**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 COWGILL 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.

> Presentation and handout of policy at Back to School Night. If a student does not attend the handouts will be sent home on first day of school.
> Send email and paper copy of compact within the first two weeks of school.
> Parents will then email or send back with their student signed copies of compact.
> Share policy on the school website
> Parent surveys at the end of the year

☑ 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.

> Needs assessment surveys, parent input and feedback during the school year, parent/teacher conferences,  \and Title I Advisory meetings are sent home.

☑ 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.

> During this time, the Cowgill R-VI School District will host a parent input meeting to participate in roundtable discussions to review the school improvement plan, parent and family engagement policies, and school compacts and provide input on the family engagement budget and programs. The District will send a letter home, email, and text to parents notifying them about the date and time of the meeting. Invitations will also be available on the school website and social media page.
> The annual district survey may also provide parent input on using Title I funds to support family engagement programs. The survey will contain questions about the family engagement budget and a section for parents to comment on.

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.

> Cowgill R-VI School District will ensure that information related to the school and parent programs, meetings, and other activities is available to all parents in an understandable and uniform format. Parent notifications and resources will be sent home in Spanish (if needed) and to the extent practicable in other languages as the need arises. The school will use bilingual parent liaisons to assist and facilitate ELL parent involvement. The information posted on the district website will be translated as practicable. The district will also utilize school telephone systems, school websites, local news media, and other school message systems to post information for parents.

☑ 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.

> At our Back to School Night, parents are invited to interact with their child's teacher in a grade-level meeting environment to learn about the curriculum and assessments, specific grading criteria, and preferred ways of communicating with the teacher. Parents may make appointments for more in-depth, personalized conferences throughout the year.
> Parents will be informed regarding student behavior, academics, and progress through phone conversations, scheduled meetings, newsletters, conferences, formal letters, and educational communication apps.

☑ 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)*

```
• Provide a positive home environment (exercise, nutritious food, favorable
family time, and plenty of rest) to support and inspire my child to learn.
•Find time to read with my child, encouraging the use of various genres.
•Find time to talk with my child about school and current events.
• Ensure homework assignments are completed and respond if a teacher contacts
you.
•Insist that my child abide by the teacher's classroom discipline code and take
responsibility for their actions.
•Make sure my child attends school unless ill, arrives on time, and stays until
school is dismissed.
•Instill the idea that my child can be successful
```

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

```
•Teach necessary concepts to your child.
•Teach the individual needs and strengths of your child.
•Regularly communicate with you about your child's progress.
•Provide a safe, positive, and healthy learning environment for your child.
•Respect the cultural differences of my students and their families.
•Teach respect for the learning levels and styles of all students.
```

☑ 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.

```
Cowgill R-VI School District will provide informational meetings and workshops
for parents to learn about the state-adopted achievement standards and the
required assessments for Missouri students, including alternative assessment
forms. The school will determine and announce the dates and times for these
meetings and workshops. The dates and locations for these meetings and seminars
will be posted on the school's website, social media page, and newsletter.

Cowgill R-VI School District will provide parents with resources and materials,
including parent guides, study guides, and practice assessments, to help parents
work with their children at home.
```

☑ 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.

> Parent and family engagement strategies and activities are being implemented.
> Provide ongoing assistance and support via the Title I Program Director to
> satisfy parent and family engagement requirements. Consultants from the NWRPDC
> will lend their expertise to engage parents and families and share resources
> available to support them. Additionally, the district will convene a meeting in
> August/September for the Board of Education to review Parent and Family
> Engagement requirements and plan opportunities for Parent and Family Engagement
> activities and meetings for the following year.

☑ 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.

> Cowgill R-VI will provide professional development opportunities for teachers and
> staff to enhance their understanding of active parent involvement strategies
> through the NWRPDC and relevant book studies and workshops.

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.

> Parents will receive information regularly through weekly expectation charts,
> grade level curriculum nights, Parent Resource Center, monthly newsletter, social
> media, school website forms, parent/student portal, and quarterly report cards.
> Parents' questions and concerns will be addressed anytime throughout the year.

☑ 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.

- [x] Parent and family members with disabilities.
- [x] Parent and family members of migratory children.

- [x] Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

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**Comprehensive Needs Assessment**  **Hide**

## 4020 COWGILL ELEM.

## COMPREHENSIVE NEEDS ASSESSMENT (school level)
*Section 1114(b)(6)*

- [x] A comprehensive needs assessment of the entire school has been conducted.

- [x] The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

4/5/2023

### NEEDS ASSESSMENT: SCHOOL PROFILE

**Student Demographics**

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

- [x] Enrollment (Required)
- [x] Grade level (Required)
- [x] Ethnicity (Required)
- [x] Attendance (Required)
- [x] Mobility (Required)
- [x] Socioeconomic status (Required)
- [x] Discipline (Required)
- [x] Limited English Proficiency (Required)

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

Strengths:

Cowgill RVI attendance rates have remained above the State average, and
discipline referrals are low. The climate in the building is conducive to change,
and parents and the community support efforts toward improvement, as demonstrated
by their voluntary support and surveys.

Weaknesses:

Cowgill R-VI has a Free or Reduced Lunch Rate of 68.67 percent, and we experience
a high rate of transient students.  Attendance levels dropped to 92.7 % this year
because a small percentage of the District's families do not see the importance
of regular attendance as a necessary success factor for their students.  Due to
our enrollment, we have combined grade levels.

Indicate needs related to strengths and weaknesses:

Keep providing resources for our socioeconomic community.

**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:

> Our I-Ready and MAP data showed that most upper students read at or above grade level. Student and subgroup achievement on the MAP Performance Index (MPI) indicates that our ELA growth and Math Growth are above average.

Weaknesses:

> We have a higher number of students who need help with phonics and the segmentation of words.  In math, we see students struggle with describing how they solve problems and being successful with word problems.

Indicate needs related to strengths and weaknesses:

> The reoccurring themes in grades K to 8th were Numbers and Operations in Base Ten, knowledge of math facts, explaining problem-solving strategies, disparities in writing to different genres, strategic thinking, conventions, spelling, and phonics, and recognizing word patterns.
>
> The use of a schoolwide comprehensive core math program provides a pedagogy that reflects the keystones of mathematical learning that empowers students:
>
> Foster students' conceptual understanding and skill development with a cohesive grouping of lessons, explicit instruction, and guided and independent practice Strengthen students' metacognitive development and promote learning with abundant real-world problem-solving and applications related to STEAM.
> Harness innovative support for teaching and learning with embedded professional development, robust digital tools, and a comprehensive assessment plan.

**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:

> Cowgill RVI uses instructional strategies that will follow the methodology of guided curriculum instruction. In math, problem-solving is emphasized, with students exploring mathematical approaches and explaining mathematical reasoning. In reading, the focus is on using proven strategies for guided reading and phonics instruction and exploration into cross-curricular activities.

Weaknesses:

According to our I-Ready Learning data, students struggled with phonics, capitalization, and punctuation. Writing across the curriculum is challenging to implement, and students are often not developmentally ready for these abstract concepts when they are still becoming readers. Students also needed help with reading and comprehending Informational Text.

Indicate needs related to strengths and weaknesses:

 Use the Making Meaning Program to teach students comprehension and self-monitoring strategies proficient readers use to make sense of the text. Vocabulary lessons combine direct instruction in word meanings with engaging activities that teach high-utility words. Also, use the time during small group and the Words Their Way Literacy Program to incorporate sentence writing practice using sight words and spelling patterns. Utilize SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) as a research-based foundational skills program to help new and struggling readers in grades K-8 build skills and confidence for fluent, independent reading.

Build Foundational Skills for Young Readers with Magnetic Reading and Writing K-5 program.

## High Quality Professional Staff

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

- ✅ Staff preparation
- ✅ Core courses taught by appropriately certified teachers
- ✅ Staff specialists and other support staff
- ✅ Staff demographics
- ✅ School administrators

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

Strengths:

 The Cowgill R-VI administration and classroom teachers are all certified. The staff is a good blend of veteran and lesser experienced teachers. We have a.2 school nurse and .2 SEL instructor.
-
Professional development is a priority at Cowgill R-VI. We use common planning time as needed for teachers to meet and go over the concerns and needs of students.   We utilize one Friday a month for in-service meetings. Teachers regularly receive workshops, tips, and resources to develop their skills.

Weaknesses:

Our current enrollment and budget restrictions only allow the District to employ Title Teachers paid with local funding.

Indicate needs related to strengths and weaknesses:

Continually find ways to retain and recruit high-quality professional 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:

Cowgill RVI has seen a significant increase in family and community engagement over the last year, as evidenced by the attendance of family programs, conferences, and social media visits. The parents, teachers, and staff value the children of this community and hold their social, emotional, and educational success as a high priority. We have robust communication systems involving what is happening in our school, and parents and community members are encouraged to attend.

Weaknesses:

Due to our rural setting, it is hard to coordinate programs for all community members and parents for various meetings and sessions.

Indicate needs related to strengths and weaknesses:

Cowgill RVI  will continue improving their family community and engagement skills by attending workshops and book studies that offer these strategies.

**School Context and Organization**

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

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

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

Strengths:

Our vision aligns with our educational setting, which animates our new mission and values; our average class size is ten students, allowing for a comprehensive academic program.  Staff, students, and parents were given surveys to indicate trust and mutual respect.  The administration and the local school board continually monitor our management and governance.  Student discipline is minimal due to the clear expectations outlined in our discipline policies.  Cowgill RVI continues to grow in academics, social and emotional intelligence, and communication.

Weaknesses:

While we have small class sizes, the classes are combined with two class levels requiring the teachers to receive more support regarding desegregating duties and responsibilities.

Indicate needs related to strengths and weaknesses:

While we have small class sizes, the classes are combined with two class levels requiring the teachers to receive more support regarding desegregating duties and responsibilities.

## 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 | Improve ELA/Math proficiency rates. |
|---|---|
| 2 | Leadership<br>Engage, reflect upon, and apply learning provided by MLDS<br>Recognizing and developing excellent instruction<br>Making time for instructional leadership |
| 3 | Effective Teaching and Learning:<br>collect and analyze student learning data<br>learn research-based teaching practices to support student<br>learning needs<br>    (Differentiation)<br>Increase student engagement in understanding where they are in<br>their learning. |
| 4 | Improve the alignment of standards curriculum and assessments<br>Vertical alignment of standards<br>Evaluate units of study to guide instruction<br>Assessment alignment with Missouri Learning Standards needs to be<br>evaluated. |
| 5 | We need to maintain and grow our school culture and collaborative<br>processes.<br>a. We need to display and communicate the school mission to all<br>stakeholders actively<br>. We need to actively display and communicate the school vision<br>to all stakeholders.<br>c. Teachers need to collaborate on professional development<br>d. Teachers need to collaborate by bringing classes together to<br>do multi-age learning<br>                activities. |

**Schoolwide Program**  Hide

### 4020 COWGILL 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)*

## 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

**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 | ☐ Math | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐<br>11 ☐ 12 ☐ | |
| 2 | ☐ Reading | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐<br>11 ☐ 12 ☐ | |
| 3 | ☐ English Language Arts | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐<br>11 ☐ 12 ☐ | |
| 4 | ☐ Science | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐<br>11 ☐ 12 ☐ | |
| 5 | ☐ Other | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐<br>11 ☐ 12 ☐ | |

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

[text box]

| Instructional personnel | | | | |
|---|---|---|---|---|
| | Teachers | Paraprofessionals | Others | |
| Supplemental Reading | ☐ | ☐ | | |
| Supplemental English Language Arts | ☐ | ☐ | | |
| Supplemental Mathematics | ☐ | ☐ | | |
| Supplemental Science | ☐ | ☐ | | |
| 1 Other [text box] | ☐ | ☐ | ☐ | |

☐ **Class size reduction**

| ☐ Grade Levels | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ |
|---|---|
| ☐ Reading Instruction Only | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ |
| ☐ Math Instruction Only | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ |

☐ **Professional Learning Communities**
☑ **Schoolwide Positive Behavior Support**
☐ **Response to Intervention**
☐ **Other**

[text box]

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

```
Improve the alignment of standards, curriculum, and assessments:
Vertical alignment of standards
Evaluate units of study to guide instruction
We need to evaluate assessment alignment to Missouri Learning Standards.
```

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

Description of how strategy/strategies will strengthen

```
Effective Teaching and Learning:
collect and analyze student learning data
learn research-based teaching practices to support student learning needs
     (Differentiation)
Increase student engagement in understanding where they are in their learning.
```

☑ Increase the amount of learning time

- ☐ Extended school year

☑ Before-and/or after-school programs

☐ Summer program

☐ Other

> [text box]

☑ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

> Cowgill R-VI  will help provide an enriched and accelerated curriculum by
> increasing the amount and quality of learning time:
> -Eliminate combined classroom instruction for 5th through 8th grade in math and
> ELA.
> -Staff collaboration and planning time to strengthen teacher practice.
>
>  LEA will provide teacher support, mentoring, co-planning, co-teaching, and best
> practices.
> - Teachers will participate in bi-weekly collaborative learning team meetings for
> Language Arts, Math, and Special Education. Teams will plan for instruction
> within these meetings, create common assessments, review and analyze assessment
> data, and then plan for intervention or enrichment in math and language arts.
> -Job-embedded Professional Development (PD)

---

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

> Cowgill R-VI will address the needs of all children in the school, but
> particularly the needs of those at risk of not meeting the Missouri Learning
> Standards by offering:
>  1. Implementation of a schoolwide tiered model to prevent and address problem
> behavior and early intervening services, coordinated with similar activities and
> services carried out under the Individuals with Disabilities Education Act (20
> U.S.C. 1400 et seq.);
>
> 2. Professional development and other activities for teachers, paraprofessionals,
> and other school personnel to improve instruction and use of data from academic
> assessments and recruit and retain effective teachers, particularly in high-need
> subjects.

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

   > [text box]

☐ **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

      > [text box]

☑ **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

> Job-embedded high-quality professional development is provided in various ways to support learning:  Formative Assessment, Pyramid Response to Intervention, Vertical Articulation of Student Learning Expectations, and Positive Behavior Support (PBIS) training. We will continue working on explicit instruction, formative assessment, analysis of student work, student goal setting, self-reflection, differentiated instruction, and teachers as leaders. Members of the Cowgill R-VI teaching staff have the opportunity to attend additional in-services and workshops.

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

    Describe activities

> Cowgill R-VI posts openings on MOteaching, attends college placement days and seeks out potential candidates through professional contacts when openings are available. When aide positions are sought, ads indicate the need for a minimum of 60 hours of college coursework. Cowgill-R-VI provides:
> A salary schedule that rewards years of experience.
> Commitment to the district.
> They are furthering their education by paying for testing and certification fees. If necessary, the district covers all professional development expenses, including travel and lodging. Cowgill R-VI  also offers a stipend plan to reward those teachers who put forth the effort to improve student academic learning beyond the scope of their contracted hours.

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

    Describe activities

> Cowgill-R-VI provides a 1/2 day preschool program for 3-, 4-, and 5-year-olds, parent/family activities, kindergarten meetings with preschool parents, kindergarten readiness, and registration.  Cowgill R-VI also coordinates and integrates strategies with other programs such as First Steps and PAT.

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## SCHOOLWIDE POOL FUNDING

*Section 1114 (b)(7)(B)*

☐ Funds for this program will be consolidated with other State, local and Federal programs.

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

☐ Title I.A (required)

☐ State and Local Funds (required)

☐ Title I School Improvement (a)

☐ Title I.C Migrant

☐ Title I.D Delinquent

☐ Title II.A

- ☐ Title III EL
- ☐ Title III Immigrant
- ☐ Title IV.A
- ☐ Title V.B
- ☐ School Improvement Grant (g) (SIG)
- ☐ Spec. Ed. State and Local Funds
- ☐ Spec. Ed. Part B Entitlement
- ☐ Perkins Basic Grant - Postsecondary
- ☐ Perkins Basic Grant - Secondary
- ☐ Workforce Innovation and Opportunity Act
- ☐ Head Start
- ☐ McKinney-Vento
- ☐ Adult Education and Family Literacy
- ☐ Others

**PARENT COMMENTS** *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- 🔘 Yes
- ⚪ No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

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**District/LEA Comments**

**DESE Comments**