



District/LEA: 048-074 GRANDVIEW C-4 Year: 2018-2019

Funding Application: ESEA Consolidated - School Level Plans - 5020 MARTIN CITY ELEM. Version: Initial Status: Submitted

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

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 cf 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.

Distribute parent and family engagement policy to all families and it is also available on line. This policy is available in each building and is covered during meetings.

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 c 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. Sec

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

We involve parents in the planning, reviewing, and improving Title 1.A during monthly PTA, and other appropriate meetings.

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 involved in planning events, and agendas.

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,

Plans are provided through monthly newsletters, school websites, and progress reports are provided on a quarterly bases. Parents are informed when their students are placed in intervention groups.

- ✓ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to meas 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 achieve

Explanation back to school and curriculum, academic nights, Academic assessments are shared at conferencing, website information, progress reports fall, winter, and spring student profile reports from iReady , MAP achievement level student home reports.

- ✓ 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 acad means by which the school and parents will build and develop a partnership to help children achieve the State's high standards, *Section 1116*

- ✓ The school jointly develops with parents of Title I,A served children the school-parent compact.

The school-parent compact

- ✓ Describes the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

Parent teacher conferences, fall, winter and spring progress reports. Teachers provide with curriculum guides and learning and behavior expectations. Teachers provide parents with resources to use for their students at home. Request parents attendance at curricular events and meetings. Hold parents accountable for school parent compact.

- ✓ Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning env

Articulated curriculum that focuses on priority standards. Pacing of these standards that provides all students the opportunity to have multiple exposure to those standards. Each school has an intervention block to further provide effective learning.

- ✓ 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 tha 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 a 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.

We provide parents information through parent teacher conferences, quarterly reporting through standard based grading, traditional grading, Student Assistance Team meetings and tiered support interventions for students.

- 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.

We provide information at MAP prep nights, pacing guides, specifics materials to practice GLEs, online resources, Supplemental leveled reading materials, math manipulative games, and teachers send home learning objectives and how to assist student in mastery.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistz utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, impleme programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

District imitative with trauma informed, cultural competency with ability to reach all students academically and social emotionally. The district has partnered with Caring for Kids, Cornerstone of care, LINC, and bright futures to help coordinate parent involvement.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student a

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, S including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support pa in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

Coordinate with early childhood center, district parenting classes, and building volunteering.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participatin 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 a school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent *1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available so training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child car 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 di with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts ai 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
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)*

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](#)

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.

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:

Continued steady enrollment. Substantial gains with ELL students. Decreasing proficiency gaps among subgroups.

Weaknesses:

Attendance continuously dropping below 90 percent.

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

Socioeconomic status and attendance and low math scores on assessments

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 of 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 ap
- ✓ Other performance indicators used in analysis:

iReady, benchmarks, district common assessment, grade level checklists, running records, mastery connect, lexia

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

Strengths:

Literacy remains steady

Weaknesses:
Math and Science scores are not at an appropriate level.

If indicated, state need(s) identified pertaining to student achievement:
We have a need to be more proficient in math and science

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 have learning expectations, instructional technology, instructional coaches and sequential curriculum by grade level.

Weaknesses:
K through 12 literacy and math resources, we need better resources to address instructional needs in math and science.

If indicated, state need(s) identified pertaining to curriculum and instruction:
K through 12 literacy, science and math resources.

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:
All have bachelors or higher and are all certified.

Weaknesses:

Students and staff are disproportioned by race, ethnicity and gender.

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

Recruitment needs to address hiring and retaining highly qualified staff that reflect student's demographics.

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:

Communication and supporting special needs.

Weaknesses:

Involving parents in policy making.

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

A need to increase involvement of parents in PTA, and Caring Communities.

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:

School is well organized, monitored, and maintained.

Weaknesses:

We would like to see suspensions decrease and better informed staff to address social emotional needs of students.

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

We will continue to train staff on being trauma sensitive and using BIST.

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 added to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts recommend 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	Increasing academic performance across all core areas
2	Attendance

Schoolwide Program Plan [Hide](#)

SCHOOLWIDE PROGRAM PLAN

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 individualized to meet the needs of the school. *Section 1114 (b)(2)*

Federal Programs Plan Development		
Team Member		
Team Member Role	Team Member Name	
Parent	Kristen Green, Kim Norgi	
Teacher	Cindy Long	
Principal	Johnny Dodge	
Teacher	Kelly Curtis	
Teacher	Jacob Reeser	
Teacher	Daniel Bartholomew	
Other School Leaders	Cindy Coomer	
Other Administrators	Dana Green	
Other Administrators	Andy Leach	
Plan Development Meeting Dates (Indicate a meeting date for each plan)		
Meeting Date	04/30/2018	

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
Title I School Improvement (a)	Dr. Joana D. King	LEA

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)	
Math	K 1 2 3 4 5 6 7 8 9 10 11 12
Reading	K 1 2 3 4 5 6 7 8 9 10 11 12
Communication Arts	

	K	1	2	3	4	5	6	7	8	9	10	11	12
Science	K	1	2	3	4	5	6	7	8	9	10	11	12
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	Paraprofessionals	Others
Supplemental Reading or English Language Arts	✓		
Supplemental Mathematics	✓		
Supplemental Science	✓		
Other			

Class size reduction

Grade Levels	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading Instruction Only	K	1	2	3	4	5	6	7	8	9	10	11	12
Math Instruction Only	K	1	2	3	4	5	6	7	8	9	10	11	12

- 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

All students are taught with MLS as the bases. Different tiers of instructional support give all student access to learning the curriculum.

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

Description of how strategy/strategies will strengthen

Resources are needed to support a vast variety of instructional strategies to assist and engage all students. Supplies for literacy, math, and science, Technology and devices are needed to give students access to information and work collaboratively with other students and staff.

- 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

We have a district wide program for those identified as gifted, and within the building, students that already have mastered skills are offered extension, enrichment, and deeply development learning opportunities through interventions.

Activities will (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 Stand

Description of how strategy/strategies will address

Students that need extra support work one on one. We have a school reading specialist, and instructional coach, and paraprofessionals to assist students during the school day. We also offer tutoring programs.

Activities will (mark all that apply)

- Improve 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 servik**

Professional development and other activities for teachers, paraprofessionals, and other school personnel to im 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

We train staff on professional learning communities. The processes and components of collecting, analyzing, and decision making stemming from data. Staff are BIST trained, guided math, visible learning concepts, read alouds, balanced literacy, STEM and scientific method.

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

Describe activities

We offer teachers opportunities and time to grow, as well as implement professional learning systems that support teachers' continuous growth. The district strives to ensure that teachers' compensation is similar to that of other schools in the area. We prioritize teacher diversity.

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

Describe activities

Summer academy started during the 2018 school year to prepare preschoolers to enter Kindergarten in August.

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

- Title I.A (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
- State and Local Funds
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

Other State and local services, resources, and programs

- State and local funds
- 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.

[ESEA Plan Home](#) [Print](#)

District/LEA Comments

DESE Comments

Current User: dchapman99

"Missouri public schools: the best choice...the best results!"

