



District/LEA: 066-102 ELDON R-I Year: 2018-2019

Funding Application: ESEA Consolidated - School Level Plans - 4040 ELDON UPPER ELEM. Version: Initial Status: Disapproved/Open

- ▶ ePeGS Homepage
- ▼ Funding Application Menu
 - ▶ Current Funds Available
 - ▶ College and Career Readiness
 - ▶ Quality Schools
 - ▼ School Improvement
 - ▼ ESEA Consolidated
 - ▼ Budget Application
 - ▼ Initial
 - ▶ Funds Available
 - ▶ Title I.A BOA
 - ▶ Schoolwide Pool Funding
 - ▶ ESEA Consolidated Plan
 - ▶ Title I
 - ▶ Schoolwide Pool
 - ▶ Title I.C
 - ▶ Title I.D - LEA
 - ▶ Title II.A
 - ▶ Title III Immigrant
 - ▶ TITLE III - EL
 - ▶ Title IV.A
 - ▶ Title V.B
 - ▶ Administration Pool
 - ▶ Submittal and Approval
 - ▶ Payment Request
 - ▶ 9/30 Report
 - ▶ ESEA End-Of-Year Report
 - ▶ FER
 - ▶ ESEA MOE
- ▶ Report Menu
- ▶ Core Assurances
- ▶ DESE Web Application Menu
- ▶ Logon/Logoff

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

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 EL children. *Section 1116 (b)(1)*

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

Annually, a LEA Advisory committee made up of faculty representatives and parents selected by the respective schools meet to review and update the Eldon School District's parent involvement plan. The plan is then made available to parents through distribution at each local school's annual fall meeting as an attachment with the local school parent involvement plan. It is also available through the principal's office at each school, or upon request from the central office.

- 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 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

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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.

Eldon Elementary believes in involving parents in all aspects of its Title I program. We have parents on our Title I committee who were active participants in the development of the plan. Each year, the school wide plan, including the parental involvement policy, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and Title I committee to determine needed changes.

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.

Eldon Elementary believes in involving parents in all aspects of its Title I program. We have parents on our Title I committee who were active participants in the development of the plan. Each year, the school wide plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and Title I committee to determine needed changes.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure 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.

At the annual meeting of parents at the beginning of the school year; Eldon Elementary School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessments used to measure student progress. Parents will learn about our school's program and the following subjects taught: math, reading, science, social studies, language arts, and PE. They will learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. We will review the Eldon School

- 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 achievement 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

- Describes the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

Eldon Elementary School revises its school-parent compact in May of each year in consultation with our school wide advisory committee and any parental comments received by teachers throughout the year. All parents will be given a copy of the new compact through open house enrollment packets and sent home with students during the beginning of the school year. A copy will be maintained on the school website and new students will be given one at the time of enrollment. The compact will be explained to the parents, and they will be asked to sign the compact signifying their commitment to

- Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.

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- 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

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

- 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.

The school used I-ready information to give to parents which describes students progress and also what the student needs to do to improve. During parent teacher conference teachers describe the Missouri Learning Standards, MAP, and also the local assessments we utilize.

- 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.

During parent teacher conferences parents are given information about their students progress in reading and math. Within that information is also material on how to help their students improve in each area.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assist contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

The Wednesday before parent teacher conferences the building principal will work with the teachers on the best practices to communicate with parents.

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

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

At Upper Elementary parents are encouraged to attend Literacy Nights. We also have before and after school programs that are coordinator to help students meet their reading and math goals.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participat 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 (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of paren
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available : *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child c 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 parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and 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 program
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (*

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)*

Save

Comprehensive Needs Assessment [Hide](#)

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- Enrollment
- Grade level
- Ethnicity
- Attendance
- Mobility
- Socioeconomic status
- Discipline
- Limited English Proficiency

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

Strengths:

Consistent enrollment. Socioeconomic status is improving.

Weaknesses:

Mobility is still a concern for our students.

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

We need to work on transitioning our mobile student population into our culture of expectations.

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 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:

[Empty text box for other performance indicators]

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

Strengths:

ESEA Building Level Plans

Highest academic results in 10 years based on the MAP results.

Weaknesses:

Still need to improve the scores of our disadvantaged students.

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

Implement WONDERS communication arts curriculum to improve the academic scores of our disadvantaged students.

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:

Solid curriculum with appropriate technology and personnel.

Weaknesses:

New communications arts curriculum this year will need to be supported.

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

Implementation of WONDERS curriculum with fidelity.

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:

Quality staff that is certified in appropriate areas.

Weaknesses:

We do not have an assistant principal at this building.

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

Work with the intervention coordinator and assistant to the principal to help train up the next future leaders.

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:

Quality health services with dental screening and mental health therapist.

Weaknesses:

Need to continue to improve the health services for our students.

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

Work on notifying parents of our mental health therapist and our school case worker.

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:

Positive school climate noted from school surveys.

Weaknesses:

Class size is at 24-25 students per teacher.

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

watch enrollment and possibly hire additional teacher if class sizes rise above 25 per teacher.

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 an achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest 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	Implement the new WONDERS communication arts curriculum with fidelity.	Delete
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Add Save

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Schoolwide Program Plan [Hide](#)

SCHOOLWIDE PROGRAM PLAN

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

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

Federal Programs Plan Development	
Team Member	
Team Member Role	Team Member Name
Parent	Beth Krantz
Teacher	Beth Lawrence
Principal	Cody Kliethermes

Plan Development Meeting Dates (Indicate a meeting date for each plan)	
Meeting Date	
	03/15/2018

Add Team Member Add Meeting Date S

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
Select...		

Add Line S

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

The following strategies will be implemented to address prioritized school needs: (check all that apply)

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)	
<input checked="" type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input 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"/>
<input checked="" type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input 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"/>

ESEA Building Level Plans

<input checked="" type="checkbox"/> Communication Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input 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"/> 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"/> Other _____	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

Delivery of supplemental instruction services (check all that apply)

- Early Literacy
- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Reading Recovery
- Summer School
- Tutoring (before-or-after-school)
- Other

Instructional personnel	Teachers	Paraprofessionals	Others	
Supplemental Reading or English Language Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> D

Class size reduction

<input checked="" 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 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 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"/> 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

- 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

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

Description of how strategy/strategies will strengthen

Using I-ready students are able to improve their reading comprehension and math skills.

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

Using I-ready allows students who are advanced to move along at an accelerated rate.

Activities will (mark all that apply)

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

Description of how strategy/strategies will address

Before school tutoring allows students at risk to receive extra instruction through I-ready.

Activities will (mark all that apply)

Improve 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 workfo

- 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 ser

Professional development and other activities for teachers, paraprofessionals, and other school personnel to i and use of data

ESEA Building Level Plans

- Delivery of professional development services
- Instructional coach
- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

Our professional development will be focused on implementing the WONDERS curriculum.

- Activities to recruit and retain effective teachers, particularly in high need subjects**

Describe activities

We will hire current Eldon High School students that want to go into education to help with our summer school programs.

- Strategies for assisting preschool children in the transition from early childhood education programs to local programs**

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

- Title I.A (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
- State and Local Funds
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

Other State and local services, resources, and programs

- State and local funds
- 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

Save All ESEA Plan Home Print

District/LEA Comments

DESE Comments

Email: cheryl.pickett@dese.mo.gov

Current User: mdavis3

"Missouri public schools: the best choice...the best results!"