



District/LEA: 077-104 LUTIE R-VI Year: 2024-2025

Funding Application: Plan - School Level - 4020 LUTIE ELEM. Version: Initial Status: Approved

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

4020 LUTIE 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.

The Lutie R-VI School has developed several opportunities to seek and obtain the agreement of parents/guardians to the Parent & Family Engagement Policy using the following opportunities:
1. Discussion, distribution, and signage at Open House.
2. Discussion, distribution, and signage at Registration.
3. Discussion, distribution, and signage at Parent/Teacher Conferences.
4. Discussion, distribution, and signage at Family Fun Nights for individual grade levels.
5. Discussion, distribution, and signage at individual parent conferences and meetings.
6. Discussion, distribution, and signage at Parent & Student Homework Clinics.
7. Discussions, distribution, and signage at Title 1/Federal Program meetings.

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

POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. Section 1116 (c)(1)
The agenda reflects that the purpose of the meeting is
To inform parents of their school's participation in the Title I.A program
To explain the requirements of Title I.A
To explain the right of parents to be involved. Section 1116 (c)(1)
The school offers a flexible number of meetings. Section 1116 (c)(2)
Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
Transportation
Child care
Home visits
Funds will not be utilized for these purposes

## Section 1116 (c)(2)

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

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

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

The parents/guardians are involved in the planning, reviewing, and improvement of the Schoolwide program and the Title 1 program in the following ways:

1. Beginning of the Year and End of the Year Reviewing Meetings.
2. Quarterly meeting.
3. Parent/Guardian Family Surveys sent our yearly.
4. Activity Reviews for Family Fun Nights (grade level); Open House; Homework Clinics for Parents/Guardians and Students; Registration; Individual Meetings; other activities throughout the year.

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

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

The parents/guardians are involved in the planning, reviewing, and improvement of the School Parent & Family Engagement Policy in the following ways:

1. Beginning of the Year and End of the Year Reviewing Meetings.
2. Quarterly meeting.
3. Parent/Guardian Family Surveys sent our yearly.
4. Activity Reviews for Family Fun Nights (grade level); Open House; Homework Clinics for Parents/Guardians and Students; Registration; Individual Meetings; other activities throughout the year.

The school provides parents of participating children:

- Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

The Lutie R-VI School has developed several opportunities to seek and obtain the agreement of parents/guardians to the Parent & Family Engagement Policy using the following opportunities:

1. Discussion and distribution of pamphlet, at Open House.
2. Discussion and distribution of pamphlet, at Registration.
3. Discussion and distribution of pamphlet at Parent/Teacher Conferences.
4. Discussion and distribution of pamphlet at Family Fun Nights for individual grade levels.
5. Discussion and distribution of pamphlet at individual parent conferences and meetings.
6. Discussion and distribution of pamphlet at Parent & Student Homework Clinics.
7. Discussions and distribution of pamphlet at Title 1/Federal Program meetings conducted quarterly.
8. Discussion and distribution of pamphlet at Beginning of Year Meeting.
9. Discussion, review, changes are made at the End of Year Meeting.

- 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.

Methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels are the following:

1. Missouri Grade Level Standards will be given to each parent during Open House during our meeting.
2. At a quarterly meeting, academic assessments are discussed and information on assessment types, examples, and short assessments are given to students and parents.
3. At a quarterly meeting MAP assessments, EOC assessments and achievement levels of both are discussed and information is given to parents.
4. MAP & EOC assessments and achievement levels of individual students are discussed at parent/teacher conferences and information is given to parent/guardians at that time. We also answer any questions and give examples of the assessments given at that time to their students.
5. Grade level Family Fun Nights a description of the different activities, the Missouri Grade Level Standards, and MAP & EOC assessment criteria if given to the parent/guardians in attendance and then sent home with students not in attendance the next day for their parents/guardians to go over and let us know of any questions.

- 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)*

Ways the parent/guardians will be responsible for supporting their child/children's learning are the following:

1. We have them sign the Parent Compact which states that they will work together with the school district in supporting their children's learning.
2. Teach their child/children to respect the authority of the teachers and staff of Lutie School.
3. Insure that their conduct will not disrupt the learning atmosphere in the classroom, and other areas of Lutie School.
4. Teach their child/children to obey all federal, state, local, and school laws.
5. Make a continued effort for your child/children to:
  - a. Have regular and punctual attendance.
  - b. Bring all needed materials to class.
  - c. Complete all assigned work and turn it in when due.
  - d. Cooperate with teachers and other students.
  - e. Pay close attention to the teacher and participate in all classes.
  - f. Perform in each class to the best of their ability.
6. If you, as a parent/guardian have any questions or concerns about your child/children's education, please contact your child's teacher.
7. Attend activities, meetings, and programs that involve your child/children.

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

The Lutie School District is responsible to support children's learning is the following:

1. Provide students the freedom of expression providing its exercise does not interfere with the orderly conduct of classes or infringe upon the rights of others during school hours or during school events.
2. Provide students due process in all matters of discipline regarding suspension and expulsion. All final decisions rest with the Lutie R-VI Board of Education in the appeal of administrative decisions.
3. Provide students privacy concerning their academic and personal records maintained by the school.
4. Provide students a safe, healthy environment in which to learn.
5. Provide students with a certified teacher who is knowledgeable and able to teach the curriculum which the school provides for the grade or subject level.
6. Provide healthy meals for the students to eat for breakfast and lunch while attending school.
7. Provide communication current and on-going with parents/guardians concerning their child/children's grades, progress, discipline, and activities.

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.

Our plans provide assistance to parents/guardians in understanding the complexity of the Missouri Education Program are the following:

1. Organize a Parent/Guardian Homework Clinic to assist in knowing how to help their child/children with their homework when they bring it home.
2. Organize a Parent/Guardian Reading & Writing Clinic to assist parents in the art of decoding, text clues, phonics, writing complete sentences, paragraph writing, etc.
3. Organize a Parent/Guardian "Texting Information Safety" night to inform parents of what their child/children might be texting and the legalities of what they know or do not know about texting, messaging, SnapChat, etc.
4. Establish a Family Resource Center so parents would be able to come in and check out reading material for their child/children; games and activities that will assist their child's learning in English Language Arts, Mathematics, and/or Science; have parent informational books and magazines about parenting, informational books for students with different diagnosis (ADD, ADHD, Autism, Dyslexia, etc.) and music or books on CDs for them and their child/children to read together as a family.
6. Missouri Grade Level Standards will be given to each parent during Open House during our meeting.
7. At a quarterly meeting, academic assessments are discussed and information on assessment types, examples, and short assessments are given to students and parents.
8. At a quarterly meeting MAP assessments, EOC assessments and achievement levels of both are discussed and information is given to parents.
9. MAP & EOC assessments and achievement levels of individual students are discussed at parent/teacher conferences and information is given to parent/guardians at that time. We also answer any questions and give examples of the assessments given at that time to their students.
10. Grade level Family Fun Nights a description of the different activities, the Missouri Grade Level Standards, and MAP & EOC assessment criteria if given to the parent/guardians in attendance and then sent home with students not in attendance the next day for their parents/guardians to go over and let us know of any questions.

- 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.

Our plans to provide materials and training to parents/guardians involvement to work at improving their child/children's achievement include the following:

1. Organize a Parent/Guardian Homework Clinic to assist in knowing how to help their child/children with their homework when they bring it home.
2. Organize a Parent/Guardian Reading & Writing Clinic to assist parents in the art of decoding, text clues, phonics, writing complete sentences, paragraph writing, etc.
3. Organize a Parent/Guardian "Texting Information Safety" night to inform parents of what their child/children might be texting and the legalities of what they know or do not know about texting, messaging, SnapChat, etc.
4. Establish a Family Resource Center so parents would be able to come in and check out reading material for their child/children; games and activities that will assist their child's learning in English Language Arts, Mathematics, and/or Science; have parent informational books and magazines about parenting, informational books for students with different diagnosis (ADD, ADHD, Autism, Dyslexia, etc.) and music or books on CDs for them and their child/children to read together as a family.

- 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.

Our plans to educate school personnel regarding working with parents are the following:

1. Provide in house high quality professional development concerning working with parents to improve their child/children's education.
2. Provide high quality professional development on communication within the classroom with students and parents/guardians.
3. Send staff to high quality professional development trainings concerning parent/guardian communication, school laws concerning parent/guardian rights, how to educate parents with the changing curriculum and assessments, etc.
4. Developing Planned Learning Community so we provide a united front of welcoming parents/guardians into our facility to become involved in their child/children's education and activities.
5. Develop a volunteer program of parent/guardians willing to read to students, help with homework after school with teachers, assist in different school and classroom activities, etc.

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.

Our plans to coordinate and integrate parent involvement programs and activities include the following:

1. Organize a Parent/Guardian Homework Clinic to assist in knowing how to help their child/children with their homework when they bring it home.
2. Organize a Parent/Guardian Reading & Writing Clinic to assist parents in the art of decoding, text clues, phonics, writing complete sentences, paragraph writing, etc.
3. Organize a Parent/Guardian "Texting Information Safety" night to inform parents of what their child/children might be texting and the legalities of what they know or do not know about texting, messaging, SnapChat, etc.
4. Establish a Family Resource Center so parents would be able to come in and check out reading material for their child/children; games and activities that will assist their child's learning in English Language Arts, Mathematics, and/or Science; have parent informational books and magazines about parenting, informational books for students with different diagnosis (ADD, ADHD, Autism, Dyslexia, etc.) and music or books on CDs for them and their child/children to read together as a family.

- 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](#)

## 4020 LUTIE 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

4/12/2024

## 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:

1. Grade level classes contain small class sizes which allows teachers to be able to provide more time assisting all students in their classroom.
2. 96% attendance Rate K-12
3. Discipline is not an issue.
4. We do not have a high rate of mobility in our student demographics of students moving in and out of district.
5. There is less than 2% of different ethnicity in our school district.

N/A on Limited English Proficiency

Weaknesses:

1. Reading/ELA needs more interventions to improve below basic and basic scores and bring all students up to grade level in reading.

Indicate needs related to strengths and weaknesses:

1. We will address reading scores with push in and pull out concentrated effort using Read 180, Math 180, Iready, along with Waggle. These interventions will be used in Title I push in and pull out programs.

**Student Achievement**

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

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

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

Strengths:

1. Overall, students are making gains in the area of reading/ELA.

Weaknesses:

Reading/ELA is improving, however with the influx of students returning to in seat learning, students are below grade level in the area of reading/ELA.

Indicate needs related to strengths and weaknesses:

In regards to ELA we need to reinforce skills and concepts previously taught. We need to ensure mastery of skills are attained before moving on to new, more difficult concepts.

**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:



1. We have high expectations for all of our students not just in learning, but in others areas also. (Respect, behavior, self-worth, morals, responsibility, etc.)  
 2. Instructional Technology has a computer or iPad in every student's hands to enhance their learning experiences and also teach needed life skills.  
 3. We purchased new ELA curriculum for teacher.  
 4. We provide Guided Reading/Math professional development for all elementary teachers.  
 3. Instructional programs are adequate for each grade level and pedagogy of each student.

Weaknesses:

1. Instructional materials: We have areas of the core curriculum that is in need of resource materials needed for adequate instruction and enhancement.  
 2. Support personnel for combined classrooms. Even though the classroom size is low, the ability to have two classes in the same classroom would be greatly impacted educational if an instructional paraprofessional was available for the core courses.

Indicate needs related to strengths and weaknesses:

1. Instructional materials: We have areas of the core curriculum that is in need of resource materials needed for adequate instruction and enhancement.  
 2. Support personnel for combined classrooms. Even though the classroom size is low, the ability to have two classes in the same classroom would be greatly impacted educational if an instructional paraprofessional was available for the core courses.

**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:

1. Staff preparation is a yearly process. Our teachers are attending professional development trainings in the summer to assist in their preparation for the following year.  
 2. Staff demographics are varied in our small school. We bring together a wide variety of resources for each other from our backgrounds of life and ethnicity.  
 3. School administrators are supportive of the learning environment and strives to maintain high expectations for our students and staff to live by.

Weaknesses:

1. Staff Specialist and other support staff--80% of our staff do not have a masters or specialist degree.  
 2. Certified Staff for all core courses-- Less than 10% of our staff are working on provisional certifications for core subject areas. Small rural schools have difficulty retaining certified staff at all times.

Indicate needs related to strengths and weaknesses:

1. Staff Specialist and other support staff--80% of our staff do not have a masters or specialist degree.  
 2. Certified Staff for all core courses-- Less than 10% of our staff are working on provisional certifications for core subject areas. Small rural schools have difficulty retaining certified staff at all times.

**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:

1. Support for special needs and the underserved is very prevalent in out school.  
 2. Health Services are provided by a local dentist that comes into the school for a week to provide needed dental care for our students.  
 3. Health Services are provided by a local physician to provide free physicals for our students who need them.  
 4. Health Services are provided by a local optometrist that comes in to provide vision screening and services for our students.  
 5. Health Services are provided by our full time LPN on staff for our student needs.

Weaknesses:

1. Parental Involvement---has improved this year, but turnout is still low.  
 2. Communications with parents needs to be more timely so they know what activities are involving their child/children.  
 3. Policy Involvement by parents and community. Communication could be the reason for a low turn out at meetings, but they do return our questionnaires and surveys.  
 4. Educating parents to be able to assist their child/children with their homework.

Indicate needs related to strengths and weaknesses:

1. Parental Involvement---has improved this year, but turnout is still low.  
 2. Communications with parents needs to be more timely so they know what activities are involving their child/children.  
 3. Policy Involvement by parents and community. Communication could be the reason for a low turn out at meetings, but they do return our questionnaires and surveys.  
 4. Educating parents to be able to assist their child/children with their homework.

**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:

1. School mission/vision: The Mission of Lutie R-VI School District is to empower students to be contributing citizens. The Lutie R-VI School District, working with the community, will provide quality educational opportunities. (Revised 2008 by the Lutie Board of Education.)
2. Average class size is small. This allows each teacher the ability to focus on the strengths and weaknesses of each student and specialize instruction for each one.
3. New administration that is supportive to the students, staff and families in the school.
4. Strong discipline policy and enforcement.

Weaknesses:

1. School Climate--is building. Many instructors are on an island and are not providing a united front to be involved in the community, school, and students. We are working at turning this around and we are seeing improvement in student and staff morale.

Indicate needs related to strengths and weaknesses:

1. School Climate--is building. Many instructors are on an island and are not providing a united front to be involved in the community, school, and students. We are working at turning this around and we are seeing improvement in student and staff morale.

### 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 instructional time for students identified as below grade level in the areas of Math/ELA. Students will be pulled from classroom and provided with 1:1 Instructional time to help close the learning gap. |
| 2 | Instructional materials be available for every core course and every course offered in the Lutie R-VI School District.   |
| 3 | Communications to parents, community and staff need to be more concise, timely, and informational.   |
| 4 | certified teachers teaching core courses and in every course offered in the Lutie R-VI School District.  |

Schoolwide Program [Hide](#)

### 4020 LUTIE 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	Jill Hand	
2	Teacher	Heath Treat	
3	Principal	Brenda Johnston	

  

Plan Development Meeting Dates			
	Meeting Date		
1		04/12/2024	

### 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	McKinney-Vento ▾	Kathalee Cole	Principal
2	Title II.A ▾	Kathalee Cole	Federal Programs Director
3	Title IV.A ▾	Kathalee Cole	Federal Programs Director
4	Spec. Ed. State and Local Funds ▾	Kathalee Cole	Federal Programs Director
5	Spec. Ed. Part B Entitlement ▾	Kathalee Cole	Special Education Director
6	State and Local Funds ▾	Kathalee Cole	Federal Programs Director

### 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 checked="" 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 checked="" 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 checked="" 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

We provide opportunities for all student to meet the Missouri Learning Standards by providing services to all students using different strategies, such as:

1. Push in services where we assist all students in learning.
2. Before and After School Tutoring services for all students to assist with their learning.
3. Homework Clinics to assist all parents/guardians of all students to assist in their learning.
4. Family Fun Nights at Grade Level to inform and assist all families with their child/children's learning.
5. Parent Resource Library for all parents/guardians to inform and assist all families with their child/children's learning.
6. Newsletters and informational pamphlets for all parents/guardians to inform and assist all families with their child/children's learning.

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

Description of how strategy/strategies will strengthen

Strategies will strengthen the academic program by:

1. Assisting at risk students and helping them become successful.
2. Familiarizing parents/guardians with the different standards and curriculum through handouts and meetings.
3. Providing assistance to parent/guardians that need a refresher on curriculum and standards that may give them problems when assisting their child/children with homework.
4. Working together as a team, the school, the teachers, parent/guardians, students.
5. Providing support to teachers and staff.
6. Modeling and showing families that an education is important through our activities we offer to families and students.

**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

Strategies will strengthen the academic program by:  
1. Assisting at risk students and helping them become successful.  
2. Familiarizing parents/guardians with the different standards and curriculum through handouts and meetings.  
3. Providing assistance to parent/guardians that need a refresher on curriculum and standards that may give them problems when assisting their child/children with homework.  
4. Working together as a team, the school, the teachers, parent/guardians, students.  
5. Providing support to teachers and staff.  
6. Modeling and showing families that an education is important through our activities we offer to families and students.  
7. Tiered Teaching and monitoring.  
8. Supplemental resources for the curriculum to enrich the learning standards.  
9. Additional support for all students.

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

Activities that will be administered to students that are at risk of not meeting the Missouri Learning Standards are the following:  
1. One-on-one individual teaching skills to the student.  
2. Small group push-in services to teach skills to students.  
3. Pull our small group services to teach skills to students.  
4. Before and After School Tutoring Services for students at risk.  
5. Homework Clinics to teach parents how to help their child/children with learning at home.  
6. Summer School services for at risk students.

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

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

Describe activities

Lutie R-VI has the following to recruit and retain effective teachers:

1. Pay teachers health insurance 100%.
2. Pay for a accidental life insurance for teachers and full time staff.
3. Teachers can build up to 100 sick days. If teacher leaves the district after 10 years, they can receive up to \$65.00 for each sick day they have.
4. Posting vacancies in a timely manner.
5. Competitive salary schedule.
6. Clear precise communication with applicants.

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

Describe activities

Strategies used for assisting preschool children in the transition from early childhood to local elementary programs are the following:

1. Assess each student every quarter to see where strengths and weakness are.
2. Provide opportunities for parents to utilize the resources of the Title One Parent Library in order to work on skills their children are needings.
3. Provide opportunities for parents to attend Homework Clinics, Title One Meetings, Informational meetings that are held, individual meetings, etc.
4. Provide a Preschool Family Fun Night, discuss standards of Preschool and Kindergarten.

### 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.

**District/LEA Comments**

**DESE Comments**

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