



**District/LEA:** 023-101 CLARK CO. R-I **Year:** 2024-2025

**Funding Application:** Plan - General Provisions **Version:** Initial **Status:** Submitted

**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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## General Provisions

This plan has been formulated, as appropriate, in coordination under this Act.

*Section 1112(a)(1)(B)*

Participating (funded) programs under ESEA:

Title I.A *Section 1112*

Title II.A *Section 2102*

Title IV.A *Section 4106*

The Consolidated Federal Programs Plan is developed with timely and meaningful consultation, including participation of the following team members

*Sections 1112(a)(1)(A), 1114(b)(2), 2102(b)(3)(A) and*

*4106(c)(1), Section 8305*

Federal Programs Plan Development									
Team Member		Participant in program planning for: (mark each plan team member participated in)							
Team Member Role	Team Member Name	Title I.A	Title I.C	Title I.D	Title II.A	Title III-EL	Title III-IMM	Title IV.A	
1 Parent	Carrie Mathes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2 Teacher	Sonya Taylor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3 Principal	Betsy Parrish	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Planning and Review Meeting Dates (Indicate a meeting date for each plan)								
Meeting Date	Title I.A	Title I.C	Title I.D	Title II.A	Title III-EL	Title III-IMM	Title IV.A	
04/08/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## 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

Coordination with Other Federal Programs			
Federal Titles/Acts	Program Representative	Representative Role	
Spec. Ed. State and Local Funds ▾	Megan Wendling	LEA-Special Educaiton	
Others ▾	Betsy Parrish	Principal	
Others ▾	Olivia Nixon	Principal	
Title II.A ▾	Megan Wendling	Federal Programs Director	
Title IV.A ▾	Megan Wendling	Federal Programs Director	

District/LEA Comments

DESE Comments



District/LEA: 023-101 CLARK CO. R-I Year: 2024-2025

Funding Application: Plan - LEA Parent and Family Engagement Version: Initial Status: Submitted

**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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## LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

- ☒ The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

### LEA Parent and Family Engagement Policy

#### Policy Development

- ☒ The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children.  
Section 1116 (a)(2)

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

Parents are invited to attend a joint committee to review the Family Engagement Policy. They attend the meeting and give input toward the development of needs and expenditures.

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

Parents at the meeting are given the opportunity to collaborate with the committee and review the engagement policy. Changes and adjustments are made as needed.

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

The plan is distributed to parents at each buildings annual open house and will always be available on our district website.

#### Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement Section 1116(a)(2)

- ☒ The LEA involves parents and family members in jointly developing the local educational agency plan Section 1116 (a)(2)(A)

Describe how the LEA involves parents and family members in jointly developing the local education agency plan

The LEA plan is developed by the collaborative committee formed of stakeholders of parents and staff. The current plan is reviewed along with survey results and results from the needs assessment drive the new plan.

Check all that apply:

- ☐ No [Comprehensive Accountability](#) and [Targeted Accountability](#) schools have been identified in the LEA. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)
- ☐ The LEA will involve parents and family members in the development of [Comprehensive Accountability](#) Plans. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)
- ☒ The LEA will involve parents and family members in the development of [Targeted Accountability](#) Plans. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)

#### Capacity Building

- ☒ The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, (which may include meaningful

consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*

Describe coordination, technical assistance, and other support

Coordination will be between buildings and community leaders. The programs, activities and processes will be planned and operated with meaningful consultation with parents of participating children. During the fall and spring of each year, copies of the district and site level plans will be distributed and parents will be informed of any new Title I guidelines and the variations from the previous years program. the district and site level Title I Parent Involvement Plans will also be disseminated through other avenues such as during enrollment, newsletters, and Back To School Activities and again is always available on the district website.

### Coordination & Integration

- ☒ The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

#### ESEA

- ☐ 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)

#### Other Acts

- ☒ 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

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

The CCR-1 District will provide assistance in understanding topics such as the following

- Missouri Learning Standards and school curricula
- State and local academic assessments
- National, state and local education goals,
- Different education and social services available to students and their families
- Monitoring student progress
- Working with school educators

### Annual Evaluation

- ☒ The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*

Describe annual evaluation

The CCR-1 School District will meet annually to review the annual evaluation of the family engagement policy. The LEA will educate and assist its schools in how to communicate effectively and work with parents as equal partners.

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- ☒ Barriers to greater participation by parents of participating children (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Describe method(s) for identifying barriers

Barriers to families are identified by collaborating with the program leaders that support foster children, special education students, homeless families, and low income families. We are a small enough district that discussions with families from these underrepresented group can take place and their needs can be addressed. The building principals, counselors, and teachers will also be included in discussions about serving the needs of these families. The CCR-1 School District with the Title I schoolwide program will ensure that Title I information related to the school and parent programs, meetings and other activities are sent to the parents of participating children in an understandable and uniform manner, including alternative formats upon requested to the extent practical, in a language the parents can understand by:

- Utilizing translators for oral and written communication.
- Utilizing school newsletters, emails and phone calls through the district automated communication and website.
- Establishing and updating the district web page.

- ☒ The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Describe method(s) for identifying needs

Discussions, informational meetings targeting small groups, and after hour educational workshops will be utilized to find out the needs of parents so that they can assist their students learning. The Clark Co. R-1 School District in conjunction with the Title I schools, will provide materials and training to help parents work with their children to improve their children's academic achievement and foster parental involvement. Trainings and workshops will be tailored to meet the unique students and parental needs and may include, but not be limited to the following;

- Training parents to be partners in reading with their children
- Explaining the different levels of reading such as on level, above level and below level
- Demonstrating beginning reading strategies- concepts of print, language, development and vocabulary
- Involving the whole family in reading and math literacy events
- Using technology

- ☒ Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

Family nights will be held to demonstrate how parents can help their kids learn. Parents will be given question and answer time so that their needs can be identified. The CCR-1 School District in conjunction with the Title I School Wide program will do, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, PAT, public preschool and other programs to more fully participate in the education of their children by

- Involving district and building representatives from other programs to assist in identifying specific population needs.
- Sharing from other programs to assist in developing new initiatives to improve academic achievement and school improvement.
- Inviting parents with pre-school children to attend school functions
- Informing parents about the different district and school programs such as Parents as Teachers, Homeless and Special Education.
- Conduct annual early childhood screenings to identify Pre-k and Kindergarten students who are eligible for district programs.

- ☒ The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*
- ☒ The LEA will involve parents in the parent and family engagement activities of the Title I served schools (*which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.*) *Section 1116 (a)(2)(F)*


**District/LEA Comments****DESE Comments**

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**District/LEA:** 023-101 CLARK CO. R-I    **Year:** 2024-2025

**Funding Application:** Plan - Title I.A LEA    **Version:** Initial    **Status:** Submitted

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Title I.A LEA  
INTRODUCTION

When approved by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended (ESSA), Section 1112, which states that a local educational agency (LEA) may receive funds under ESEA/ESSA for any fiscal year only if the LEA has on file with the Department a plan that shall be approved only if the State determines that the plan:

- Provides that schools served substantially helps children meet the challenging Missouri Learning Standards, and
- Meets all requirements of the Title I.A LEA plan as described in ESEA/ESSA.

Section 1112 (a)(3)

The approved plan will remain in effect for the duration of the LEA's participation in ESEA/ESSA programs. Section 1112 (a)(4)

The LEA shall annually review and, as necessary, revise the plan. Revisions shall be submitted to the State. Section 1112 (a)(5)

All check boxes marked in this plan indicate an assurance on the part of the LEA.

MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS Section 1112 (b)(1)(A) and (B), (b)(5), and (b)(9)

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

☒ Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. Section 1112 (b)(1)(A)

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

☒ Identifying students who may be at risk for academic failure. Section 1112 (b)(1)(B)

Schoolwide Program Buildings Section 1112 (b)(5)

School	Category
4040 BLACK HAWK ELEM.	ELEMENTARY
4060 RUNNING FOX ELEM.	ELEMENTARY

Describe method(s) of identifying students who may be at risk for academic failure:

iReady will be used for both ELA and Math diagnostics.

DIBELS, phonics decoding survey, and Foundations assessments will be used to identify students who may be at risk for reading difficulty.

Classroom formative assessments will be used for math.

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

☒ Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards. (5)

☒ Title I.A Funded Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

Subject areas and grade levels to be served (mark all that apply) Subject area(s) reported here should match staff reported on the Supporting Data page		
<input checked="" type="checkbox"/> Math	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 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"/> Reading	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"/> 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"/> 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 checked="" type="checkbox"/> Other <input type="text" value="English Language Arts"/>	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	

EARLY CHILDHOOD EDUCATION SERVICES Section 1112 (b)(1)(A), and 1113(c)(5)

- ☒ The LEA will not use Title I funds to support a preschool program for children.
- ☐ The LEA will use Title I funds to support a preschool program for children.

**Preschool Program** (mark all that apply)

Program Type		
District-Wide	Targeted	Schoolwide
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ☐ Title I funds will be used by the LEA to provide preschool services for children in:
- ☐ Head Start
  - ☐ Other comparable community preschool programs
  - ☐ Not Applicable
- ☐ The LEA will implement one of the research-based preschool curriculums approved by the Department (check all that apply)
- ☐ Creative Curriculum
  - ☐ Emerging Language and Literacy Curriculum
  - ☐ High/Scope
  - ☐ Project Construct
  - ☐ Montessori

**Title I.A Funded Preschool Personnel**

<input type="checkbox"/> Instructional Teacher	
<input type="checkbox"/> Instructional Paraprofessional	
<input type="checkbox"/> Other	

**Title I.A Funded Preschool Services**

<b>Days of Service</b>	<input type="checkbox"/> Four Day Program <input type="checkbox"/> Five Day Program
<b>Length of School Day</b>	<input type="checkbox"/> Full Day <input type="checkbox"/> Half Day
<b>Age of Students Served</b>	<input type="checkbox"/> One year prior to entering kindergarten <input type="checkbox"/> One and Two years prior to entering kindergarten

**EARLY CHILDHOOD EDUCATION COORDINATION AND TRANSITION** *Section 1112 (b)(8)*

- ☐ Not applicable; no early childhood education programs exist at the LEA or building level.
- ☒ The LEA will support, coordinate, and integrate Title I.A funded services with early childhood education programs at the LEA or school level, including plans for the transition school programs.

Describe activities to support, coordinate, and integrate:

All professional development will be held together for staff of elementary and preschool teachers to support developmentally appropriate programs. All special education staff will be trained using Wilson Reading Foundations as an intervention. Heggerty phonics and Foundations curriculum will start in preschool and vertically align with kindergarten and first grade. Kindergarten will use whole group instruction. All appropriate personnel will be trained through PD in math interventions and early learning. Staff from the PK will be a member on the curriculum development committee at the elementary schools to assist in curriculum alignment between preschool and elementary.

Describe transition activities:

The preschool classes will visit a kindergarten classroom prior to the beginning of the next school year. Staff will collaborate on the needs of students when developing class rosters to meet the needs of incoming students.

**TRANSITIONS** *Section 1112 (b)(10)*

- ☒ The LEA will implement strategies to facilitate effective transitions for students from middle grades to high school.

Describe transition strategies to facilitate effective transitions for students from middle grades to high school:

Upon nearing the end of 5th grade the elementary students will visit the middle school and spend a day in middle school classes. Counselors will go into the classrooms to develop course schedules with kids and schedules will be reviewed by parents and kids before a final schedule will be made.

Students transitioning to the high school will begin developing Individual Career and Academic plans with the middle and high school counselors. Parents are encouraged to conference or make appointments as needed. A night for freshmen orientation is scheduled at the high school in the fall allowing parents to travel to classrooms with their students and meet the teachers and ask questions.



- ☒ The LEA will implement transition strategies to facilitate effective transitions for students from high school to post-secondary education:
- ☐ Not applicable; the LEA is a K-8.

Describe transition strategies to facilitate effective transitions for students from high school to post-secondary education:

A Career Fair will be held for high school students. All students will be taken to visit a local community college campus, and all students will be administered the ASVAB exam along with the opportunity to take college readiness exams. Students will be given accounts with Missouri Connections to develop post-secondary plans.

If applicable, describe those strategies that are coordinated with institutions of higher education, employers, and other local partners:

Great River Medical, MO Connections, Southeastern Iowa Community College (our closest community college campus), Moberly Area Community College and MU are organizations that are collaborated with, in addition to the guidance office being in contact with colleges and college representatives for student transitions. Students are assisted with college applications and scholarships. All students are given updates on resources weekly. Items are posted for parents on the school website and through the parent portal.

If applicable, describe those strategies that increase student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify

High school offers COE work placement for students 16 and up. Additionally, online and in class dual credit offerings are available to students. The guidance office is available to create ICAP Plans with students and parents. Students have access to MO Connections and college and career reps throughout high school with a focus on junior and senior years. Students are given release days for college visits and job shadow experiences.

## MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS (continued)

### Section 1112 (b)(1)(D)

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

- ☒ identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Describe (including delivery system, personnel, etc.) instructional and other strategies not previously mentioned:

Formative assessments and feedback will be used. The Clark Co. R-1 School district has met with teachers, administrators and parents to discuss needed services funded by Title IA. The district has chosen iReady next to progress monitor benchmark achievement of identified students to better target needed skills and group students for interventions. Heggerty phonics will be used in preschool through second grade to support reading skills. Highly qualified teachers working with eligible students using differentiated instructional practices, including Read Naturally and Tools4Reading, will provide supplemental programs. The data team process will be used to identify eligible students and to determine the instructional practices needed to supplement instruction. Based upon feedback from surveys. The district will provide support in ELA and math for services within buildings with School wide Program Plans including iReady Teacher Toolbox. PD has been given to teachers for these programs. The district will also provide support using our core math series, Zearn Math, and to increase fluency in math facts and numeracy through Fluency Flight on iReady. The district continues to increase the use of technology in providing supplemental instruction in both math and ELA. This use of technology will include providing PD for staff such as Google education and analyzing data from benchmark and progress monitoring and then using technology as a tool to supplement instruction in core content areas using iReady.

## ENSURING TEACHER QUALITY FOR ALL

### Section 1112 (b)(2)

- ☒ The LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, ine

Describe methods of identifying and addressing disparities in ineffective teachers (LEAs should reference MOSIS/Core Data Screen 18A when writing this description):

The district will use a local evaluation tool incorporating which allows teachers to get immediate feedback and things to improve and to do when a weak area is identified. For example if cognitive engagement is low we can assign a video to watch on cognitive engagement and then when we conference with them discuss what we saw and then review the tips in the video. The NEE tool also allows us to compare teachers to others in our buildings and the district. This gives staff a good idea of how they compare to each other. It also tells how many years taught, average rating etc.

From this information a summative report is ran. This is what we use to complete the 18A screen for Core data.

Describe methods of identifying and addressing disparities in inexperienced teachers (LEAs should reference MOSIS/Core Data Screen 18 when writing this description):

Any disparities in core data is ran from the Staff assignment reports in core data. If a teacher does have proper certification for the courses taught or does not have teacher certification it will be found in this report. Letters will be sent to students who are being taught by non-certified teachers.

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DE description):

At times teachers may be assigned to a position that they are not properly certified for. This will be noted on the Educator Qualifications report. At times the educator may have a transcript pending or will need to send something into teacher certification. The MOSIS manual will be monitored when coding what is being taught and classes/course assignments for teachers. MOSIS core data must be entered correctly and using the core data manual and double checking the report to make sure the data is correct will be important.

## NEGLECTED CHILDREN

Section 1112 (b)(5)

- ☒ The LEA does not receive funds for Title I.A Neglected Children.
- ☐ The LEA serves neglected children residing within the boundaries of the LEA in the following setting(s) (check all that apply):

The PART 1-A NEGLECTED SCHOOL CHILDREN form is required to be uploaded.

Neglected Information:  No file chosen

- ☒ Local institution

List:

Shiloh Christian Ranch

- ☐ Community day school program

List:

List: Describe the nature of the services at the Local institution and/or the Community day school:

Students live at Shiloh and attend school. Our district provides a .5 para professional and some materials and supplies for the program.

## HOMELESS CHILDREN AND YOUTHS

Section 1112 (b)(6) and Section 1113 (c)(3)(A)

- ☒ The LEA will provide services with their set aside to support the enrollment, attendance, and success of homeless children and youth, including providing services comparable to those provided in funded schools.

Describe services that will be provided:

Materials, supplies and other items including glasses, school supplies, clothes, and gas may be provided if needed for students that are homeless.

Funds may also be available for transportation getting to and from school if it is a hardship.

## DISCIPLINE

Section 1112 (b)(11)

- ☒ The LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom which may include identifying and supporting schools with by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

When at risk students become frustrated we know discipline rates increase. The district will be proactive in this by using other preventative means such as referrals to our CARE (student assistance) Team before this occurs. Students can get additional assistance with academic work, use alternative settings when frustrated, use other strategies for success such as our check in/out programs for home/school communications and work completion. For additional social emotional support our counselors can provide services or additional outside referrals may need to be made.

## EXPERIENTIAL AND WORK-BASED LEARNING OPPORTUNITIES

Section 1112 (b)(11)

- ☒ Determined not appropriate by the LEA; such programs not supported by LEA.
- ☐ The LEA will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning experiences.

Describe programs:

## OTHER USES OF FUNDS

Section 1112 (b)(13)(A) and (B)

- ☒ The LEA will not use funds to meet purposes of these other programs.
- ☐ The LEA will use funds to assist schools in identifying and serving gifted and talented students.

Describe use of funds:

- ☐ The LEA will use funds to assist schools in developing effective school library programs.

Describe use of funds:

PARENT COMMENTS

Section 1116 (b)(4)

The Title I.A LEA 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.

District/LEA Comments

DESE Comments



District/LEA: 023-101 CLARK CO. R-I Year: 2024-2025

Funding Application: Plan - School Level - 4060 RUNNING FOX ELEM. Version: Initial Status: Submitted

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

## 4060 RUNNING FOX 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.

Stakeholders (Parents and staff) meet to review plan.  
 The elementary principal, Title I staff, teacher representatives, and parent representatives meet in August, April and May, to conduct a needs assessment and develop a comprehensive plan for the total instruction program in the 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.

In August the current plan is reviewed and discussed. The new allocations are reviewed and all staff are discussed explaining need of funding etc. In years past most of Title I funding has been needed for staff and educational programs. The needs assessment of the program is reviewed based on data collected from past year assessments (prior years scores MAP 3-5) and K-2 data will be gained using iReady. Any new legislation is shared. Plans will be made and any revisions for the year if not in the current plan will be discussed as approved and then shared and be made available throughout buildings. A meeting will be set for the following April to review and revise the plan.

- ☒ 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 August the current plan is reviewed and discussed. The needs assessment of the program is reviewed based on data collected from past year assessments. In the spring Principals have surveys to share on family nights and new plans will be discussed for the upcoming year. Plans and revisions will be made. A meeting will be set for the following May to review and revise the plan.

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.

All parents are provided information through handbooks which are online. Information is also posted on a link on our district website. The building will hold a fall Title 1 Meeting to provide information to parents and families concerning the Title 1 program.

- ☒ 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 receive information concerning academic assessments at parent teacher conferences. The teacher goes over the information and explains the academic assessment or MAP result directly with the parent or by mailing a letter of explanation. The curriculum used is explained by course syllabus by each classroom teacher at the beginning of the year, at open house, through newsletters and information is posted on our website by our building principals. Students who are two or more reading grade levels below their peers will receive a letter and a plan will be written to increase student achievement. The district also uses Facebook as another resource for information.

- ☒ 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)*

The school compact was developed out of our parent advisory committee and is a part of our handbook that is posted on our website for each family to review. The compact is to be signed and returned by each family.

The parents responsibilities are:

1. Make sure thy are in school every day possible.
2. Monitor the amount of screen time.
3. Volunteer in my child's classroom/ school.
4. Be aware of my child's extracurricular time and activities.
5. Stay informed about my child's education by reading all 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)

The school will provide high quality curriculum and instruction in a supportive and effective environment that enables children to meet the MO Learning Standards as follows:

1. Retain highly qualified principals and teachers.
2. Provide instruction to meet materials and high quality PD, which incorporates the latest research.
3. Maintain a safe and positive school climate.

Hold annual parent teacher conferences to:

1. Discuss the child's progress/ grades during the first quarter.
2. Discuss this compact as it relates to the child's achievement.
3. Examine the child's achievement and any pending options at the end of the 3rd quarter.

Provide parents with frequent reports on their child's progress as follows:

1. Weekly updates from the classroom teacher
2. Monthly suggestions from the classroom teacher as necessary.
3. Mid quarter report mailed from the school
4. Quarterly grade card/reports sent home by the school.

Be accessible to parents through:

1. Phone call, emails, or person to person meetings.
2. Scheduled consultation before, during or after school.
3. Schedule school or home visits.

Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

1. Listen to children read
2. Help with classroom decorations, art projects etc,
3. Present a program on your culture, a different country, etc.
4. 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.

Informational letters will be sent home with students when all assessment data and MO Learning Standards are available on the DESE website. During family night, sessions will be hosted on how to assist students in preparing to take assessments, study habits, homework completion etc.

- ☒ 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.

Training will be provided during family nights and sent home to parents.

- ☒ 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.

Professional Development will be provided to staff through building work sessions, RPDC, and staff 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, 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 Clark County R-1 School District values parent and community involvement in the education process and believes the highest rate of success occurs when there is a strong partnership and communication between home and schools. The Clark County R-1 School District Title I will put into operation programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. During the fall and spring of each year the plans will be distributed (Parent Involvement both district and site level) and parents will be informed of new Title I guidelines and the variations from the previous years. The meetings will be planned at convenient times as to collaborate for all buildings and stakeholders. In the spring of each year, Title I parents will be encouraged to become involved in an evaluation of the district and school Title I programs. Parents will be surveyed to identify the effectiveness of Title I instructional programs and ways to enhance and improve participation by parents and community members in parental involvement activities. The district and schools will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migrant children. Written notices, School messenger calls and emails and various media methods will all be directed to attract as many parents as possible. School Home Compacts with the parents of students participating in the program will enable the school and parents to share responsibility for student performance and success.

- ☒ 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](#)

## 4060 RUNNING FOX ELEM.

### 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

4/3/2024

## 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:

Attendance has been a strength for students at Running Fox. Staff turnover has leveled from the high rate of retirement in recent years. Small class sizes are offered which allow a stronger learning environment for students.

## Weaknesses:

Mobility. Enrollment fluctuates every year at RF by at least 5-10 students annually from the beginning of each school year. The Running Fox campus is over 10 miles away from the rest of the district campuses.

## Indicate needs related to strengths and weaknesses:

CCR-1 redrew the district lines to add more students into the Running Fox School Building. Hopefully this will better balance the class size.

**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:

Student achievement will be monitored by iReady for ELA and math, Zearn Math pre-post test results, Phonics decoding survey, Read Naturally level and progress.

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

## Strengths:

Even though sub groups on MAP testing were not proficient they were expected with targeted intervention groups.

## Weaknesses:

Fluency continues to be a concern in upper grades along with reading levels.

## Indicate needs related to strengths and weaknesses:

More intervention groups are needed but without additional funds this is not possible with limited staff. Even with small numbers the diverse needs of students continue to create a hardship for teachers. Flex grouping between grade levels is addressing this need. Remediation software assists in concept attainment.

**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:

The current plan is addressing the needs of the students.

Weaknesses:

The small size of the school does not allow for remixing students in classrooms each year as there is only one section per grade.

Indicate needs related to strengths and weaknesses:

Hopefully monies will be available for additional curriculum materials, supplies, technology, and paraprofessionals.

### 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:

We try to hire teachers who are certified. When we can't find suitable teachers we fill in with subs and work toward certification. We also mentor teachers who are working towards certification. Administration is young, but does not have to leave the building as the position is not split with other job duties.

Weaknesses:

Young teachers require training which takes away from instructional time with students. Out of district days are costly to the district and substitutes are hard to find.

Indicate needs related to strengths and weaknesses:

Provide professional development concerning new curriculum to increase knowledge of younger teachers.

### 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:

Parents sign and return the Parent Compact. Parents allow students to participate in tutoring.

Weaknesses:

Declining participation in Family Nights, declining number of volunteers, and a lack of parental leadership at PTO meetings, school activities, etc.

Indicate needs related to strengths and weaknesses:

The school needs to meet modern families on a variety of platforms.

### 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:

Building committees have been formed to discuss each area above. Class sizes are small and student/teacher ratio is a plus.

Weaknesses:

The district is working to develop a collaborative mission/vision to increase curriculum alignment between the two elementary buildings.

Indicate needs related to strengths and weaknesses:

More funding and time to collaborate. Having buildings so far apart is a barrier. At least 20 minutes is lost between travel and moving from door to door. Alignment of curriculum between buildings is occurring.

### 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	Provide a supplemental ELA teacher.
2	Provide a supplemental Math teacher.
3	Re-arrange current Title 1.a staff to best meet student needs.

4	Provide materials, training, and support through the transition to the new literacy initiatives.
5	Provide new ELA programs to assist with alphabet sounds and reading fluency.

Schoolwide Program [Hide](#)

4060 RUNNING FOX 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	Olivia Nixon	
2	Teacher	Danielle Moffitt	
3	Principal	Olivia Nixon	
Plan Development Meeting Dates			
1	Meeting Date	04/08/2024	

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	Select... ▼		

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 checked="" type="checkbox"/> Math	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 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 type="checkbox"/> Reading	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"/>
3	<input checked="" type="checkbox"/> English Language Arts	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 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 type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" 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**

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

All students are screened using iReady in reading and then with the Phonics Decoding Survey for those who are the intensive support. Students are placed in groups based upon data analysis, a testing matrix and additional testing used for struggling students. The data teams discuss intervention strategies and differentiated learning strategies that could be used in each small group and then the team determines which staff member is responsible for various groups. Some groups with significant academic concerns are assigned Title I ELA staff for instruction using iReady Teacher Toolbox or some are assigned to Special Education staff for instruction using the Wilson Reading Program such as Foundations. Students are to be in the regular classroom as much as possible for instruction. In mathematics, students are given a placement test from iReady to determine what instructional strategies and structures will be put into place. Some students are pulled out for Title I supplemental support, while others are given support with push-in help. Student progress is determined using pre, post, and benchmark testing from Zearn math. Mathematics teachers meet on a monthly basis with the supplemental math teacher to determine differentiated instructional strategies and to plan for instruction for small groups push-in and pull-out help.

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

Description of how strategy/strategies will strengthen

- ☐ Increase the amount of learning time
  - ☐ Extended school year
  - ☐ Before-and/or after-school programs

☐ Summer program

☐ Other

☒ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Teachers continue to provide "stretch" within in the curriculum to meet the needs of all learners. This is the part of the differentiated instruction.

---

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

CARE Committee Meetings: a group of teachers representing staff in grades K-5 meet once a month to discuss student concerns and to plan interventions and testing as needed based upon data from classroom observations, grades, benchmark assessments, and progress monitoring. This group determines modifications and accommodations for individual students who are struggling with supplemental and regular education programming and need specific intervention strategies.

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

☒ Professional development activities that address the prioritized needs

Describe activities

Teachers will have targeted professional development in-district in new curriculum, including reading and math, Phonemic awareness will also be addressed. The district has developed the dyslexia plan and is working on the Literacy plan and all teachers will continue to have training in dyslexia. Some staff that will administer the dyslexia screening according to grade level will also have that training.

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

Describe activities

☐ **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.

[Save Comments](#) [School Level Plan Home](#) [Print](#) [Cancel Print Mode](#)

**District/LEA Comments**

**DESE Comments**

**Email:** [donisha.ray@dese.mo.gov](mailto:donisha.ray@dese.mo.gov)

**Current User:** olrairden

Improving Lives through Education

Ver.





District/LEA: 023-101 CLARK CO. R-I Year: 2024-2025

Funding Application: Plan - School Level - 4040 BLACK HAWK ELEM. Version: Initial Status: Submitted

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

[School Level Plan Home](#) [Print](#) [Cancel Print Mode](#)

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

## 4040 BLACK HAWK 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.

Stakeholders (Parents and staff) meet to review plan.  
 The elementary principal, Title I staff, teacher representatives, and parent representatives meet in August, April and May to conduct a needs assessment and develop a comprehensive plan for the total instruction program in the 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.

In August the current plan is reviewed and discussed. The new allocations are reviewed and all staff are discussed explaining need of funding etc. In years past most of Title I funding has been needed for staff. The needs assessment of the program is reviewed based on data collected from past year assessments (prior years scores MAP 3-5) and K-2 data will be gained using iReady. Any new legislation is shared. Plans will be made and any revisions for the year if not in the current plan will be discussed as approved and then shared and be made available throughout buildings. A meeting will be set for the following April to review and revise plan.

- ☒ 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 August the current plan is reviewed and discussed. The needs assessment of the program is reviewed based on data collected from past year assessments. In the spring Principals have surveys to share on family nights and new plans will be discussed for the upcoming year. Plans and revisions will be made. A meeting will be set for the following May to review and revise the plan.

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.

All parents are provided information through handbooks which are online. Information is also posted on a link on our district website. The building will hold a fall Title 1 Meeting to provide information to parents and families concerning the Title 1 program.

- ☒ 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 receive information concerning academic assessments at parent teacher conferences. The teacher goes over the information and explains the academic assessment or MAP result directly with the parent or by mailing a letter of explanation. The curriculum used is explained by course syllabus by each classroom teacher at the beginning of the year, at open house, through newsletters and information is posted on our website by our building principals. Students who are two or more reading grade levels below their peers will receive a letter and a plan will be written to increase student achievement. The district also uses Facebook as another resource for information.

- ☒ 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)*

The school compact was developed out of our parent advisory committee and is a part of our handbook that is posted on our website for each family to review. The compact is to be signed and returned by each family.

The parents responsibilities are:

1. Make sure they are in school every day possible.
2. Monitor the amount of screen time.
3. Volunteer in my child's classroom/ school.
4. Be aware of my child's extracurricular time and activities.
5. Stay informed about my child's education by reading all 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)

The school will provide high quality curriculum and instruction in a supportive and effective environment that enables children to meet the MO Learning Standards as follows:

1. Retain highly qualified principals and teachers.
2. Provide instruction to meet materials and high quality PD, which incorporates the latest research.
3. Maintain a safe and positive school climate.

Hold annual parent teacher conferences to:

1. Discuss the child's progress/ grades during the first quarter.
2. Discuss this compact as it relates to the child's achievement.
3. Examine the child's achievement and any pending options at the end of the 3rd quarter.

Provide parents with frequent reports on their child's progress as follows:

1. Weekly packet from the classroom teacher
2. Monthly suggestions from the classroom teacher.
3. Mid quarter report mailed from the school
4. Quarterly grade card/reports sent home by the school.

Be accessible to parents through:

1. Phone calls, email, class or person to person meetings.
2. Scheduled consultation before, during or after school.
3. Schedule school or home visits.

Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

1. Listen to children read
2. Help with classroom decorations, art projects, etc,
3. Present a program on your culture, a different country, etc.
4. 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.

Informational letters will be sent home with students when all assessment data and report cards are sent home. Missouri Learning Standards are available on the DESE website. During family night, sessions will be hosted on how to assist students in preparing to take assessments, study habits, homework completion etc.

- ☒ 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.

Training will be provided during family nights and sent home to parents.

- ☒ 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.

Professional Development will be provided to staff through building work sessions, RPDC, and staff 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, 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 Clark County R-1 School District values parent and community involvement in the education process and believes the highest rate of success occurs when there is a strong partnership and communication between home and schools. The Clark County R-1 School District Title I will put into operation programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. During the fall and spring of each year the plans will be distributed (Parent Involvement both district and site level) and parents will be informed of new Title I guidelines and the variations from the previous years. The meetings will be planned at convenient times as to collaborate for all buildings and stakeholders. In the spring of each year, Title I parents will be encouraged to become involved in an evaluation of the district and school Title I programs Parents will be surveyed to identify the effectiveness of Title I instructional programs and ways to enhance and improve participation by parents and community members in parental involvement activities. The district and schools will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migrant children. Written notices, School messenger calls and emails and various media methods will all be directed to attract as many parents as possible. School Home Compacts with the parents of students participating in the program will enable the school and parents to share responsibility for student performance and success.

- ☒ 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 BLACK HAWK ELEM.

### 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

4/3/2024

## 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:

Attendance has been a strength at Black Hawk. The district has worked to have a 1:1 correspondence with students and technology. The student surveys indicate that students feel safe at school; students try their best at school; and teachers are helpful at school.

## Weaknesses:

Students that do not have support at home and students with disabilities seem to have a high correlation. Currently this doesn't increase the number of students per class but increases the needs per class. Special education staff or title staff are needed to assist in classrooms especially in the area of math and reading.

## Indicate needs related to strengths and weaknesses:

Re-arrange staff to decrease the student to teacher ratio by adding supplemental staff in the areas of ELA and math to support student with intensive interventions. The math and ELA curricula have been updated in 2021-2022. Math teachers have requested manipulatives for hands-on learning. High quality software would allow teachers to track student skill attainment. Promethean boards were outdated and have been replaced with new television technology.

**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:

The LEA uses iReady and Zearn Math benchmark data and pre-post test results, along with phonics decoding survey to show student achievement.

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

## Strengths:

Students are making progress with moving Foundations and Heggerty Phonics into Kindergarten.

## Weaknesses:

MAP data targeted in ELA and Math in sub groups. Skills in K-2 indicate weakness in phonemic awareness which is being addressed by Heggerty. We will be using Tools4Reading to help learn letter sounds and tongue placement. A fluency program, Read Naturally, will help our students become more fluid readers.

## Indicate needs related to strengths and weaknesses:

Teachers will receive training in the area of phonemic awareness and Heggerty Phonics curriculum, Tools4Reading and Read Naturally, will be implemented in the elementary grades.

Students in subgroups will be provided more intervention from staff including specific phonics curriculum (Heggerty). The district is utilizing online remediation curriculum to assist students in academic achievement. Updated technology to assist in delivery of concepts has helped teachers ensure that students are understanding curriculum.

**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:

Additional resources have been added with technology programs including Read Naturally, Foundations, Heggerty, Tools4Reading, EL Curriculum levels of intervention along with adding consistency with Wilson for all special education teachers to use as T3 intervention. Bridge to Writing will also be added as a T3 intervention in writing instruction for all special education teachers. Zearn Math curriculum is being implemented to strengthen math outcomes.

Weaknesses:

Teachers need more training in reading including EL curriculum, Foundations, iReady, and specific skill instruction. Additionally, teachers will need PD in math strategies and the Zearn Math curriculum.

Indicate needs related to strengths and weaknesses:

Provide supplemental teachers in the areas of ELA and math to provide intensive interventions. Provide new curriculum and training for staff throughout the school year.

**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:

Most teachers are certified.

Weaknesses:

Finding highly qualified staff is extremely difficult in our rural setting.

Indicate needs related to strengths and weaknesses:

There is a teacher shortage in northeast Missouri which makes it difficult to find and keep highly qualified staff.

**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:

Parents sign and return the Parent Compact. Parents allow students to participate in tutoring.

Weaknesses:

Declining participation in Family Night, declining number of volunteers, and a lack of parental leadership at PTO meetings, school activities, etc.

Indicate needs related to strengths and weaknesses:

The school needs to meet modern families on a variety of platforms.

### School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- ☒ School mission/vision
- ☒ Average class size
- ☒ School climate
- ☒ Management and governance
- ☒ Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

School climate committee formed and positive feedback received.  
Average class size is below state.  
Both elementary buildings have a shared vision.  
PBIS has been implemented and is moving up stages.

Weaknesses:

Title staff for 370 students  
Sped teachers for 370 students  
Sped staff for highest needs students shared with all sending schools.

Indicate needs related to strengths and weaknesses:

Additional need to re-arrange current Title interventionist to provide instruction for the most needy students and also hire SpEd support to assist the special education teachers. We increased the Title staff for next year.

### 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	Supplemental teachers in the areas of ELA and math for intensive interventions.
2	Provide materials, training, and support through the transition to the new literacy initiatives.
3	Support new ELA programs to assist with alphabet sounds and reading fluency.
4	Re-arrange current Title 1.a staff to best meet student needs with the funding available.

Schoolwide Program [Hide](#)

4040 BLACK HAWK 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	Sonya Taylor	
2	Teacher	Ann Dever	
3	Principal	Betsy Parrish	
Plan Development Meeting Dates			
1	Meeting Date	04/08/2024	

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	Select... ▾		

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 checked="" type="checkbox"/> Math	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 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 type="checkbox"/> Reading	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"/>	
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 checked="" type="checkbox"/> Other <u>Supplemental English Language</u>	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 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 type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" 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**

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

All students are screened using iReady in reading and then with the Phonics Decoding Survey for those who are the intensive support. Students are placed in groups based upon data analysis, a testing matrix and additional testing used for struggling students. The data teams discuss intervention strategies and differentiated learning strategies that could be used in each small group and then the team determines which staff member is responsible for various groups. Some groups with with significant academic concerns are assigned Title I ELA staff for instruction using iReady Teacher Toolbox or some are assigned to Special Education staff for instruction using the Wilson Reading Program such as Foundations. Students are to be in the regular classroom as much as possible for instruction. In mathematics, students are given a placement test from iReady to determine what instructional strategies and structures will be put into place. Some students are pulled out for Title I supplemental support, while others are given support with push-in help. Student progress is determined using pre and post testing from Zearn math. Mathematics teachers meet on a monthly basis with the supplemental math teacher to determine differentiated instructional strategies and to plan for instruction for small groups push-in and pull-out help.

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

Description of how strategy/strategies will strengthen

CARE Committee Meetings- a group of teachers representing staff K-5 meet once a month to discuss student concerns and to plan interventions and testing as needed based upon data from classroom observations, grades, benchmark assessments, and progress monitoring. This group determines modifications and accommodations for individual students who are struggling with supplemental and regular education programming and need specific intervention strategies.

☒ Increase the amount of learning time

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

The district does not use Title monies for these extension opportunities. CCR-1 uses district funds and Career Ladder to pay staff for before and after school tutoring and for summer programming.

☒ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Teachers continue to provide "stretch" within the curriculum to meet the needs of all learners. This is part of the differentiated instruction.

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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

Black Hawk Elementary has a high free and reduced lunch count. Historically our underserved population would include students who qualify for free and reduced lunch, special need students and students also receiving services for mental health issues. Our school has worked with community organizations and churches to provide buddy packs (Backpacks) of food and supplies to eligible student families. Counselors from both Mark Twain Area Counseling and Preferred Family Counseling are located and available to students in each attendance center. The school has close ties with the Department of Social Services Family Support Division for students involved in their programs. The District has representatives that meet monthly to discuss caseloads and strategies for students. The school also has close ties with the Clark Co. Health Dept. and works with the nurses there to inform parents about health related issues such as immunizations, exercise, and healthy eating. The Clark County Health Department also works with Black Hawk Elem. to carry out several grants they have received regarding immunizations, a safe sidewalk to school grant and a Bicycle Safety program. Black Hawk Elem. works with a representative from the Missouri Extension office to provide educational programs such as nutrition, healthy habits, bullying and other programs.

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

- ☒ Professional development activities that address the prioritized needs

Describe activities

Teachers will have targeted professional development in-district in new curriculum, including reading and math, Phonemic awareness will also be addressed. The district has developed the dyslexia plan and is updating the Literacy plan and all teachers will continue to have training in dyslexia. Some staff that will administer the dyslexia screening according to grade level will also have that training.

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

Describe activities

- ☐ **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.

[Save Comments](#)[School Level Plan Home](#)[Print](#)[Cancel Print Mode](#)**District/LEA Comments****DESE Comments**

**Current User:** olrairden

Improving Lives through Education

Ver.



District/LEA: 023-101 CLARK CO. R-I Year: 2024-2025

Funding Application: Plan - Title II.A Version: Initial Status: Submitted

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

[ESEA Plan Home](#)
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## Title II.A

### INTRODUCTION

The Title II.A LEA Plan is developed for the purpose of:

- (1) increasing student achievement consistent with the Missouri Learning Standards;
- (2) improving the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) providing low-income and minority students greater access to effective teachers, principals, and other school leaders. *Section 2001*

When accepted by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 2102, which states that a local educational agency (LEA) may receive funds under Title II of ESEA/ESSA for any fiscal year only if the LEA has submitted an application to the Department. *Section 2102 (b)*

### ACTIVITIES

After consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), nonpublic school leaders (in an LEA that has nonpublic schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.A the LEA will transfer or REAP Flex ALL Title II.A funds.

- ☒ The LEA will fund and carry out activities to achieve the purposes of Title II. *Section 2102 (b)(2)(A)*

Describe activities:

- ☐ These activities will be aligned with the Missouri Learning Standards. *Sections 2102 (b)(2)(A)*

Describe alignment activities:

### SYSTEMS OF PROFESSIONAL GROWTH AND IMPROVEMENT

- ☐ The LEA has systems of professional growth and improvement (e.g. induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership).

Describe systems of professional growth and improvement:

### PRIORITIZING FUNDS

- ☐ The LEA will prioritize funds for comprehensive support and improvement schools and/or targeted support and improvement schools.

Describe how the LEA will prioritize funds to these schools:

☐ Not applicable (no targeted/comprehensive schools)

☐ The LEA will prioritize funds to schools that have the highest percentage of economic deprivation.

Describe how the LEA will prioritize funds to schools with highest percentage of economic deprivation:

### USING DATA AND ONGOING CONSULTATION

☐ The LEA will use data and ongoing consultation to continually update and improve Title II activities.

Describe how the LEA will use data and ongoing consultation:

### PROVIDING EQUITABLE SERVICES TO NONPUBLICS

☒ The LEA will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students, teachers, and other educational personnel in nonpublic schools.

☐ Not applicable

### COORDINATING ACTIVITIES WITH OTHER PROGRAMS

☐ The LEA will coordinate professional development activities with professional development activities provided through other Federal, State, and local programs.

#### District/LEA Comments

#### DESE Comments

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District/LEA: 023-101 CLARK CO. R-I Year: 2024-2025

Funding Application: Plan - Title IV.A Version: Initial Status: Submitted

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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## Title IV.A LEA

### STUDENT SUPPORT AND ACADEMIC ACHIEVEMENT GRANTS

#### PURPOSE

This plan describes how the local education agency (LEA), through the Student Support and Academic Enrichment (SSAE) Title IV.A program, will increase the capacity to improve student achievement by

- (1) Providing all students with access to a well-rounded education;
- (2) Improving school conditions for student learning; and/or
- (3) Improving the use of technology in order to improve the academic achievement and digital literacy of all students.

#### ELIGIBILITY

When accepted by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Student Success Act (ESSA), Section 4106, which states that an (LEA) may receive funds under ESEA/ESSA Title IV.A for any fiscal year only if the LEA has

- (1) Submitted this application to the Department.
- (2) Completed the needs assessment as described in this plan.

☒ The LEA will transfer or REAP Flex ALL Title IV.A funds

#### CONSORTIUM (optional)

- ☐ This plan is developed and the activities described will be carried out in consortium with the following surrounding LEAs
- ☐ Not Applicable

District Name/County-District Code	LEA Authorized Representative
Select...	

#### NEEDS ASSESSMENT

- ☐ Needs assessment not required
- ☐ LEA receives allocation less than \$30,000, or
- ☐ The sum of the allocations of a consortium's member LEAs is less than \$30,000.
- ☐ The LEA, or consortium of LEAs, receiving an allocation of \$30,000 or more, has conducted a comprehensive needs assessment in order to examine needs for improvement of
- (A) access to, and opportunities for, a well-rounded education for all students;
- (B) school conditions for student learning in order to create a healthy and safe school environment; and
- (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- ☐ The needs assessment has been conducted within the past three years.

Date of Needs Assessment

#### Well-Rounded Education Section 4106 (d)(1)(A)

Section 8101 (52)

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

Summarize the analysis of data regarding access to, and opportunities for, a well-rounded education for all students

Strengths

Weaknesses

If indicated, state need(s) identified pertaining to a well-rounded education for all students

#### Healthy and Safe School Environment Section 4106 (d)(1)(B)

Summarize the analysis of data regarding school conditions for student learning.



Strengths

Weaknesses

If indicated, state need(s) identified pertaining to school conditions for student learning

**Effective Use of Data and Technology** Section 4106 (d)(1)(C)

Summarize the analysis of data regarding school conditions for student learning.

Strengths

Weaknesses

If indicated, state need(s) identified pertaining to school conditions for student learning

**Identifying Priorities**

The Title IV.A program requires that the LEA, or consortium of LEAs, must implement activities to address needs in each of the three program areas. List and number, in order of priority in each of the three program areas. (Optional: Additional needs from any program area may be listed and addressed as resources allow.

Program Area	Priority	Identified Need(s)
Well Rounded Education	0	
Healthy and Safe School Environment	0	
Effective Use of Technology	0	

**DESCRIPTIONS****Partnerships** Section 4106 (e)(1)(A),(E)

- ☐ Not Applicable  
☐ The LEA, or consortium of LEAs, has established partnerships with entities with a demonstrated record of success in implementing the activities of the Title IV.A program.

Agency	Description of Support

**Activities and programming****Well-rounded education** Section 4106 (e)(1)(B),(E)

- ☐ Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)  
☐ Funds will be used for activities related to supporting well-rounded education.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

**Safe and Healthy Students** Section 4106 (e)(1)(C),(E)

- ☐ Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)  
☐ Funds will be used for activities related to supporting safe and healthy students.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

**Effective Use of Technology** Section 4106 (e)(1)(D),(E)

- ☐ Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)  
☐ Funds will be used for activities related to supporting the effective use of technology in schools.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

ADDITIONAL ASSURANCES

High Priority Schools

- ☐ The LEA or consortium of LEAs will prioritize the distribution of funds to those schools that: (mark all that apply)
- ☐ are among the schools with the greatest needs; (required)

☐ have the highest percentage of economic deprivation; (required)

☐ are identified for comprehensive support and improvement; (if applicable)

☐ are implementing targeted support and improvement plans; (if applicable)

☐ are identified as a persistently dangerous public school. (if applicable)

Equitable Services to Nonpublics

- ☒ The LEA or consortium of LEAs will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students and other educational personnel in nonpublic schools.
- ☐ Not applicable

Utilizing funds in multiple program areas

- ☐ The LEA or consortium of LEAs receives less than \$30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.
- ☐ The LEA or consortium of LEAs receives \$30,000 or more and will utilize funds in all three Title IV.A program areas.

Program areas

- ☐ At least 20 percent of funds will be used for activities to support well-rounded educational opportunities. *Section 4106 (e)(2)(C), Section 4107*
- ☐ At least 20 percent of funds will be used for activities to support safe and healthy students. *Section 4106 (e)(2)(D), Section 4108*
- ☐ A portion of funds will be used for activities to support effective use of technology. *Section 4106 (e)(2)(E), Section 4109*

☐ Not more than 15 percent of the remaining portion will be used for purchasing technology infrastructure. *Section 4109 (b)*

Annual report

- ☐ The LEA or consortium of LEAs will report to the DESE annually how funds are being used to meet the purposes of Title IV.A program. *Section 4106 (e)(2)(F), Section 4104 (a)(2)*

District/LEA Comments

DESE Comments

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