

SCHOOLWIDE TITLE PROGRAM PLAN POTOSI ELEMENTARY

OVERVIEW:

Eligibility requirements of this program consist of:

- a) A minimum of 40% of the student population qualifies for Free and Reduced lunch prices
- b) All teachers and paraprofessionals meet the requirements of Highly Qualified educators
- c) The eligible school must gather a team of stakeholders to create a schoolwide math and literacy program plan

Potosi Elementary Title 1 Planning and Review Team:

A needs assessment was conducted in the spring of 2018 and a comprehensive plan was developed for instruction at the elementary. The group was composed of Federal Programs Director, Elementary Principal and Assistant Principal, 2 parents, 2 teachers, 3 Title 1 teachers, and 1 LEA representative. Several meetings were held throughout the year, but this was the final meeting to conclude the year and reflect.

Benefits of Schoolwide Title 1 Programming:

As a schoolwide Title 1 building, the elementary has the ability to use instructional resources in a variety of ways to ensure our each and every student's needs are being met based upon his or her best interests. Students who are tiered higher through intervention are able to receive specific instruction from our title teachers in math and communication arts. In addition, our title teachers have the capability to push-in classrooms or pull students out of classrooms based upon best interest of the student.

Goals of Schoolwide Title 1 at Potosi Elementary:

1. Provide ongoing, most-effective research based professional development to teachers to keep building capacity
2. Provide opportunities for teachers to work collaboratively to ensure rigor in curriculum
3. Ensure implementation in reading and math instruction as well as interventions with fidelity

Potosi Elementary provides enriched / accelerated curriculum programs to meet needs of all students. Some programs we offer:

1. Whole group / small group instruction
2. Summer school program

3. Trojan After-School Program
4. Tutoring
5. Gifted Education
6. Student Ambassadors
7. Response to Intervention

Availability of the Complete Plan:

The information contained in the plan is reviewed on an annual basis and help guide each meeting to ensure the elementary is on-track. The plan is shared within the building, with parents during the back to school annual meeting, and on the district website.

For Additional Information:

Mr. Bryce Wilson
Director of Curriculum, Instruction, and Assessment
Federal Programs Director
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SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- Schoolwide
- Targeted

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

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

We host a beginning of the year parent night where we go over the policy. We also distribute it to all students to take home to parents.

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:

ESEA Building Level Plans

☑ 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 parents are involved in a meeting at the beginning of the year. They are also given a survey at the end of the year and invited to a meeting where planning, review and improvement strategies are discussed and approved.

☑ In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

The parents are involved in a meeting at the beginning of the year. They are also given a survey at the end of the year and invited to a meeting where planning, review and improvement strategies are discussed and approved.

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.

Open house, parent nights, parent teacher conferences, handbooks, flyers

☑ 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. We have an online curriculum that parents can access. Assessments are discussed at parent/teacher conferences, sent home with students, and opportunities are given for phone calls, emails, etc. MAP reports are sent home with students and the results are communicated in a manner parents can understand.

☑ 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

ESEA Building Level Plans

- ☒ Describes the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*
 - *Make sure my child is in school every day possible
 - *Check that homework is completed
 - *Monitor the amount of screen time my child has each day--TV, phone, computer, video games, etc
 - *Spend time with my child reading, playing and doing jobs together.
 - *Be aware of my child's extracurricular time and activities
 - *Stay Informed

- ☒ Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*
 - *Provide high-quality curriculum and instruction
 - *Hold parent-teacher conferences and give reports on student achievement
 - *Be accessible to parents

- ☒ 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.

Teachers list the objectives on a weekly newsletter, goal setting and data binders, progress reports, report cards, powerschool, phone calls, meetings, parent/teacher conferences

- ☒ 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 host opportunities for parents to come in to learn about the online programs available to them at home, the SIS program, and practice activities parents can do at home.

- ☒ 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)*

ESEA Building Level Plans

Describe plans to educate school personnel regarding working with parents.
Mentor/Mentee Program, New Teacher Orientation, Grade Level/content Level meetings,
Faculty meetings, administration meetings

- 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, 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.

Parent nights, open house, parent/teacher conferences, newsletters, SIS program, social media, flyers

- 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 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](#)

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:

Serving low socio-economic students and tracking growth

Weaknesses:

Monitoring and tracking the mobility of students, declining attendance rate

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

High special education population that requires tier II and III instruction

Student Achievement

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

- MAP results by content area and grade level, including multi-year trends (required)
- MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- Completion rates: promotion/graduation rate, retention rates (if applicable)
- Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- Other performance indicators used in analysis:

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

Strengths:

Increased awareness of rigor and expectations aligned to the M.S. Increased awareness of effective instructional practices

Weaknesses:

High number of basic and below basic scores, especially in our sped and at-risk population.

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

Data based decision making to target specific student instructional needs. Additional training in core curriculum areas.

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:

Assessment items are aligned to specific standards tied to instructional practices. Materials are purchased to supplement the curriculum, including technology. Title Teachers are scheduled to assist and support the classroom teachers. PD is given to increase the effectiveness of instruction.

Weaknesses:

We would like to move to 1-1 technology for students K-12. We are still working to reach that goal.

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

Ongoing PD, more technology, increased supplies to meet the needs of the curriculum, smaller class sizes.

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 teachers are certified in the areas they teach.

Weaknesses:

Decrease in applicants for open positions

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

We still desire to train our teachers in meaningful, research based professional development in the areas of reading and math.

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:

Parent involvement opportunities are plentiful

Weaknesses:

Attendance at our events

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

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:

Mission and vision are posted, positive school climate, annual review by using the SAPP survey and BAI survey

Weaknesses:

Written smart goals specific to mission, vision, climate. Dealing with discipline

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

Mental Health discipline strategies

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	Increase math and ela scores on the MAP assessment
2	Increase instructional practices to increase effect size
3	Increase materials available to students
4	Increase technology
5	Maintain low class sizes

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 individuals who will carry out the plan. Section 1114 (b)(2)

Federal Programs Plan Development	
Team Member Role	Team Member Name
Parent	Heather Reary

ESEA Building Level Plans

Teacher		Chala Short	
Principal		Jennifer Woods	
Parent	▼	Tommi McMahan	
Teacher	▼	Tonya Missey	
Teacher	▼	Michelle Boyer	
Teacher	▼	Ladonna Hamon	
Principal	▼	Amanda Simmons	
Other School Leaders	▼	Grant Hubbs	
LEA Representative	▼	Byce Wilson	
		Laure Huff	
Plan Development Meeting Dates (Indicate a meeting date for each plan)			
Meeting Date		05/17/2018	

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(2)(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

Federal Titles/Acts	Program Representative	Representative Role
Spec. Ed. Part B Entitlement ▼	Kim Harley	Director
Title I School Improvement (a) ▼	Byce Wilson	Director
Title I/A ▼	Byce Wilson	Director
State and Local Funds ▼	Shawn McCue	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)												
<input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12
<input checked="" type="checkbox"/> Communication Arts	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12
<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12
<input checked="" type="checkbox"/> Other	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<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
Reading Instruction Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Instruction Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

whole group and small group instruction, materials and supplies, technology, tiered based on data

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

Description of how strategy/strategies will strengthen

Missouri Reading Initiative researched based strategies, math consultants from the SERPDC, MMD project

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

Gifted program, RTI, differentiated instruction, pre/mid/post assessments built into units of study.

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 Standards

Description of how strategy/strategies will address

Tutoring, small group instruction, effective instructional practices, co-teach, data based decision making, effective collaboration among staff

Activities will (mark all that apply)

Improve students' skills outside the academic subject areas

Counseling

School-based mental health programs

Missouri Reading Initiative, Missouri Model District Project, PLC, Wilson Reading

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

Describe activities

Transition day, screening, Open house

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

- Title IA (required)
- Title I School Improvement (a)
- Title IC Migrant
- Title ID Delinquent
- Title II A
- Title III EL
- Title III Immigrant
- Title IVA
- Title V8
- 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