

Required/ Optional	Complete d/Perform ed Y/N	Assurance	Description Stem Statement	Description/Explanation	
<b>SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY</b>					
Required	Y	The 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.	Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.	The school works with parents at the beginning of the year during the Annual Meeting before October 1st to develop a parent and family engagement policy. This policy is reviewed again at the end of the year during the Annual Evaluation meeting by May 10th to make any necessary revisions. This policy is developed collaboratively with parents.	
Required	Y	Parents are notified of the policy in an understandable and uniform format.			
Required	Y	The school parent and family engagement policy is provided in a language the parents			
<b>Policy Involvement</b>					
Required	Y	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.			
Required	Y	The agenda reflects that the purpose of the meeting is	to inform parents of their school's participation in the Title I.A program		
	Y		to explain the requirements of Title I.A		
			to explain the right of parents to be involved		
Required	Y	The school offers a flexible number of meetings.			
Required (at least one of the options must be selected).	N	Using Title I.A funds, to promote parental involvement the school provides	(Check all that apply; must be at least one) Transportation		
	N		Child Care		
	N		Home visits		
	Y		Funds will not be utilized for these purposes		

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		The school involves parents in an organized, ongoing, and timely way:			
Required	Y	In the planning, review, and improvement of the Title I.A Schoolwide program plan in the school.	Describe how parents are involved in the planning, review, and improvement of the Title I.A Schoolwide program plan in the school.	Parents are involved in the beginning of year annual meeting, where engagement policy, involvement activities and compact are developed and discussed. Parent feedback and planning ideas are collected throughout the year from surveys at each event or activity. This feedback is analyzed with parents at the annual evaluation meeting in the spring. Parents meet with Title I staff and Principal to have input in the review of the Schoolwide program plan.	
Required	Y	In the planning, review, and improvement of the school parent and family engagement policy.	Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.	Parents are involved in the beginning of year annual meeting, where engagement policy, involvement activities and compact are developed and discussed. Parent feedback and planning ideas are collected throughout the year from surveys at each event or activity. This feedback is analyzed with parents at the annual evaluation meeting in the spring.	
		The school provides parents of participating children:			
Required	Y	Timely information about the Title I.A programs.	Describe plans to provide information about the Title I.A programs.	Parents are informed at the beginning of the year at open house and again at the annual meeting before October 1st regarding Title 1 participation.	
Required	Y	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.	Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.	Parent involvement activities focus on helping parents understand the curriculum and assessments in which their child participates. Additionally, parent teacher conferences twice a year, student support team meetings and assessment results are used to help explain.	
Required	Y	Opportunities, as appropriate, to participate in decisions relating to the education of their children.			
Required	Y	Responses to their suggestions as soon as possible.			

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<b>Shared Responsibility for High Student Achievement</b>					
		<b>School-Parent Compact</b>			
		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.			
Required	Y	The school jointly develops with parents of Title I.A served children the school-parent compact.			
Required	Y	The school-parent compact will	Describe the ways in which all parents will be responsible for supporting their children's learning.	Parents will be responsible by monitoring progress, supervising homework completion, reading at home nightly, staying informed about child's education, and making sure child attends regularly.	
Required	Y	The school-parent compact will	Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.	The school's responsibility is to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the Missouri Learning Standards. Also, meaningful homework should be assigned with clear directions and it should be returned with comments promptly as feedback to instruction. This feedback should be utilized to guide instruction and to support individual students with their specific needs to aid their success.	
Required	Y	Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum			
Required	Y	Conducting parent-teacher conferences at least annually, during which the compact shall be discussed			
Required	Y	Issuing frequent reports to parents on their children's progress			

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Required	Y	Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities			
Required	Y	Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand			
<b>Building Capacity for Involvement</b>					
		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			
Required	Y	Provides assistance to parents, as appropriate, in understanding <ul style="list-style-type: none"> <li>o the Missouri Learning Standards,</li> <li>o the Missouri Assessment Program,</li> <li>o local assessments,</li> <li>o how to monitor a child's progress, and</li> <li>o how to work with educators to improve the achievement of their children.</li> </ul>	Describe plans to provide assistance.	Parent/teacher conferences and parent involvement activities will focus on helping parents understand the curriculum and assessments in which their child participates.	
Required	Y	Provides materials and training to help parents work with their children to improve achievement.	Describe plans to provide materials and training.	Parent involvement activities will focus on helping parents understand the curriculum and assessments in which their child participates. Materials will be sent home with parents to continue support at home after utilizing during involvement activities.	
Required	Y	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.	Describe plans to educate school personnel regarding working with parents.	LEA met with all Title I staff to discuss the intent and expectations of parent involvement. Principals are held accountable to hold staff to an expectation of two-way communication. Rule of thumb= communicate with EVERY parent the way YOU would want to be communicated with	

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		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			
Required	Y	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.	Describe plans to coordinate and integrate.	At Lawson, teachers are screening incoming kindergarteners in the spring and sharing that information with parents. Details about our Title 1 preschool and in Parents as Teachers program in the district will be passed on to parents at this time to encourage participation of younger siblings.	
Required	Y	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.			
Required	Y	Provides reasonable support for parental involvement activities under this section as parents may request.			
<b>Optional additional assurances</b>					
		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)	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.		
Optional		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.			
Optional		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.			
Optional		Trains parents to enhance the involvement of other parents.			

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Optional		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.			
Optional		May adopt and implement model approaches to improving parental involvement.			
Optional		Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.			
Optional		May develop appropriate roles for community-based organizations and businesses in parent involvement activities.			
<b>Accessibility</b>					
		In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,			
Required (All three boxes must be checked)	Y	Provides opportunities for the informed participation of parents and family members, including:	Parent and family members who have limited English proficiency.		
	Y		Parent and family members with disabilities.		
	Y		Parent and family members of migratory children.		
Required	Y	Provides information and school reports in a format and, in a language parents understand.			
<b>COMPREHENSIVE NEEDS ASSESSMENT</b>					
Required	Y	A comprehensive needs assessment of the entire school has been conducted.			
Required	Y	The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.			
Required	Y	Date of Needs Assessment	Enter date	March 21, 2022	
	Y	The following data regarding student demographics has been collected, retained, and analyzed:	Enrollment		

Required/ Optional	Complete d/Perform ed Y/N	Assurance	Description Stem Statement	Description/Explanation	
Required (all must be checked)	Y		Grade level	No Need to Complete. We will pull from Needs Assessment.	
	Y		Ethnicity		
	Y		Attendance		
	Y		Mobility		
	Y		Socioeconomic status		
	Y		Discipline		
	Y		Limited English Proficiency		
Required	Y	Summarize the analysis of data regarding student demographics:	Strengths:		
Required	Y	Summarize the analysis of data regarding student demographics:	Weaknesses:		
Required	Y	Summarize the analysis of data regarding student demographics:	Indicate needs related to strengths and weaknesses:		
Student Achievement					
Required	Y	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)	No Need to Complete. We will pull from Needs Assessment.	
Required	Y		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)		
Required	Y	i-Ready, Behavior, Attendance	Other performance indicators used in analysis (if checked, text response required)		
Required	Y		Strengths:		
Required	Y	Summarize the analysis of data regarding student achievement:	Weaknesses:		
Required	Y		Indicate needs related to strengths and weaknesses:		
Curriculum and Instruction					

Required/ Optional	Complete d/Perform ed Y/N	Assurance	Description Stem Statement	Description/Explanation
		Data has been collected, retained, and analyzed regarding each of the following factors of curriculum and instruction at the school:		
Required (must check all)	Y		Learning expectations	No Need to Complete. We will pull from Needs Assessment Other
	Y		Instructional program	
	Y		Instructional materials	
	Y		Instructional technology	
	Y		Support personnel	
Y	Y	Summarize the analysis of data regarding curriculum and instruction:	Strengths:	
Y	Y		Weaknesses:	
Y	Y		Indicate needs related to strengths and weaknesses:	
<b>High Quality Professional Staff</b>				
		Data has been collected, retained, and analyzed regarding each of the following factors of a high quality professional staff:		
Required (must check all)	Y		Staff preparation	No Need to Complete. Will pull from Needs Assessment Other.
	Y		Core courses taught by appropriately certified teachers	
	Y		Staff specialists and other support staff	
	Y		Staff demographics	
	Y		School administrators	
	Y		Strengths:	
	Y	Summarize the analysis of data regarding high quality professional staff:	Weaknesses:	
	Y		Indicate needs related to strengths and weaknesses:	
<b>Family and Community Engagement</b>				
		Data has been collected, retained, and analyzed regarding each of the following factors of family and community engagement at the school:		
	Y		Parental involvement	



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Required (must check all)	Y		Communication with parents	No Need to Complete. Will Pull from Needs Assessment Other.
	Y		Policy Involvement	
	Y		Parent education	
	Y		Support for special needs and underserved	
	Y		Health services	
	Y		Strengths:	
	Y	Summarize the analysis of data regarding family and community engagement:	Weaknesses:	
	Y		Indicate needs related to strengths and weaknesses:	
<b>School Context and Organization</b>				
		Data has been collected, retained, and analyzed regarding each of the following factors of school context and organization at the school		
Required (must check all boxes)	Y		School mission/vision	No Need to Complete. Will Pull from Needs Assesment Other.
	Y		Average class size	
	Y		School climate	
	Y		Manaement and governance	
	Y		Student discipline policy	
	Y		Strengths:	
	Y	Summarize the analysis of data regarding school context and organization:	Weaknesses:	
	Y		Indicate needs related to strengths and weaknesses:	
<b>NEEDS ASSESSMENT: IDENTIFYING PRIORITIES</b>				
Required	Y	List, in order of priority, three critical needs identified in the school profile.	Priority 1	Increase literacy support in the area of phonics for K-1
Required	Y		Priority 2	Increase literacy support in the area of vocabulary for grades 2-5
Required	Y		Priority 3	To be more proactive with behavior incidents we will maintain a full-time Behavior Interventionist
<b>SCHOOLWIDE PROGRAM</b>				

Required/ Optional	Complete d/Perform ed Y/N	Assurance	Description Stem Statement	Description/Explanation	
		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.	Add lines as needed		
Required	Y	Parent (required)	Enter Team Member Name	Katie Mueller	
Required	Y	Parent (required)	Enter Team Member Name	Jackie Vazquez	
Required	Y	Teacher (required) - Include classroom teachers, in addition to Title teachers. Ideally, include Sped or ELL, also.	Enter Team Member Name	Dawn Webster	
Required	Y	Teacher (required) - Include classroom teachers, in addition to Title teachers. Ideally, include Sped or ELL, also.	Enter Team Member Name	Sharon Fennewald (Reading Specialist) & Brandi Schwartz (Reading Interventionist)	
Required	Y	Principal (required)	Enter Team Member Name	Patricia Tavenner	
Optional		Paraprofessionals	Enter Team Member Name	Jennifer Bond	
		Student	Enter Team Member Name	Charli Bond	
		LEA Representative	Enter Team Member Name & Title	Jordan Fisher	
		Other School Leaders	Enter Team Member Name & Title		
		Other Administrators	Enter Team Member Name & Title	Renee Albert (Admin. Intern)	
		Other School Personnel	Enter Team Member Name & Title	Melissa Rizner (Instructional Coach)	
		Specialized Instructional Support Personnel	Enter Team Member Name & Title	Becci Mims (Behavior Interventionist)	
		Technical Assistance Providers	Enter Team Member Name & Title		
		School Staff	Enter Team Member Name & Title		
		Other (describe)	Enter Team Member Name & Title		
Required	Y	Plan Development Meeting Dates	Enter Meeting Dates	4/4/2022	
Coordination With Other Federal, State, and Local Programs					
		This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.			
Required	Y	Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs Plan			
		Title I School Improvement (a)	Enter Program Representative and		

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		Title II.A	Enter Program Representative and Role	Stacey Gregory-Angell Literacy Trainer; Hilary Brondel - Math Trainer
		Title III EL	Enter Program Representative and Role	Natalie Mendez, ELL Teacher M. Scott, ELL Teacher
		Title III Immigrant	Enter Program Representative and Role	
		Title IV.A	Enter Program Representative and Role	Kelsey Chrisman - Healthy Schools Coordinator
		Title V.B	Enter Program Representative and Role	
		State and Local Funds	Enter Program Representative and Role	
		McKinney Vento Homeless	Enter Program Representative and Role	
		Spec. Ed State and Local Funds	Enter Program Representative and Role	
STRATEGIES TO ADDRESS SCHOOL NEEDS				
Required	Y	The following strategies will be implemented to address prioritized school needs:		
Required		<b>Supplemental instruction - Select subject areas and list grade levels to be served (mark all that apply). Only list the subjects you are planning to provide supplemental instruction (e.g. reading, behavior/social skill groups).</b>		
	N	Math	List Grade Levels:	N/A
	Y	Reading	List Grade Levels:	K-5
	Y	English Language Arts	List Grade Levels:	K-5
	N	Science	List Grade Levels:	N/A
	N	Other (describe)	List Grade Levels:	N/A
		Delivery of Title I funded supplemental instruction services		
	N	Preschool		
	Y	Pull out/resource classroom		

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A minimum of one item must be selected.	N	Push in/regular classroom			District funded. Dot
	Y (Title 1)	Summer School			
	Y	Tutoring (before-or-after-school)			
	N	Other (describe)			
		Instructional personnel			
Required if funding one of the listed personnel.	Y	Supplemental Reading	List Teacher, Paraprofession or Other	Sharon Fennewald	
	Y	Supplemental ELA	List Teacher, Paraprofession or Other	Autumn Parker	
	N	Supplemental Math	List Teacher, Paraprofession or Other	N/A	
	N	Supplemental Science	List Teacher, Paraprofession or Other	N/A	
	Y	Other (describe)	List Teacher, Paraprofession or Other	Rebecca Mims (Behavior Interventionist)	
		Class size reduction			
		Reading Instruction Only (if a reading specialist is providing instruction to half a class while the regular teacher would be providing reading instruction to the other half).	List Grade Levels		
	N	Math Instruction Only (if funding a Title I math specialist)	List Grade Levels	N/A	
Required if using as a schoolwide improvement strategy.	Y	Professional Learning Communities			
	Y	Schoolwide Positive Behavior Support			
	Y	Response to Intervention			
	Y	Other	Describe	5-Step Data Teams Process	
		<b>The strategies will (mark all that apply)</b>			
	Y	Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.	Description of how strategy/strategies will provide	Support will include both small and large group instruction.	

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Select all that apply		Use methods and instructional strategies that strengthen the academic program in the school.	Description of how strategy/strategies will strengthen	Guided Reading groups will be designed to deliver instruction in ability level ranges. Reading Specialist/Interventionist will provide small group instruction and professional development to classroom teachers.	
	Y	Increase the amount of learning time			
	Y	Extended school year			
	Y	Before-and/or after-school programs			
	Y	Summer program			
	N	Other (response required)			
	N	Help provide an enriched and accelerated curriculum	If applicable, description of how strategy will provide	N/A	
		Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply lines 182 - XXX on original template)			
Required	Y	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	Teachers will provide tiered support in reading, meeting student needs individually will help them meet the MLS. Literacy Interventionist will provide small group instruction.	
Mark, if applicable If above is marked, a minimum of one of the following must also be marked	Y	Improving students' skills outside the academic subject areas			
	Y	Counseling			
	Y	School-based mental health programs			
	Y	Specialized instructional support services			
	Y	Mentoring services			
	N	Other (describe)		N/A	
Mark, if applicable	Y	Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services			

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Mark, if applicable	Y	Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data			
If above is marked, a minimum of one of the following must also be marked.	Y	Delivery of professional development services			
	Y	Instructional coach			
	Y	Teaching methods coach			
	N	Third-party contract			
	N	Other (describe)			
Mark, if applicable	Y	Professional development activities that address the prioritized needs	Describe activities	Data Teams; Trauma-Informed; Literacy and Math PD; Literacy/Math Cadres	
Mark, if applicable	N/A	Recruiting and retaining effective teachers, particularly in high need subjects	Describe activities	N/A	
Mark, if applicable	N/A	Assisting preschool children in the transition from early childhood education programs to local elementary school programs	Describe activities	N/A	
Parent comments					
Required	Y	The Title I.A Schoolwide Plan is satisfactory to parents of participating students.	Yes/No	Yes	
Required if the line above = No	N/A	If the plan is not satisfactory to parents of participating students, please provided any applicable parent comments		N/A	