

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

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

4020 PARKVIEW ELEM.

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- ☒ Schoolwide
☐ Targeted

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

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

In an effort to be continuously improving Parkview's 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 training information on our school's social media page. Needs are also shared with cooperating agencies, such as preschool programs and Parents as Teachers so they too can address similar needs prior to children even starting school.

- ☒ 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.

During the "Back to School" activities, parents are offered information regarding Title I including a handbook, opportunities for involvement and a student/parent/school compact. The school also requests the preferred means of communication during the event that will be used to contact parents to share activities, meetings and agendas. Information is shared regarding the time and dates of the fall parent meeting at Back to School Night as well. This information is also provided on the schools web page and is shared through social media, emails and Class Dojo.

Information shared regarding meetings include the date, time and agenda items to be discussed. Parent are offered opportunities to review survey results and offer feedback during scheduled meetings. All information discussed at parent meetings are recorded to ensure accuracy. Survey information is collected annually and all meetings and activities request participants complete a survey. That information is then discussed allowing parents to be involved in the planning, review and improvement process associated with the federal program.

Parents are made aware of meeting opportunities throughout the year using emails, hard-copy notes, invitations, social media posts, school's website and texts.

- ☒ 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.

In an effort to be continuously improving Parkview's 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 training information on our school's social media page. Needs are also shared with cooperating agencies, such as preschool programs and Parents as Teachers so they too can address similar needs prior to children even starting school.

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.

The LEA distributes the LEA parent and family engagement policy to all parents at our Title I school through distribution of our Title I handbook. Handbooks are distributed at the beginning of the year to all families and information is disseminated through a variety of methods including but not limited to backpack flyers, social media, school website, texting, phone calls and the student handbook. Two Title I meetings occur during the school year in both the Fall and the Spring on an annual basis. The fall meeting takes place to provide Title I programming information to parents and families while the Spring meeting's purpose is to evaluate Title I, II, and IV.

- ☒ 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.

Parkview staff provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet their learning needs as follows: Retain highly qualified principals and teachers; provide instruction, materials, and high-quality professional development which incorporates the latest research; maintain a safe and positive school climate; hold annual parent-teacher conferences; provide parents with frequent reports on their child's progress; be accessible to parents; and provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities. Parkview Elementary shares grade level priority standards with parents to provide an overview of the curriculum that will be taught throughout the school year. Student data notebooks are used as a communication tool for parents to monitor students' progress on curricular standards as each notebook includes the actual common assessment used to gauge proficiency on each priority standard. The building also utilizes NWEA MAP Growth assessment to determine assess student growth and grade level curriculums.

☒ 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)*

Parent Responsibilities: Parents will support their child's learning in the following ways: *Make sure they are at school every day possible *Check that school work is completed *Monitor the amount of screen time (television and other electronics) *Attend classroom and school events *Be aware of my child's time spent on extracurricular activities *Stay informed about my child's education by reading all daily communication from the school and responding appropriately.

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

Parkview and its staff will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows:

- Retain highly qualified principals and teachers.
- Provide instruction, materials, and high-quality professional development which incorporates the latest research.
- Maintain a safe and positive school climate.
- Hold annual parent-teacher conferences to:
 - Discuss the child's progress 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.
- Provide parents with frequent reports on their child's progress as follows:
 - Weekly communication from the child's teacher
 - Mid-quarter reports provided by the school
 - Quarterly grade reports provided by the school
- Be accessible to parents through:
 - Phone calls or person-to-person meetings
 - Scheduled consultation before, during, or after school
 - Scheduled school or home visits
- 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 career, culture, a different country, etc.
 - Assist with class programs, 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.

Cameron R-1 Schools uses Title I funds to support a preschool classroom for children. Our Title I Preschool classroom uses Project Construct curriculum and meets five days each week: Monday - Friday. Program services are available in half-day increments beginning two years prior to entering Kindergarten. To support, coordinate and integrate Title funded services with early childhood education programs at Parkview Elementary, we have plans for the transition of students to our elementary program. Those plans include: Parents As Teachers - Prenatal through age 5 services; Title I Preschool Classrooms (½ day program); 'Lil Dragons Preschool Classrooms (full-day program); Special Education Preschool Classrooms (½ day program); and Preschool and Kindergarten screenings. The district will also work closely with the local Head Start

- ☒ 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.

Through survey data, we are able to identify parent 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 training information on our school's social media page. Needs are also shared with cooperating agencies, such as preschool programs and Parents as Teachers so they too can address similar needs prior to children even starting school.

- ☒ 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.

Efforts are made to educate school personnel on how to best communicate with families through professional development. We conduct book studies, review scholarly articles, study Ruby Payne's works on poverty, conduct poverty simulations, and stress the importance of respect and kindness. We also work closely with other organizations in the community such as our local women's shelter, the local police department, juvenile office, family services, ministerial alliance, YMCA, Kiwanis, sororities, and Optimist Club to work together to effectively meet the needs of our families.

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.

Cameron R-1 Schools uses Title I funds to support a preschool classroom for children. Our Title I Preschool classroom uses Project Construct curriculum and meets four days each week: Monday - Thursday. Program services are available in half-day increments beginning two years prior to entering Kindergarten. To support, coordinate and integrate Title funded services with early childhood education programs at Parkview Elementary, we have plans for the transition of students to our elementary program. Those plans include: Parents As Teachers - Prenatal through age 5 services; Title I Preschool Classrooms (½ day program); 'Lil Dragons Preschool Classrooms (full-day program); Special Education Preschool Classrooms (½ day program); and Preschool and Kindergarten screenings.

- ☒ 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](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

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:

Our student population is large enough to allow students the opportunity to grow and develop alongside other students with a variety of socio-economic backgrounds. Attendance is consistent with state averages, and shows parental support for our school.

Weaknesses:

Our student population lacks diversity.

Indicate needs related to strengths and weaknesses:

We have a high percentage of economically disadvantaged students in need of additional instruction, RTI time, and remedial 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:

MAP is not applicable as PV is a K-2 building, but 3rd grade MAP results are reviewed in the fall with the staff to adjust 2nd grade priority standards and to make adjustments to curriculum for grades Pre K, K, 1 and 2. Vertical team meetings are held throughout the year to ensure a smooth transition and student learning needs are met. NWEA scores are reviewed in the fall, winter and spring. This assessment identifies areas of growth and concerns.

NWEA is used as a benchmark assessment and fall dyslexia screening results are used to group students for instruction.

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

Strengths:

Utilize local assessments (STAR, Common Assessments, Sight Word Assessments, DIBELS, Running Records, and Student Data Notebooks) to track progress of students in relationship to the Missouri Learning Standards. The district will also be utilizing NWEA MAP Growth in during the 23-24 SY. The district utilizes instructional coaches to assist teachers with academic and technology related instructional strategies. The addition of an extra K teachers allows the teacher to student ratio to remain low. Having access to reading specialist and additional interventionists provides addition support and opportunities for early interventions.

First grade Star results moved from 18% proficiency in the fall to 62% in the spring.

Second grade moved from 42% to 63% proficiency.

Weaknesses:

Our students lack adequate resources at home. The school library provides students with books, but additional decodable books would assist the teachers with small group and tiered instruction.

Indicate needs related to strengths and weaknesses:

early interventions through a preschool program
remedial reading staff that includes paraprofessionals
leveled books and resources
instructional technology training
additional research based instructional strategies shared

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:

Teachers have identified learning expectations for our students and are continuously working to improve our curriculum. We have a strong instructional program in place with adequate materials. Support personnel is adequate to meet our current needs. We will be able to utilize MAP Growth to identify individual student learning needs, student growth and areas of the curriculum that need to be adjusted. The Grade Level results will be used to identify curriculum needs and priority standards will be assessed through formative and summative assessments throughout the SY.

Weaknesses:

We have identified implementation and technology integration of our teachers as a weakness. Teacher's instruction utilizes less technology and they rely on resources that are not always research based.

Indicate needs related to strengths and weaknesses:

Additional opportunities for our teachers to incorporate technology into their lessons and instruction. The instructional technology coach will provide teachers with research based resources and offers instructional strategies that are technology based.

The academic instructional coach will also offer research based instructional strategies to teachers to utilize in whole group and small group instruction.

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- ☒ Staff preparation
- ☒ Core courses taught by appropriately certified teachers

- ☒ Staff specialists and other support staff
- ☒ Staff demographics
- ☒ School administrators

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

Strengths:

All current staff members are adequately prepared for their positions or in the process of seeking certification. All core courses are being taught by appropriately certified teachers. Support staff members are appropriately trained. Staff receive ongoing professional development based on the building needs. Building needs are defined through an annual survey.

Weaknesses:

It is increasingly difficult to find highly qualified staff during a teacher shortage, especially those with special education and early childhood certification.

We have applied for and received the Grow Your Own and Teacher Retention grants. These funds are being used to support high school graduates entering into post-secondary educational fields and to provide physical outlets for our current staff.

Indicate needs related to strengths and weaknesses:

As above, it is harder and harder to find HQT in specific areas including special education, early childhood and content areas of math and science.

The district will offer paraprofessionals and teachers opportunities to take the MEGA assessment for certification or to meet paraprofessional requirements.

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:

Our parent and family events are well attended; our attendance for meetings is less than in previous years. We will work to increase the number of parents who attend our Title meetings by offering both virtual and in person in the fall.

Weaknesses:

Family schedules prevent attendance of spring activities including PT Conferences.

Indicate needs related to strengths and weaknesses:

Building parent meetings will be addressed and restructured to increase parent participation by holding required meetings in conjunction w/ family activity nights and by offering attendance and multiple sessions with the Intermediate School.

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:

Our school mission and vision are established and shared frequently. Our average class size is below the state maximum. Surveys indicate our school climate is positive and nurturing and that staff is content with administrative management. Our student discipline policy is well-received.

Weaknesses:

None.

Indicate needs related to strengths and weaknesses:

n/a

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	Continue to provide a supplemental teacher and paraprofessional for reading due to the need for these positions.
2	Continue to provide teachers and staff with high quality PD and instructional strategies offered through the instructional coach.
3	Continue to identify PK students missing skills through numerous screenings, and provide them with opportunities found in the a PK Title I program.
4	Continue with an instructional technology coach to meet the needs of the teachers and increase student engagement.
5	Continue to employ an instructional coach to provide resources and share research based instructional strategies.

6	Purchase additional resources for students and teacher use.
7	Continue to work with paraprofessionals to earn certification by passing the MEGA or praxis pro.
8	Provide uncertified teachers with opportunities to assess using the MEGA exam.
9	Employ additional interventionist.

Schoolwide Program [Hide](#)

4020 PARKVIEW ELEM.

SCHOOLWIDE PROGRAM

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

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Jamie Hamilton	
2	Teacher	Cindee Miller	
3	Principal	Angie Ormsby	
4	Parent	Morgan Scott	
5	Parent	Jessie Roe	
6	Parent	Ryan McKay	
7	Teacher	Sara Feiden	
8	Teacher	Kristin Slatten	
9	Parent	Bridgett Pennington	
10	Teacher	Michaela Grimes	
11	Teacher	Amy Gunn	
12	Parent	Michaela Curtis	
13	Other School Personnel	Mary Bradford	
14	LEA Representative	Laurie Mefford	
15	Other School Personnel	Rachael Parkey	
16	Others	Jackie Peck	
17	Principal	Toni Cox	
18	Other School Leaders	Keri Sedgwick	
19	Other School Leaders	Cayla Riley	
20	Teacher	Arianne Davidson	
21	Teacher	Kitty Sutton	
22	Teacher	Emily White	
23	Teacher	Jennifer Burnett	
24	Paraprofessionals	Heather Day	
25	Paraprofessionals	Mary Knab	
26	Paraprofessionals	Grace Howell	
27	Principal	Jove Stickel	

28	Paraprofessionals	Patricia Ewing
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 School
2	Title II.A ▾	Valerie Utecht	Cameron R-1 School
3	Title IV.A ▾	Valerie Utecht	Cameron R-1 School
4	State and Local Funds ▾	Matt Robinson	Cameron R-1 School
5	Spec. Ed. State and Local Funds ▾	Mary Crawford	Cameron R-1 School
6	McKinney-Vento ▾	Bobbie Gimson	Cameron R-1 School

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 checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" 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"/>
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

Our para professionals assist with pushin and pullout services in grades K-2. Preschool paraprofessionals also provide support within the PK classroom.

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading	<input 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="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**

Our instructional methods coach assist with data team meetings and provides teachers with instructional strategies to assist our struggling learners This information is shared during designated PLC meeting time. Our students are tiered and instruction is based on their needs. Strategies recommended by the instructional coach are implemented through Tier I, II, and III.

Our paraprofessionals also provide additional support during scheduled RTI times. The provide both push in and pullout support.

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 will receive Tier I and Tier 2 services. Tier 2 services are targeted to address specific learning deficiencies as well as enrichment based on grade-level standards. Students exhibiting the greatest need will be pulled out for intensive Tier 3 services as well. All three tiers of intervention will be focused on targeted Missouri Learning Standards. Our Instructional Methods coach provides our teachers with differentiated, research based, instructional strategies for implementation.

☒ 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 will be employed to meet the needs of all learners including cooperative learning structures, differentiation, and small group instruction. These will be provided through professional development opportunities provided by the instructional/ teaching methods coach.

☒ Increase the amount of learning time

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

☒ Other

The building schedule will be amended to allow for optimal RTI time and use of staff.

☐ 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 MLS attend tier 2 learning sessions that are targeted to meet their individual needs. If tier 2 services are not successful, the student is offered tier 3 services as well. These students are a priority and are offered small group instruction within the class and targeted assistance through RTI.

Continued concerns will be documented through data collection resulting in possible special education referral.

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

Data is dissected and disseminated to the staff through data team meetings by the teaching methods/instructional coach. NWEA data, DIBELS, summative, and screening data are used to identify the student's instructional needs. Areas of growth are celebrated and areas of concern result in the creation of a plan that includes instructional strategies and outcome goals.

☒ **Professional development activities that address the prioritized needs**

Describe activities

Parkview offers multiple opportunities for professional development in English Language Arts, mathematics, professional learning communities, and curriculum writing to address the prioritized needs of our building through our instructional/teaching methods coach.

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

Describe activities

We make every effort to hire certified, trained teachers, but find ourselves forced to hire inappropriately certified teachers. These teachers are provided with additional support and seek certification in assigned areas by taking the MEGA assessment.

☒ **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

In addition to offering on-campus preschool classes and Parents as Teachers, we offer a variety of early childhood activities throughout the year in our building to build rapport with the families before the start of the school year. We also offer preschool screening from birth to age 5 to assist families in identifying a child's needs early and assist the family in obtaining services. Our PK teachers and paraprofessionals assist with the screening and 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.

Save Comments

School Level Plan Home

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DESE Comments

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