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

4040 CAMERON INTERMEDIATE SCHOOL

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.

In an effort to be continuously improving the Title program to better meet the needs of the students and their families, the LEA seeks and obtains the agreement of parents through use of surveys at each family activity throughout the year as well as the annual end-of-year survey that is administered. Information from all surveys is considered and used to craft the parent and family engagement policy with the guidance of families who attend the Title meetings. All opinions and suggestions are considered with a majority rule. Through survey data, we are able to identify needs; those needs are addressed through parent education sessions held during our Title I Family Events throughout the school year. Literature is shared at those events as well as sent home with children. We also share all information on our school's web site and via Class Dojo.

- ☒ Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- ☒ The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

- ☒ At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- ☒ The agenda reflects that the purpose of the meeting is
- ☒ To inform parents of their school's participation in the Title I.A program
 - ☒ To explain the requirements of Title I.A
 - ☒ To explain the right of parents to be involved.
- Section 1116 (c)(1)*

- ☒ The school offers a flexible number of meetings. *Section 1116 (c)(2)*

- ☒ Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- ☐ Transportation
- ☐ Child care
- ☐ Home visits
- ☒ Funds will not be utilized for these purposes

Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

- ☒ In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

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

The school offers accessibility to information regarding Title I during the annual Back to School Night. At that time the school compact was discussed and signed and we share our fall meeting date(s). Information regarding communication venues were discussed and parents were offered opportunity to share their preferred means of communication. These forms were then used to contact and share information regarding events including the fall and spring meetings and family events.

Meeting agendas review of data, discussion of program requirements and budget and opportunity for parents to provide feedback and suggestions regarding the building plan, opportunities for involvement and student parent compact. Several means of meeting notifications are utilized including hard copy invitations, social media postings, school web site, emails, text messages and Class Dojo.

- ☒ 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 offered opportunities to respond through survey each year. In addition to this, parents are invited to attend spring and fall meetings allowing them to offer suggestions and recommendations for increased parental involvement. Suggestions are recorded in the meeting minutes and all suggestions and recommendations are accepted. Each event/family night includes a survey seeking feedback. Meetings dates and times are posted through several means allowing opportunities for all individuals/groups to attend. Invitations are provided through e-mail, social media, Class Dojo, text messages and via the web. Meeting agendas include opportunities for parents to provide feedback and suggestions.

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.

Parents are provided with information using various means including student handbooks, school websites, parent meetings, Class Dojo, e-mails, building newsletters, social media posts and backpack flyers.

The fall parent meeting agenda offers information regarding assessment scores, requirements of the Title I programs, parents right to be involved, and the parent involvement plan.

- ☒ 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.

Parents are provided curriculum information, accesses to state standards, and academic assessments that will be used during the annual Back to School Night. Classroom newsletter and progress reports share the essential learning standards as well and information regarding MAP achievement scores, when available, are provided during parent/teacher conferences and/or mailed home.

Building MAP and district achievement scores, Star scores and APR results are shared with parents at the fall Title I meeting if available. Class Dojo posts, e-mails, newsletters, and news articles in the local paper also communicate the above.

- ☒ 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)*

Ensure your child attends school a minimum of 90% of the time.
Provide opportunities for your child to read at home.
Monitor the amount of screen time.
Volunteer in my child's classroom/school.
Be aware of my child's extracurricular time and activities.
Stay informed about my child's education by reading all communications from the school and responding appropriately.
Work with your child to promote a growth mindset.

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

1. Retain highly qualified principals and teachers
2. Provide instruction, materials, and high quality professional development which incorporates the latest research.
3. Maintain a safe and positive school climate that includes a Growth Mindset
4. Hold annual parent-teacher conferences to:
Discuss the child's progress/grades during the first quarter
Discuss this compact as it relates to the child's achievement
Examine the child's achievement and any pending options at the end of the third quarter
5. Provide parents with frequent reports on their child's progress as follows:
Weekly calendar/newsletter or Dojo posts from the classroom teacher
Quarterly grade cards/reports sent home by the school.
6. Be accessible to parents through:
Phone calls or person-to-person meetings
Scheduled consultation before, during, or after school
Scheduled school or home visits
7. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
Listen to children read
Present a program on your culture, a different country, etc.
Assist with holiday programs or parties, educational trips, etc.

- ☒ 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.

During Back to School Night parents are offered information regarding curriculum, assessments, and the means in which their students' progress will be monitored and reported. Information regarding student data notebooks and log-in information for PowerSchool are presented to parents. Parents are invited to serve on committees and volunteering opportunities.

The fall parent meeting offers opportunity to present building data including MAP, STAR and district assessment scores. This information is shared thorough meeting presentations, newsletters, and Class Dojo messages. The local assessment plan is BOE approved and is available to parents.

- ☒ 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.

Parents are offered opportunities and resources to work with their student based on individual needs. The Title I teacher works closely with parents to share information and resources that can be utilized at home to reinforce needs. Games and websites are provided as additional resources, and tutoring is provided. All information and resources are provided via face-to-face meetings, or via Zoom if needed. Conferences, class newsletters, e-mails, Class Dojo posts and a quarterly Title I Newsletter is also provided.

Parent meetings and activities offer parents information regarding effective ways to help their child at home with missing academic skills, and satisfaction surveys are offered.

- ☒ 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.

Cameron Intermediate School utilizes student data notebooks to provide opportunities for students, parents, and teachers to have shared conversations regarding student progress and achievement levels. Teachers are given professional development at the start of the school year covering communication requirements. Teachers are also offered information regarding effective feedback through faculty meetings and in-services.

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

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

Describe plans to coordinate and integrate.

The building works cooperatively with the Cameron Public Library to offer reading programs for grades 3-5 throughout the school year and over the summer months, this is open to any student enrolled in the district regardless of their home address. The building works collaboratively with other local agencies including our local women's shelter, the local police department, juvenile office, food pantry, Head Start, family services, ministerial alliance, YMCA, sororities, and Optimist Club to work together to effectively meet the needs of our families and offer additional resources and support to our families.

- ☒ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

- ☒ Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- ☐ Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- ☐ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- ☐ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- ☐ Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- ☒ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- ☒ May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- ☒ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- ☒ May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- ☒ Provides opportunities for the informed participation of parents and family members, including:
- ☒ Parent and family members who have limited English proficiency.
 - ☒ Parent and family members with disabilities.
 - ☒ Parent and family members of migratory children.
- ☒ Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Hide](#)

4040 CAMERON INTERMEDIATE SCHOOL

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- ☒ A comprehensive needs assessment of the entire school has been conducted.
- ☒ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

3/27/2023

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- ☒ Enrollment (Required)
- ☒ Grade level (Required)
- ☒ Ethnicity (Required)
- ☒ Attendance (Required)
- ☒ Mobility (Required)

- ☒ Socioeconomic status (Required)
- ☒ Discipline (Required)
- ☒ Limited English Proficiency (Required)

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

Strengths:

Student enrollment remains consistent with an average grade level enrollment of 120. Building attendance rates have never rebounded since COVID. The building does not have a diverse group of students enrolled. The school does have a large percentage of students meeting the definition for socioeconomic needs. Discipline cases are minimal and the number of students with limited English proficiency is very low.

Weaknesses:

The amount of students in need of food assistance continues to increase. The same students are struggling academically. We continue to see an increase in the amount of households that are "doubled-up" due to loss of jobs and household budget concerns. Students continue to display lower achievement scores in the area of reading when compared to math on both MAP Grade Level Assessments and various local assessment measures.

Indicate needs related to strengths and weaknesses:

Continued increase in Free/Reduce Lunch students in the Cameron School District. Students from single families and students being raised by grandparents continue to be a concern for the school district. Lack of attendance equates to a lack of students receiving in-person instruction. This is reflected in the state assessment scores especially in the area of reading which is lower than the area of math on both MAP Grade Level Assessments and various local assessment measures.

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:

MAP scores from 2022 were offered to teachers at the start of the school year. In the fall, we will utilize NWEA MAP Growth results that will be used to tier our students for RTI and identify missing skills due to building closures. We will also screen all of the 3rd grade students for dyslexia and will rescreen any 4th and 5th grade students with concerns or a written reading plan.

NWEA Fall and Winter RIT Scores
 3rd Grade Math: 187 to 191
 4th Grade Math: 200 to 203
 5th Grade Math: 211 to 215

3rd Grade Reading: 188 to 192
 4th Grade Reading: 199 to 201
 5th Grade Reading: 207 to 209

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

Strengths:

We are witnessing slight growth in our MPI calculations and the number of students scoring proficient and advanced. The building utilizes STAR, common assessments, Dibels, PAST, students data notebooks, and dyslexia screenings throughout the year. The school has purchased a new program NWEA to assess students 3 times per year. It will be used in the fall.

100% of our curriculum s aligned to the Missouri Learning Standards.

Star results from fall to spring indicate the following:

3rd grade 35% proficient to 54.5% proficient.

4th grade 37% proficient to 52% proficient.

5th grade 27% to 45%

Weaknesses:

Inconsistent availability of MAP Data makes it difficult to identify areas of concern. Building closures created massive learning gaps and inability to provide face-to-face instruction provided barriers. There is an overall trend of lower reading scores in comparison with math achievement scores.

Students are highly engaged when utilizing technology resources for instruction and we have ample resources. However, our teaching staff has limited technology integration knowledge and struggles to provide instruction using technology.

Indicate needs related to strengths and weaknesses:

Continue to refine and align our curriculum and essential learning standards based on the NWEA MAP Growth results. Continue working with the RPDC focusing on curriculum amendments.

Continue to utilize local assessment to further manage student learning. Working with our instructional coach and Title 1 reading team to share instructional strategies and resources for students with learning gaps in the area of reading.

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:

100% of essential learning targets have been identified at each grade level based on previous MAP scores, Missouri Learning Standards and item specifications. Instructional teams utilize Item Specifications when creating lesson plans. Research based instructional strategies are offered during Tier I instruction. The building offers 30 minutes of RTI daily to try and meet the needs of all students not mastering essential learning targets when assessed using formative and summative assessments. Guided reading and math are also utilized for these students.

We screened all students in grades 3-5 identifying those with dyslexia tendencies. All grade levels shared a decrease in the amount of students with concerns.

Vertical team meetings occur bi-weekly to ensure curriculum needs are being met.

Weaknesses:

COVID quarantine and required isolations caused huge learning gaps. Although priority standards were offered by DESE, demands being placed on teachers to decrease learning gaps and added discipline issues have made it difficult find time to meet vertically without pulling teachers out of the classroom.

The district continues to experience teacher turnover due to high levels of stress and constant changes associated with the transition to MSIP 6. Lack of quality support personnel available for hire and lack of technology integration skills of teachers and staff.

Indicate needs related to strengths and weaknesses:

Continue to develop aligned units of instruction. Hire and retain high quality teachers. Utilize the instructional coach and Title I reading program for instructional strategies that will help decrease the learning gap caused by closures. Utilize grant opportunities for teacher retention and to grow our own programs.

Continue to employ a technology teaching methods instructional coach to offer teachers professional development to increase technology integration.

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:

The district works to try to hire staff so that all core courses may be taught with appropriately certified teachers. Currently, all teachers are adequately prepared for their positions. The district sets aside in-service dates allowing opportunity for teacher professional growth. The building will focus on integration of technology into instruction, curriculum, restorative practices and trauma informed school practices. These topics were selected by staff when surveyed.

Weaknesses:

Difficult to retain teachers losing them to larger district located in or near the metro area. We are finding fewer applicants that are qualified/certified for the positions they are applying for. Special education and gifted are 2 areas we are seeing the greatest shortages.

Indicate needs related to strengths and weaknesses:

Continue to try to remain competitive with Kansas City Metropolitan Area in hiring teachers and staff. Attend placement days and work cooperatively with area colleges seeking graduates with education degrees when offered.

Offer PD over the summer addressing online curriculum and lessons and make changes to the mentor/mentoring program offering new hires opportunity to work in their buildings to receive training and information that is specific to their needs.

Continue providing teachers with quality professional development offered through the instructional technology coach and create opportunities for staff to attend training over the summer.

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:

District offers numerous forms of communication for parents who chose to participate in the education of their child. Open houses, parent teacher conferences, emails, phone calls, Dojo Messages and face to face visits are encouraged and utilized. Parents are recruited at the start of the school year for volunteering and the building seeks input from parents regarding activities they would like to see sponsored allowing them opportunity to attend. We work with the public library, area banks, Optimist Clubs, YMCA, and youth athletic programs. We provide parents with community resources and programs needed for assistance with physical, mental and social health concerns.

Weaknesses:

Fun activity nights are well attended, but mandatory meetings including attendance, informational and required Title meetings are less attended.

Indicate needs related to strengths and weaknesses:

Required meetings will be restructured to increase parent participation by holding them in conjunction with fun/family activity nights and will offer opportunities to participate in both buildings at convenient times. The website will be updated to provide clear, concise, information.

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:

Students and staff know and understand the vision and the mission. Both are located in every room. All decisions are made to align to the mission, vision and CSIP plan. The school climate has reflected an increase in teacher and student satisfaction.

Weaknesses:

The building will have fewer changes in staff that will require less training and support.

Indicate needs related to strengths and weaknesses:

Continue to focus on providing a positive learning environment and work environment.

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	Utilize Title funds to pay the salaries and benefits of a reading specialist and paraprofessional to offer more opportunities for small group instruction in the area of reading.
2	Provide professional development regarding online instructional strategies and virtual instruction for students through our instructional methods coach.
3	Provide training and resources through our instructional coach and Title I reading staff to decrease the learning gaps.
4	Purchasing resources to be used for remediation.
5	Provide a technology instructional methods coach to develop and share instructional and remedial strategies.
6	Utilize funds to pay for MEGA and para assessments to increase the number of HQT.

Schoolwide Program [Hide](#)

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	Jamie Hamilton	
2	Teacher	Cindee Miller	
3	Principal	Toni Cox	
4	Parent	Ryan McKay	
5	Teacher	Sara Feiden	
6	Teacher	Kristin Slatten	
7	Parent	Bridgett Pennington	
8	Teacher	Michaela Grimes	
9	Teacher	Amy Gunn	
10	Parent	Michaela Curtis	
11	Other School Personnel	Mary Bradford	
12	LEA Representative	Laurie Mefford	
13	Others	Jackie Peck	
14	Principal	Angie Ormby	
15	Other School Leaders	Keri Sedgwick	
16	Other School Leaders	Cayla Riley	
17	Parent	Jessi Roe	
18	Parent	Morgan Scott	
19	Teacher	Arianne Davidson	
20	Teacher	Kitty Sutton	
21	Teacher	Jennifer Burnett	
22	Teacher	Emily White	
23	Paraprofessionals	Heather Day	
24	Paraprofessionals	Mary Knabb	
25	Paraprofessionals	Grace Howell	
26	Paraprofessionals	Pat Ewing	
27	Other School Leaders	Jove Stickel	
Plan Development Meeting Dates			
1	Meeting Date	03/27/2023	

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 I School Improvement (a) ▾	Valerie Utecht	Cameron R-1 Schools
2	Title II.A ▾	Valerie Utecht	Cameron R-1 Schools
3	Title IV.A ▾	Valerie Utecht	Cameron R-1 Schools
4	State and Local Funds ▾	Matt Robinson	Cameron R-1 Schools

5	Spec. Ed. State and Local Funds ▾	Mary Crawford	Cameron R-1 Schools	
6	McKinney-Vento ▾	Bobbie Gimson	Cameron R-1 Schools	

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 type="checkbox"/> Math	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"/>
2	<input checked="" type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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 type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

☐ Class size reduction

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- ☒ Professional Learning Communities
☐ Schoolwide Positive Behavior Support
☒ Response to Intervention
☐ Other

The strategies will (mark all that apply)

- ☒ Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

All student will receive Tier I and Tier II instruction/services. Students exhibiting the greatest need will be pulled out for intensive Tier III services as well. All Tier III interventions will be focused on the identified essential Missouri Learning Standards. Reading specialists and paraprofessionals will also push in and work collaboratively with the classroom teachers to provide instructional strategies and instruction to struggling students. Materials and resources purchased will be utilized to provide all children with instructional resources based on their academic needs.

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

Description of how strategy/strategies will strengthen

A variety of research-based instructional strategies are employed by our professional staff to meet the needs of all learners in the school building. For struggling to learn, we will initiate differentiated instruction, cooperative learning strategies, and small group instruction. Our teaching methods coach and reading specialist provide modeling and professional development related to the implementation of research-based instructional strategies.

- ☐ Increase the amount of learning time

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

- ☐ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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

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

Description of how strategy/strategies will address

Students at risk of not meeting the Missouri Learning Standards will attend Tier II learning sessions that are targeted to meet their individualized needs. If Tier II services are not successful, the student will be referred to Tier III.

Resources and materials are purchased to meet the student's needs and are offered through classroom instruction and RTI times.

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

Our teaching methods coach meets weekly with the teaching teams to review data, plan lessons and share instructional strategies. She also models lessons in phonics and vocabulary. Our paraprofessionals that work with our students are provided opportunities to study and practice for the parapraxis pro and are provided support prior to taking the exam.

☒ Professional development activities that address the prioritized needs

Describe activities

Our paraprofessionals are provided opportunities to take the parapraxis pro. Our teaching methods coach seek the needs of the teaching staff through meetings and surveys and provides the training during the school day.

☒ **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

We are finding it difficult to find certified teachers in high-need areas. We work hard to ensure our teachers have appropriate certification, but offer opportunities to take the MEGA assessment to expand their areas of certification.

☐ **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.

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District/LEA Comments

DESE Comments

Email: william.bechtel@dese.mo.gov

Current User: vutecht

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