

SCHOOLWIDE PROGRAM PLAN

All check boxes marked in this plan 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)

PLANNING AND REVIEW TEAM

	Name(s)	Role
<input type="checkbox"/> Parents	+	+
<input type="checkbox"/> Teachers	+	+
<input type="checkbox"/> Principals	+	+
<input type="checkbox"/> Other school leaders	+	+
<input type="checkbox"/> Paraprofessionals	+	+
<input type="checkbox"/> Other administrators	+	+
<input type="checkbox"/> LEA representative	+	+
if appropriate:		
<input type="checkbox"/> Instructional support personnel	+	+
<input type="checkbox"/> Technical assistance providers	+	+
<input type="checkbox"/> School staff	+	+
<input type="checkbox"/> Students	+	+
<input type="checkbox"/> Others	+	+

MEETING DATE(S)

+

COORDINATION WITH OTHER FEDERAL, STATE AND LOCAL PROGRAMS

Section 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 Schoolwide Program plan:

ESEA/ESSA

- Title I.A School Improvement 1003
- Title I.C Education of Migratory Children
- Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
- Title II.A Preparing, Training, and Recruiting High Quality Teachers and Principals
- Title III Language Instruction for English Learners and Immigrant Students
- Title IV 21st Century Schools
- Title V Flexibility and Accountability

Other Acts

- Individuals with Disabilities Education Act
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technical Education Act of 2006
- Workforce Innovation and Opportunity Act
- Head Start Act
- McKinney-Vento Homeless Assistance Act
- Adult Education and Family Literacy Act
- Others: _____ +

Other State and local services, resources, and programs

- _____ +

COMPREHENSIVE NEEDS ASSESSMENT

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.

NEEDS ASSESSMENT: SCHOOL PROFILE

Student demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- Enrollment
- Grade level
- Ethnicity
- Attendance
- Mobility
- Socioeconomic status
- Discipline
- Limited English Proficiency

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

Strengths:

Weaknesses:

If indicated, state need(s) identified pertaining to **student demographics**:

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:

NEEDS ASSESSMENT: SCHOOL PROFILE

Student achievement (continued)

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

Strengths:

Weaknesses:

If indicated, state need(s) identified pertaining to **student achievement**:

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:

Weaknesses:

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

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

NEEDS ASSESSMENT: SCHOOL PROFILE

High Quality Professional Staff (continued)

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

Weaknesses:

If indicated, state need(s) identified pertaining to **high quality professional staff**:

Family and Community Involvement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community involvement** 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 involvement**:

Strengths:

Weaknesses:

If indicated, state need(s) identified pertaining to **family and community involvement**:

NEEDS ASSESSMENT: SCHOOL PROFILE

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:

Weaknesses:

If indicated, state need(s) identified pertaining to **school context and organization**:

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.	+
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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):

- | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|
| <input type="checkbox"/> Math | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| <input type="checkbox"/> Reading/English Language Arts | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| <input type="checkbox"/> Science | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| <input type="checkbox"/> Other: _____ + | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Delivery of supplemental instruction services (check all that apply):

- Early Literacy
- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Reading Recovery
- Summer School
- Tutoring (before-or after-school)
- Other: _____ +

Instructional personnel:

	Teachers	Para-professionals	Others
Supplemental Reading or English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
Other: _____ +	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class size reduction

Grade levels: K 1 2 3 4 5 6 7 8 9 10 11 12
 Other: _____ +

Professional Learning Communities

Schoolwide Positive Behavior Support

Response to Intervention

Other: _____ +

STRATEGIES TO ADDRESS SCHOOL NEEDS (continued)

These 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...:

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

Description of how strategy/strategies will strengthen...:

- 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...:

STRATEGIES TO ADDRESS SCHOOL NEEDS (continued)

Activities 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...:

Activities will include: *(mark all that apply)*

- Activities to improve students' skills outside the academic subject areas
 - Counseling
 - School-based mental health programs
 - Specialized instructional support services
 - Mentoring services
 - Other:
- Activities which help 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: _____ +
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services
- 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:

- Activities to recruit and retain effective teachers, particularly in high need subjects

Describe activities:

- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities:

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DRAFT

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

This program will be consolidated with other State, local and Federal programs.

Mark all programs that will be consolidated:

ESEA/ESSA

- Title I.A Improving the Academic Achievement of the Disadvantaged(required)
- Title I.A School Improvement 1003
- Title I.C Education of Migratory Children
- Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
- Title II.A Preparing, Training, and Recruiting High Quality Teachers and Principals
- Title III Language Instruction for English Learners and Immigrant Students
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- Carl D. Perkins Career and Technical Education Act of 2006
- Workforce Innovation and Opportunity Act
- Head Start Act
- McKinney-Vento Homeless Assistance Act
- Adult Education and Family Literacy Act
- Others: _____ +

Other State and local services, resources, and programs

- State and local funds (required)
- Others: _____ +

Parent Comments

Section 1116 (c)(5)

- The Title I.A LEA Plan is satisfactory to parent of participating students.
 - Yes
 - No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.
(insert text box)