



District/LEA: 003-031 TARKIO R-I Year: 2024-2025

Funding Application: Plan - School Level - 4020 TARKIO 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](#)

## 4020 TARKIO 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.

Tarkio R-1 School District holds an annual meeting in the second semester of each school year and all aspects of the Title Program are reviewed. Information is distributed in August via student handbooks at open house. A parent meeting is held in conjunction with Fall Parent/Teacher conferences. The annual Federal Programs meeting is held in the Spring when all program evaluations are discussed and any needed changes are made.

- 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.

The Tarkio R-1 school district invites all parents to the Fall annual meeting in which the Title I program is reviewed. The school regularly seeks feedback from families through surveys and program evaluations. The participation rate tends to be low at the annual meeting. Tarkio R-1 encourages parents to attend and participate by completing surveys and/or attending meetings. The principal began personal email and invites to community members and parents to remind them of the annual meetings. This did seem to help with participation. We continue to build communication and relationships throughout the school year with the parents and families.

- 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.

Tarkio R-1 encourages parents to participate by completing surveys and/or attending meetings. The fall annual meeting is held on Fall Parent/Teacher conference night so parents can review the family engagement policy and offer suggestions or ask questions.

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.

Information is distributed in August via student handbooks at open house. A parent meeting is held in conjunction with Fall Parent/Teacher conferences to allow parents the opportunity to ask questions or give feedback. Meetings are held in the second semester of each school year and all aspects of the Title Program are reviewed. The Tarkio R-1 district shares this information through the school website as well. The title teachers also make contact with parents to discuss goals and their child's skills. Upcoming Title events and information is sent via TextCaster, Remind and the Lumen notification system.

- 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 Tarkio R-1 School District approves the assessment calendar each academic year and this information is shared through BOE reports. The MAP achievement levels are shared with parents once the information is available to the school. Quarterly, parents are provided with the grade level priority standards that are being taught in each grade level. Parent teacher conferences are also a time when parents are able to ask questions and teachers are able to discuss student progress on grade level standards. Teachers provide students and parents with proficiency scales and desired learner outcomes.

- 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)*

This information is provided to parents on Open House night and in the student handbook. The Tarkio R-1 School District has outlined the following within the Title I School-Parent-Student Compact - Parents will: Make sure my child is in school every day on time. Make sure my child gets adequate sleep and has a healthy diet. Provide a home environment that encourages my child to learn. Stay informed about my child's education by reading all communications from the school and responding appropriately. Develop a homework routine to study math facts and spelling words, study for tests, complete daily homework, and read for pleasure. Check that homework is completed. Attend parent teacher conferences and informative opportunities offered by the teachers and school.

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

The Tarkio R-1 School District has outlined the following within the Title I School-Parent-Student Compact - The school will: Provide high-quality curriculum and instruction in a supportive and effective learning environment Be relentless in meeting the emotional, social and academic needs of our students. Keep parents informed about upcoming school events and student progress. Work together to build a strong partnership with parents and our community for the betterment of our students. Teachers will: Regularly communicate with the parents and students about learning progress. Ensure that students and parents understand my expectations & rules. Provide a safe, positive, healthy learning environment. Respect cultural differences of students and their families. Implement effective learning strategies and techniques that meet the needs of my students.

- 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.

Priority Standards are sent home at the beginning of each quarter. Teachers will share proficiency scales with students and are able to meet with parents to help them understand.

Meetings are held in the second semester of each school year and all aspects of the Title Program are reviewed. Information is distributed in August via student handbooks at open house. A parent meeting is held in conjunction with Open House to allow parents the opportunity to ask questions or give feedback.

- 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.

During the various parent night activities teachers provide handouts and ideas to parents as to ways to help their child or enrichment ideas to do at home. Parents have access to their student's Extra Math account as well as their AR account to know what they are working on and the progress their child is making. Additional teaching resources are available on the school website. Teachers make direct contact with parents and provide additional supplemental resources for practice.

- 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.

Tarkio School District has a series of Professional Development days which center around all aspects of the teaching learning process. This includes how we want to communicate with parents involving programs and procedures. As well, the Title staff meets to plan activity nights where parents are invited to attend and participate with their children. Parents are involved in the planning of some activities.

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.

The Tarkio R-1 School District offers a variety of opportunities to families to engage in school activities throughout the year. There is generally one family engagement event offered each quarter. Parents are notified of these opportunities through notes sent home with the student, the school website, the school Facebook page, Remind, Lumen and through textcaster.

- 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](#)

## 4020 TARKIO 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

3/5/2024

### 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:

Student demographics have remained consistent in Tarkio over the past few years. There is not a high incidence of transient students which allows relationships to develop and be maintained from year to year. Our average attendance rate has maintained steady and does not appear to be a concern at this time.

Weaknesses:

The district's Free and Reduced lunch numbers have declined at a higher rate than the state which lead to discussion that it appears parents haven't been as inclined to complete the forms. We believe that the poverty rate in our district exceeds what our Free/Reduced lunch numbers might indicate. There is not much diversity in the way of varied ethnicity which may present a weakness if not aware.

Indicate needs related to strengths and weaknesses:

Results of the teacher needs assessment survey indicated a need for additional outside support for some of our students who are in a lower socioeconomic status. Some students who are in need of outside counseling and related services are not able to obtain them due to a lack of those services in our community and the cost associated with them. The school needs more support for these students.

### 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:

Tarkio Elementary examines MAP data each year to make determinations and plans moving forward. In addition to state assessments, Tarkio Elementary relies on data provided by grade level common formative assessments as well as the STAR Reading and Math assessments given and the reading screenings provided as a part of the district-wide Dyslexia Plan.

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

Strengths:

Tarkio students have consistently scored at or above the state average in nearly all areas of MAP and EOC assessments for the past 5 years. Teachers have been working as a part of the DCI process, developing Common Formative Assessments and using Data Based Decision Making. This has helped narrow the focus to teaching priority standards to mastery.

Weaknesses:

The percentage of students performing in the Below Basic and Basic categories on the MAP assessment continue to be higher than we would like. In ELA 2023, 3rd Grade 60% scored in these categories, 4th Grades 60%, and 5th grade 57.9%. In Math 2023, 3rd grade had 60% in below basic or basic, 4th grade 68.5% and 5th grade 68.4%.

On the STAR reading assessment only 58% of students K-5 are meeting all benchmark indicators.

Indicate needs related to strengths and weaknesses:

Tarkio Elementary seeks to improve student achievement through a more systematic approach to intervention and increased title support. Additional supplemental instruction will be needed in order to improve these student outcomes. Grades K-5 are using Eureka Math resources this year. We are excited about our curriculum work and feel we will continue to observe student growth and understanding. The elementary building will continue implementation of Really Great Reading and improving Tier 1 and 2 instruction in the general education classroom.

### 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:

Tarkio Elementary teachers have been working as a part of the DCI process, developing Common Formative Assessments and using Data Based Decision Making. This has helped narrow the focus to teaching priority standards to mastery. Teachers have created proficiency scales for all priority standards. Tarkio Elementary has invested in keeping curriculum resources current and up to date with the Missouri Learning Standards.

The Tarkio R-1 School District continues to support teacher development through professional development opportunities provided within the school year. This has given teachers time to work on writing curriculum, aligning assessments, and improving instruction (determining and learning new teaching strategies).

The district will continue to be a part of the District Continuous Improvement system focusing on establishing Multi Tiered Systems of Support and Literacy supports.

Weaknesses:

This process continues to take a lot of time and needs constant attention. Finding the time to continue to improve instructional methods and learn more about differentiation is hard. We need to focus on Developing Assessment Capable Learners.

Indicate needs related to strengths and weaknesses:

Tarkio Elementary will continue to refine Standards Referenced Grading which will help align the curriculum, priority standards and instruction with the assessments for parents and families. Additionally, new intervention time will be added to the daily schedule which should help teachers implement additional instructional strategies.

### 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:

Tarkio Elementary employs highly qualified staff to instruct all classes. Tarkio Elementary has small class sizes; with a student to teacher ratio of 1:10 based on the district report card data. Tarkio Elementary has been able to maintain two teachers per grade level which also helps with common planning and collaboration. 57.5% of the Tarkio Elementary professional staff have an advanced degree.

Weaknesses:

Tarkio R-1 School District is a small, rural district that does at times have difficulty recruiting highly qualified teachers. At this time, when a position is open, there are not very many applicants to select from. As with any small school, staff do fill multiple rolls, which may cause unnecessary stress on staff and programs.

Indicate needs related to strengths and weaknesses:

Tarkio R-1 will continue to pursue highly qualified staff and explore the "grow your own."

**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:

Tarkio Elementary has all the necessary plans and policies in place concerning family and community engagement. Communication with our families and the community takes on a variety of forms from digital, to print, to face to face meetings.

The activities offered, including but not limited to STEM night, literacy nights, Pancakes with Pals, book clubs, open house, book fair, vocal and instrumental programs, are well planned, well prepared and are well attended.

Weaknesses:

Weaknesses this year included communication and ensuring we were utilizing all avenues of communication - Remind, textcaster, Facebook, website, notes home, newsletters, etc. We are hoping to continue to explore ways to get higher family participation. We feel like we have a hard time getting participation by the parents/families who really need the extra support.

Indicate needs related to strengths and weaknesses:

Tarkio Elementary will continue to work on "branding" our school and getting more people in the community to know what good things are occurring at Tarkio Elementary.

**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:

Class sizes continue to be below the recommended numbers set by DESE. Discipline issues are few; there is a strong Tier 1 PBIS presence.

Weaknesses:

It is time to revisit the PBIS program and ensure that all staff members have been trained and the expectations are clarified for all. There are additional procedural things within the building that need better clarification. We will work to improve Tier 2 supports.

Indicate needs related to strengths and weaknesses:



The building leadership team will reestablish a presence. The PBIS committee continues to develop new ideas and work on how to establish the Multi Tiered System of support for the social/emotional/behavioral learning. We participate in the DCI process.

**NEEDS ASSESSMENT: IDENTIFYING PRIORITIES**

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..." (Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

- 1 The Tarkio R-1 School District is committed to providing supplemental instruction in ELA and Math to improve student outcomes.
- 2 The Tarkio R-1 School District is committed to a solid Tier 1 program and need to establish Tier 2 strategies for students who are identified.

Schoolwide Program [Hide](#)

**4020 TARKIO 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	Kevin & Markie Sundermann	
2	Teacher	Renee Hull	
3	Principal	Dustin Barnes	
4	Other School Leaders <span style="float: right;">▼</span>	Kari Taylor	
Plan Development Meeting Dates			
	Meeting Date		
1		03/05/2024	

**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 II.A <span style="float: right;">▼</span>	Kari Taylor	Federal Programs Coordinat
2	Title IV.A <span style="float: right;">▼</span>	Kari Taylor	Federal Programs Coordinat

**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 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 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

Title I staff provides additional instruction in the areas of math and reading. Teachers push in to provide assistance to students and pull out to give additional instruction to students. Title I staff participate in schoolwide professional development with classroom teachers, including Really Great Reading for K-3, curriculum writing to assist with vertical alignment, and analyzing student data in data teams. During the 23-24 school year, 3 teachers completed the Level 2 LETRS certification, including the ELA Title teacher. 9 teachers completed LETRS Level 1 certification. There are 10 teachers registered for the 24-25 school year. The Title math teacher, along with 2 other elementary teachers completed the Elementary Mathematics Specialist Certification program through Northwest Missouri State University.

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

Description of how strategy/strategies will strengthen

Data analysis allows for better planning and individualized instruction. Title I staff using the same methods/strategies/trainings provides consistency for students from one instructor to another. Data team time has been identified as a priority and built into the calendar for 24-25.

- Increase the amount of learning time

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Having all teachers receive the same professional development and collaborating to analyze student data allows identification of struggling students and allows the provision of additional support.

One benefit of the small school setting is that all staff work well together to embrace the at-risk students and it is a comprehensive approach.

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

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

Describe activities

All preschool students participate in Preschool Screenings in the Spring. Our Parents as Teachers Director makes contact and ensures families know about the preschools in our area. PAT Director and Elementary Principal work closely together to ensure that First Steps students transition appropriately. We also hold a Move Up day in the Spring, allowing the incoming Preschoolers a morning at Preschool.

## 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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