



District/LEA: 049-144 WEBB CITY R-VII **Year:** 2020-2021

Funding Application: Plan - School Level - 5000 HARRY S. TRUMAN ELEM. **Version:** Initial **Status:** Approved

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

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5000 HARRY S. TRUMAN ELEM.

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- Schoolwide
 Targeted

- This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

Harry S Truman Elementary recognizes that when schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. It is the school's intent to establish partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.

The Parent-School Compact was developed by school staff for student, teachers, principal, and parents to jointly commit to working together for the benefit of all students. It is signed by all parties involved each year (student, teacher, parent, principal).

Harry S Truman Elementary will encourage parents of students to be involved in supporting the education of their children in the following ways:

Parents will be involved in the joint development of the Title I program and in the process of reviewing the implementation of the plan and suggesting improvements.

The school will provide coordination, technical assistance, and other support in the establishment and growth of parent/school partnerships.

An annual evaluation of the content and effectiveness of the parental involvement policy/program and other Title I programs will be conducted to determine whether there has been increased participation, and if barriers to greater participation are present.

The results of the evaluation will be used to design strategies for improvement, and in revising parental involvement policies and procedures at the building level.

Make sure students complete take-home activities.

Read orally with your child at home.

Practice math facts (addition, subtraction, multiplication, division).

Attend Parent Involvement Nights.

Keep in regular contact with classroom teachers and Title I staff through notes, telephone calls, email, and conferences.

Strive to make learning a part of everyday life.

- 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 are invited to attend a meeting in the spring in which the school wide is reviewed each year. The plan is reviewed and parents and family members are encouraged to offer suggestions for revisions for the plan for the next school year

- 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.

Parents are invited to attend a meeting in the spring in which the parent and family engagement policy is reviewed each year. The plan is reviewed and parents and family members are encouraged to offer suggestions for revisions for the plan for the next school year

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 sent home in the beginning of school packet with all students in grades K-4, as well as distributed at Open House, Parent Nights, and on participating schools' websites.

- 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.

Information is sent home in the beginning of school packet with all students in grades K-4, as well as distributed at Open House, Parent Nights, and on participating schools' websites.

- 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)*

1. Make sure my child gets a good nights sleep, attends school regularly, and is on time.
2. Encourage and/or supervise my child in the completion of his/her homework, TV viewing, and use of extracurricular time.
3. Praise my child's efforts and provide positive support.
4. Volunteer in my child's classroom whenever possible.
5. Read to/with my child daily.
6. Communicate regularly with my child's teacher, attend parent-teacher conferences, and participate in making decisions about the education of my child.
7. I received the "Parent Involvement Plan."

Parent or Guardian

Date

Suggestions for improvement of the Parent-School Compact:

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

1. Provide a safe and exciting learning environment where children can be responsible for their own behavior and learning.
2. Respect, encourage, and support students, families, and teachers.
3. Provide necessary materials for optimum learning which enables students to meet the state's student performance standards.
4. Seek ways to involve parents in school activities.
5. Use special activities in the classroom to make learning challenging and exciting.
6. Demonstrate professional behavior and a positive attitude.
7. Help each child grow to his/her potential.
8. Show care and respect for each child and his/her family.
9. Provide frequent reports to parents on their children's progress and schedule convenient parent - teacher conferences.
10. Provide opportunities to volunteer, participate, and observe in the classroom

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.

Student Led Conferences
 Parent Information nights
 Title 1 Family Night
 Computer Access
 Ongoing two way communication between home and school

- Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Materials and training provided during Title I Parent Nights, Building Conference nights and on an individual basis.

- 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 Assistant Superintendent, Title I Coordinator and Elementary Principals provide various trainings for teachers providing strategies and the development of appropriate dispositions when partnering with parents successfully.

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.

Title I, Title II, Title III and Title IV events, curriculum work, teacher trainings, parent events etc. are all done as one team.

- 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 [Show](#)

Schoolwide Program [Show](#)

District/LEA Comments

DESE Comments

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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

11/7/2019

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:

We progress monitored students in the areas of reading comprehension and fluency last year. We monitored data in the areas of fluency and STAR for all students. We met regularly to discuss student progress in reading. Our team worked well together and had student success as its highest priority. Teachers tutored after school to provide more intense interventions and worked in teams to plan instruction. After school intervention also included our Smart Club. This group of teachers and students utilized research-based strategies designed by a district teacher team. The following programs/strategies were considered strengths:

Everyday Math
 Daily Intervention Block Revised to be by student by standard
 After School Tutoring
 Smart Club
 Grade level team planning/teams meet with principal and instructional coach every week
 Title 1 daily instruction and monitoring of data
 Co-teaching
 Special education small group instruction and monitoring of data
 Co-teachers have structured plan time each week.
 BIST Implementation with the support of a BIST consultant

Weaknesses:

We did not have devices in every classroom.
 Increased caseload in special education
 Attendance issues of students that miss more than ten (10) days are a concern.
 Habitual student misconduct takes away from instructional time.
 Super Subgroup index scores not matching building levels

Indicate needs related to strengths and weaknesses:

Super Subgroup index scores through STAR do not matching building levels

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:

Progress Monitoring Assessments STAR, DRA, Fluency

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

Strengths:

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Indicate needs related to strengths and weaknesses:

Super Subgroup index scores through STAR do not matching building levels

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:

We progress monitored students in the areas of reading comprehension and fluency last year. We monitored data in the areas of fluency and STAR for all students. We met regularly to discuss student progress in reading. Our team worked well together and had student success as its highest priority. Teachers tutored after school to provide more intense interventions and worked in teams to plan instruction. After school intervention also included our Smart Club. This group of teachers and students utilized research-based strategies designed by a district teacher team. The following programs/strategies were considered strengths:

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Super Subgroup index scores not matching building levels

Indicate needs related to strengths and weaknesses:

Super Subgroup index scores through STAR do not matching building levels

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:

Professional development topics are consistent throughout the district.
Teachers have options concerning their professional development.
Funds are available for professional development.
Teachers are eager to grow professionally.
Teachers participate in monthly Twitter Chats.

Weaknesses:

Not all staff members have been trained in new programs

Indicate needs related to strengths and weaknesses:

Not all staff members have been trained in new programs

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:

High level of parent involvement

Weaknesses:

There remains segments of our population we are still trying to reach

Indicate needs related to strengths and weaknesses:

There remains segments of our population we are still trying to reach

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:

- Attendance centers are grade specific which allows improved teacher collaboration
- District-wide implementation of BIST has led to more consistent behavior expectations
- A clear vision drives decisions at all levels to improve student achievement and behavior
- We enjoy tremendous community support of all stakeholders
- District is committed to limiting class size to maximize instruction
- District has a stable Board of Education that is supportive
- Discipline is consistent among all buildings
- District-side training in developing Collaborative Capacity (Adaptive Schools)
- Average Class size remains at or under 25 students per class (in most cases)

Weaknesses:

- Fluctuating grade level enrollments make balancing class sizes challenging
- The configuration of attendance centers requires frequent transitions for students
- Limited funding for technology and STEM needs

Indicate needs related to strengths and weaknesses:

- Limited funding for technology and STEM needs

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 MSIP 5 ELA Index score at Harry S Truman Elementary will increase from 423.8 to 424.8 as measured by MAP assessments and the Index Calculations. (also reflected in the Current Assessment Data tables)
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Schoolwide Program [Show](#)

District/LEA Comments

DESE Comments

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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)

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Jesse Thomas/Jana Coope	
2	Teacher	Jill Short	
3	Principal	Jodi Bennett	
Plan Development Meeting Dates			
	Meeting Date		
1		11/07/2019	

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 III EL	Sally Lee	Coordinator
2	Title III Immigrant	Sally Lee	Coordinator
3	Title IV.A	Melissa Huff	Coordinator
4	Title I School Improvement (a)	Melissa Huff	Coordinator
5	State and Local Funds	Brenten Byrd	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 checked="" type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input 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 checked="" type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input checked="" 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

Harry S Truman will provide opportunities for all children through Intervention opportunities such as RTI, Small Group Instruction, Tutoring, Co-teaching and push-in, Parent Involvement Night, Parent Information Night, STEM activities, materials for parents to provide support at home, Student Intervention Team and Data Team meetings.

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

Description of how strategy/strategies will strengthen

Methods and strategies to strengthen academics at Harry S Truman are Cardinal Class (small group intensive Tier 2 intervention instruction), Grade level specific Response to Intervention time (each grade level identifying student and standards that are currently addressed, as well as providing enrichment activities for students that are performing above grade level), co-planning and co-teaching, push-in time for additional support within the classroom, opportunities for small group testing. Screening and intervention opportunities will be provided to help identify needs and strengths for at-risk students (Tier 2 and Tier 1 interventions) in conjunction with our Student Intervention Team. Title also provides materials to teachers to differentiate instruction for the various levels of ability.

- 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

The Title I teacher and paras will provide enrichment and accelerated opportunities through STEM activities in the classroom, in the STEM lab, and during Title I parent involvement literacy/STEM activities. Enrichment opportunities will also be provided during the RTI block for each grade level.

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

Screening services will be provided for all students to help identify students considered at-risk academically and those considered at-risk for dyslexia. Students that are identified receive additional interventions in ELA and Math through Cardinal Class (Tier 2 interventions that include comprehension strategies, fluency practice, intervention phonics, and vocabulary/writing), Tier 1 intervention time, and grade level RTI blocks.

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

Title Coaches are members of the Professional Development Committee, which helps plan and provide professional development opportunities for all teachers within our district. Attendance of conferences and workshops will provide materials and methods to bring back to share with our building teachers and staff. Additionally, materials and co-planning opportunities will provide teachers with professional development opportunities.

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

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

Email: misty.lawson@dese.mo.gov

Current User: bbyrd

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