Free or Reduced Lunch (53.7% in 2019)

Indicate needs related to strengths and weaknesses:

Provide information about/access to available low-cost/free health services (screenings, immunizations, etc.).

Provide buddy packs to eligible students.

Provide back to school supplies to eligible students.

Provide winter coats for needy students.

Offer low-cost/free student/family engagement activities.

Offer extended learning opportunities or accelerated learning opportunities to all students, but especially those from low socio-economic backgrounds.

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:

4 Year Graduation Rate Osage R1: 88.89%

Dropout Rate Osage R1: 1.8%

77% of 2-6 students showed improvement on their reading scores according to SRI testing.

Weaknesses:

ELA All Students Percent Proficient/Advanced: 41.50%

Mathematics All Students Proficient/Advanced: 38.70%

Students in need of intensive support based on DIBELS is 61% in K-6.

30% of K-6 students Below Grade Level on Reading and LA based on Exact Path.

Losing a quarter of school because of a pandemic (2020). Extended quarantine for students or specific grade levels in 2020-21.

Indicate needs related to strengths and weaknesses:

RTI time will be used in the elementary building to work with students who are struggling in specific areas.

Provide differentiated instruction in classroom so that all students' needs are being met.

Staff require additional training on implementing learning targets and developing assessment capable learners. Additional training is needed in schoolwide implementation of reading and math programs that are consistent across grade levels.

Provide specific interventions for students based on data gathered from multiple screenings.

Use a variety of online programs to provide opportunities for individualized, specific lessons for students.

Librarian will provide STEM lessons and activities to all students so that all students, including "Gifted" students, are being challenged.

Osage R1 Counselor is working with students to learn ways to decrease test anxiety.

Students in younger grades will create motivational posters which will be hung around the school to provide encouragement and serve as a positive incentive for students who are taking the MAP test.

Extended learning activities or accelerated learning activities associated with the MLS.

Staff development on collaborative teams to address MLS progress and reviewing MLS data.

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:

Staffing Ratio

OsageR1 students to classroom teachers: 9
Osage R1 students to administrators: 60

Years of Experience of Professional Staff

All Staff: 12.5 in 2019

Professional Staff with Advanced Degrees

All Staff: 47.1 in 2019

Emphasis on STEM activities and lessons to encourage students to work cooperatively and to use critical thinking to solve problems.

Osage R1 Elementary School has implemented a new Math series, Go Math, which aligns more precisely with skills needed to complete the MAP test resulting in better preparation for MAP test.

BYOC -Build Your Own Curriculum platform is used in the district to develop and align instruction to MLS.

Technology is available to all students and improvements continue to be made throughout the district.

Guided reading, which provides individualized/group instruction, will start to be implemented in 20/21 school year.

Weaknesses:

Need to spend more time practicing skills that will be assessed on MAP test

Need to find new ways to reach struggling students

Need more vertical alignment in curriculum to check for standards being taught and their mastery

Insufficient amount of collaboration time within elementary building

Lack of consistent use of instructional programs across grade levels.

Lack of instructional decisions based on data as a collaborative group.

Indicate needs related to strengths and weaknesses:

Build in collaboration time so that teachers can meet to discuss data, effective teaching strategies, and to brainstorm new possible strategies to achieve academic student success.

Teachers will work on vertically aligning the new curriculum (BYOC) so that there are no gaps.

Teachers and Librarian will continue to work collaboratively on STEM activities and lessons to encourage students to work cooperatively and to use critical thinking to solve problems.

RTI time will be used in the elementary building to work with students who are struggling in specific areas.

Continue using Go Math in classrooms to ensure that students are better-prepared for MAP testing.

Staff require additional training on implementing learning targets and developing assessment capable learners. Additional training is needed in schoolwide implementation of reading and math programs that are consistent across grade levels.

Additional support personnel to assist in the implementation of effective intervention is needed

Scheduling needs to reflect increased time for interventions and supplemental learning opportunities.

Provide support to the staff for continued professional development with Guided Reading.

Training and implementation of research based practices (What Works Clearinghouse) are to be implemented.

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:

Staffing Ratio
OsageR1 students to classroom teachers: 9
Osage R1 students to administrators: 60
Years of Experience of Professional Staff All Staff: 12.5 in 2019
Professional Staff with Advanced Degrees All Staff: 47.1 in 2019

Weaknesses:

Teacher Recruitment.
18% of teachers in out of field positions

Indicate needs related to strengths and weaknesses:

Salary and benefits package increased each year.
Teachers holding advanced degrees receive a higher salary.
Teachers receive a higher salary as they gain more years of experience.
Certifications are checked to make sure that all teachers are highly qualified for the areas they are teaching.
First year teachers are teamed up with mentor teachers and complete a mentee program.
Continued staff training for mentoring programs.
Continued staff training on shared instructional programs and teaching strategies.

Teacher recruitment such as Grow Your Own needs to be implemented in the district. Retention committee needs to be implemented to carry out activities to highlight teacher and staff excellence.

DCI activities associated with collaborative teams and data decision making processes are needed to strengthen teacher efficacy and student achievement.

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:

PTO organization conducts periodic meetings and activities for students and families.

PAT conducts periodic meetings for children and parents.

Title 1 quarterly meetings to provide information to parents and to encourage family engagement.

Parental involvement activities include: Open House, Parent-Teacher Conferences, Reading/Math Fun Night, Music programs and concerts, Student field trips, Mystery Reader activities, Spring Carnival, Book Fair, Deputy Program for 5th and 6th grade students

Communication:

Weekly classroom newsletters sent to parents.
Teacher-Parent Communication folders sent home daily.
DOJO used by some teachers as communication device.

Parent Education:

Title 1 parent meetings to educate parents on issues such as: Title 1 program, MAP testing, DIBELS testing, Progress Monitoring

Title 1 Reading/Math Fun Night to teach parents different games and activities to do/play with their children to help them achieve better test scores.

Parent-teacher conferences are held each year, at which time parents are encouraged to ask questions.

Parent-teacher communication: Teachers communicate with parents as needed to answer questions, explain concepts, and give parents ideas for how to help their children perform their best in school.

Osage R1 website has information (including event calendars, Title 1 information, curriculum and MLS standards, etc...;) readily available and easily accessible to parents.

Support for Special Needs:

Osage R1 employs 2 SPED teachers and 2 SPED paraprofessionals for grades K-12.

OT, PT, SLP and SLP-A contracted services.

Counselor

Title 1 teacher does Benchmark screening 3 times a year to identify struggling students. Those students identified receive Title 1 services or interventions performed by classroom teachers. If the students do not progress in Title 1 classes, the SPED teacher analyzes the data to see if those students qualify for SPED services.

Health Services:

Health services include vision/hearing/ dental screening
Osage County Health Department provides services for low-income families
Osage R1 periodically hosts a health fair for families to attend

Weaknesses:

Low parent-children attendance rate at meetings.
Need more staff/program collaboration to develop family engagement events and participate in events.

Indicate needs related to strengths and weaknesses:

Provide low/no cost family engagement meetings and activities.

Provide free snacks and drinks at family engagement meetings and activities.

Award attendance prizes at family engagement meetings and activities.

Send out School Reach reminder text/call

Have parents complete Exit surveys at meetings to gather information concerning future parent-meeting topics.

Increase staff involvement and ownership of family engagement activities, and coordination with parents/community.

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:

Small class sizes

Each teacher knows every student by name

Familial school climate

Mission statement is read by students/teachers/staff each week

Positive behavior support--expected behaviors are taught to students.

Pirate Way Pledge read over the intercom each morning.

Joke of the Day is read over the intercom each morning.

Quarterly Fun Day in JH/HS.

Administrative support for climate and culture initiatives.

Weaknesses:

Decreasing enrollment

Collaborative culture of staff.

Indicate needs related to strengths and weaknesses:

Provide a welcoming school environment to students and families.

Provide field trips that are educational as well as fun.

Provide rewards/positive incentives for students who meet expected behaviors.

Provide Parent/student activities such as Father/Daughter Dances, Learning Activities Night

Schoolwide Title 1 Carnival, Learning Activities night at little/no cost.

Provide Community/School involvement such as Chamois Day

Staff programs to increase positive culture.

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	Develop and strengthen quality education and instructional programs to improve and enable students to help meet their personal, academic, and career goals.
2	Continue to promote and enhance student learning through the implementation and promotion of educational programs.
3	Provide teachers with appropriate assessment tools and resources for ELA and Math research based activities and programs.
4	Increase parental involvement and include teachers in meetings

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

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

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

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

Supplemental instruction

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

Delivery of Title I funded supplemental instruction services

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)
- Other

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input checked="" 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**

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

We will follow the Osage R1 Reading Literacy plan developed last year to screen all students in grades K-6 for essential reading skills. We will analyze gathered data to identify which students need additional instruction in specific areas such as: letter naming fluency, rapid automatic naming, phonemic awareness, phonics, oral reading fluency, spelling, and/or reading comprehension. We will provide identified students with targeted interventions by classroom/Title 1/SPED teachers. We will perform routine progress monitoring to measure each student's response to the intervention provided and to guide decisions about further interventions. Guided reading assessments will be used to benchmark and progress monitoring students in reading. Go Math will continue to be implemented in the elementary. Staff will receive further training on implementing all aspects Go Math and guided reading with fidelity.

RTI schedules will be developed to be more effective and efficient for student success.

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

Description of how strategy/strategies will strengthen

The SPED and Title 1 teachers will continue to help students develop phonics, decoding, and reading skills by using the Wilson Foundations Reading system. Classroom teachers will work with struggling students one-on-one or in small groups providing differentiated instruction based on what each student needs. Routine progress monitoring checks will ensure that all students are making sufficient progress with the current intervention provided.

Go Math instructional implementation will be in year two. Staff will be trained on additional strategies to improve math achievement.

Staff will be training on developing assessment capable learners, and improve the use of learning targets with students.

Programs such as Guided Reading, Wilson, and LIPS will be implemented in the elementary.

Staff development will occur in collaborative teams and data based decision making. Teachers will strengthen their understanding of priority standards, learning targets, and collaborative activities to improve teacher efficacy.

- 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

Grade level teachers meet with small (tiered) groups of students daily in ELA and math to provide instruction based on data related to skill development.

Classroom teachers provide centers of varying degrees of difficulty so that all students find an activity that match their ability level.

Librarian provides STEM lessons and activities to all students so that all students are being challenged and exposed to additional learning opportunities.

Classroom teachers provide various STEM activities/lessons each semester in which students work cooperatively to use critical thinking skills to solve problems.

Read/Write/Run club meets weekly for students to get some physical exercise and then practice skills to help struggling students become more proficient in reading and writing; but also to challenge more successful students to stretch through various educational activities.

Online programs are also used by individual students to provide individualized instruction/lessons based on each child's ability level including an accelerated curriculum.

XTra Math provides addition and subtraction practice on students' individual levels of fact fluency and adjusts their facts accordingly.

Moby Max (used in every subject area) provides interventions as well as accelerated lessons based on each student's ability level which adjusts as needed during their sessions.

Building Blocks (students are leveled according to grade level and work at their own pace).

Go Math supplemental resources provide additional learning opportunities based on individual or group mastery of certain concepts.

Before and After School Programs will focus on both enrichment and programs for struggling learners.

Summer school will be offered for extended and accelerated learning opportunities.

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 SPED and Title 1 teachers will continue to help students develop phonics, decoding, and reading skills by using the Wilson Foundations Reading system.

Classroom teachers will work with struggling students one-on-one or in small groups providing differentiated instruction based on what each student needs.

Read, Right, Run is an after-school program designed to help struggling readers build reading skills after running off some energy. The goal was for each student to read 26 books, perform 26 acts of kindness, and run 26 miles.

Reading Club will be offered after school, weekly, for struggling readers to receive extra help from teachers and volunteer high school students in acquiring needed strategies to build reading skills.

Specific teachers stay after school to tutor students who need extra help in specific subject areas.

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

Reaching and Teaching Students with Dyslexia at RPDC -METC --MO Education Technology Conference

Student Engagement

Formative Assessments

STEM Activities

Go Math and other math instructional strategies

Developing Assessment Capable Learners-Implementing Learning Targets, Collaborative Teams, and DBDM.

Identifying priority standards and assessing those standards.

Differentiated Instruction training

Daily 5 training webinar

Barton training

LiPS Training

Visualizing and Verbalizing Training

Max Scholar Training

School culture and climate to improve student performance.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Pay scale was raised each of the past 4 years.

Teachers holding advanced degrees receive a higher salary.

Teachers receive a higher salary as they gain more years of experience.

Certifications are checked to make sure that all teachers are highly qualified for the areas they are teaching.

First-year teachers are teamed up with mentor teachers and complete a mentee program.

Develop a more collaborative culture among staff with shared objective bases on student needs.

Encourage staff to assume leadership positions within district programs.

Implement Grow Your Own program to recruit teachers.

Implement a Retention committee to promote activities intended to support and celebrate staff excellence.

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

Describe activities

Preschool screening is held each spring

Parents and students meet the teacher, gain needed information, tour the school, and eat a meal in the lunch room each spring at Kindergarten Roundup.

PAT does multiple screenings on preschool children during the year.

Preschoolers in the 4-year-old program are DIAL tested twice a year.

School Nurse does vision and hearing screening for incoming kindergarten students in the Spring.

Preschool children are welcome to attend Title 1 parent meetings, Reading/Math Fun Night, and the Title 1 Carnival with their parents and older siblings. Attending these meetings and events help younger children to acclimate themselves to the Elementary building and gives them a chance to meet and interact with some of the Elementary school teachers and students.

Preschool children are invited to attend different programs at the elementary and high school such as: music programs and concerts, the Book Fair, the Halloween "parade," and other special events that arise. Attending these events will expose preschoolers to different rooms and buildings throughout the elementary and high schools. They will have an opportunity to interact with many teachers and other students in the elementary and high schools. They will also learn what behavior is expected of elementary and high school students.

Preschool program is licensed and accredited. Program meets all MPP requirements.

Staff administer DRDP Desired Results Developmental Profile.

Incoming kindergarten are eligible to attend summer school.

SCHOOLWIDE POOL FUNDING

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

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

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

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

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

- Yes
- No

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



District/LEA Comments

DESE Comments

Email: laura.robinson@dese.mo.gov

Current User: DESEPUBLIC

Improving Lives through Education