

District/LEA: 072-073 GIDEON 37 Year: 2020-2021

Funding Application: Plan - General Provisions Version: Initial Status: Returned to LEA

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

CONSOLIDATED FEDERAL PROGRAMS PLAN DEVELOPMENT

This plan has been formulated, as appropriate, in coordination under this Act.
Section 1112(a)(1)(B)

Participating (funded) programs under ESEA:

- Title I.A Section 1112
- Title II.A Section 2102
- Title IV.A Section 4106

The Consolidated Federal Programs Plan is developed with timely and meaningful consultation, including participation of the following team members
Sections 1112(a)(1)(A), 1114(b)(2), 2102(b)(3)(A) and 4106(c)(1), Section 8305

Federal Programs Plan Development								
Team Member		Participant in program planning for: (mark each plan team member participated in)						
Team Member Role	Team Member Name	Title I.A	Title I.C	Title I.D	Title II.A	Title III-EL	Title III-IMM	Title IV.A
1 Parent	Kristie Hewitt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Teacher	Erin Smith	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Principal	Mark Pickard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Planning and Review Meeting Dates (Indicate a meeting date for each plan)								
Meeting Date	Title I.A	Title I.C	Title I.D	Title II.A	Title III-EL	Title III-IMM	Title IV.A	
05/11/2020	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs		
Federal Titles/Acts	Program Representative	Representative Role
State and Local Funds <input type="checkbox"/>	James Breece	Superintendent

District/LEA Comments

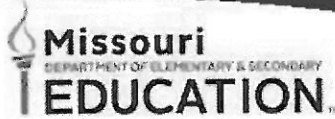
DESE Comments

Email: emilea.edmondson@dese.mo.gov

Current User: dcrafton

Improving Lives through Education

Ver.



District/LEA: 072-073 GIDEON 37 Year: 2020-2021

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

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

LEA PARENT AND FAMILY ENGAGEMENT

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

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

LEA Parent and Family Engagement Policy

Policy Development

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

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

The LEA recognize the essential role of parental involvement in the process of planning and providing input and insight to provide the best possible services and programs. Therefore, the LEA will arrange meetings to provide opportunities for parents to become involved in the design and implementation of the program through meetings and surveys conducted throughout the year.

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

The parent and family engagement policy is on-going. An open discussion will be included in the second Advisory Council meeting to review and revise the plan.

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

The LEA distributes a PARENT-SCHOOL-STUDENT Compact to the parents in a Back-to-School packet on the first day of school. The Compact and Parent and Family Engagement Policy is also posted on the District website within the District Handbook.

Plan Development

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

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

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

The LEA involves parents and family members in jointly developing the LEA plan through meetings and events scheduled throughout the year.

Check all that apply:

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

Capacity Building

The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*

Describe coordination, technical assistance, and other support

Local businesses are invited to attend meetings and information is distributed to the businesses via flyers and social media.

Coordination & Integration

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

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

ESEA

- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)

Other Acts

- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- State and Local Funds
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

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

Through meetings and events, the LEA will encourage two-way communication fostering educational support for students and families.

Annual Evaluation

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

Describe annual evaluation

Title I Parent Survey/Program Evaluation will be distributed in the Spring of each year to evaluate the effectiveness of the activities and programs provided to the students and families.

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

Barriers to greater participation by parents of participating children (with particular attention to

- parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Describe method(s) for identifying barriers

Barriers to greater participation are identified through meetings at parent/teacher conferences during discussions with the teachers, through feedback/comments on student permission slips, and surveys conducted throughout the year.

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

Describe method(s) for identifying needs

Teachers will be available to meet with parents throughout the year to discuss student progress and offer suggestions to parents for encouraging and assisting their children at home. Title I Parent Survey/Program Evaluation will be distributed annually to gain better understanding of the effectiveness of the programs and activities.

- Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

The Gideon School District will promote parental involvement and participation in promoting the social, emotional, and academic growth of all children by hosting an introductory meeting will be held shortly after the start of each school year in order to explain the program and encourage support and participation. Timely information about programs and meetings will be provided in order for the parents to have an opportunity to participate and offer suggestions in a more effective manner. Information will be provided throughout the year to encourage, assist, and train parents in ways to help children at home. Recognition programs will honor and display student accomplishments in academics and collaboration on student/parent accomplishments. Recognition will be given to parents who make an outstanding effort to monitor, volunteer and participate in their child's education.

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

District/LEA Comments

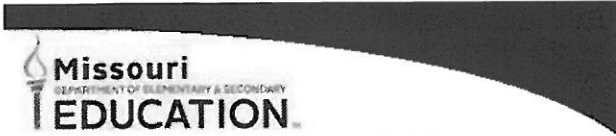
DESE Comments

Email: emilea.edmondson@dese.mo.gov

Current User: dcrafton

Improving Lives through Education

Ver.



District/LEA: 072-073 GIDEON 37 Year: 2020-2021

Funding Application: Plan - Title I.A LEA Version: Initial Status: Returned to LEA

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

Title I.A LEA

INTRODUCTION

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

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

Section 1112 (a)(3)

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

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

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

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

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

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

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

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

Schoolwide Program Buildings Section 1112 (b)(5)

School	Category
4020 GIDEON ELEM.	ELEMENTARY

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

The Gideon School District has procedures and guidelines in place to quickly identify and address students who may be at risk for academic failure using a data based system with set state criteria for identification. Enrollment applications also pertain identification questions for Homeless and Migrant/ELL students.

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

- Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards (5)
- Title I.A Funded Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

Subject areas and grade levels to be served (mark all that apply)		
Subject area(s) reported here should match staff reported on the Supporting Data page		
<input type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
<input checked="" type="checkbox"/> Reading	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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
<input checked="" type="checkbox"/> Communication 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 checked="" type="checkbox"/> 8 <input checked="" 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 <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	

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

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

Preschool Program (mark all that apply)

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

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

Title I.A Funded Preschool Personnel

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

Title I.A Funded Preschool Services

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

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

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

Describe activities to support, coordinate, and integrate:

The preschool program will be offered during the regular school year. The preschool will be a five day program. Transportation will be provided. Children must be four years old by July 31st of each new school year. The preschool teacher will participate in highly qualified professional development, Project Construct, to obtain the skills and knowledge to support learning. Materials and supplies will be secured to fully support the preschool program.

Describe transition activities:

A comprehensive preschool program will be utilized to meet the academic needs and prepare them for the skills and knowledge necessary to be successful in kindergarten. The preschool is housed in the same building as the kindergarten. Therefore, those preschool students and parents are familiar with the environment before entering kindergarten. In May of each year a preschool screening, DIAL-4, is used to screen incoming students which gives valuable data to the teacher on their incoming students. A skills assessment and screening will be conducted prior to the end of the school year to determine kindergarten readiness. The local daycare facilities work in conjunction with the district to provide readiness skills to all incoming students.

TRANSITIONS Section 1112 (b)(10)

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

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

Students transitioning from the middle grades to high school participate in activities to inform them of class options, credit requirements, career paths, and extra-curricular responsibilities which require academic standings to participate.

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

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

Students transitioning from high school to post-secondary education meet with the school counselor, college representatives, military recruiters, and other business representatives to provide a wide array of college-career opportunities. This is an on-going process throughout the year at various times. Students also visit colleges and universities in the surrounding areas to explore and better understand career paths best suited to their interest and abilities.

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

Gideon School District is an A+ school district working in direct conjunction with local colleges and universities to provide a seamless transition with minimal to no cost for students at risk for not furthering higher education opportunities.

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

With the use of Title IV funds the Gideon School District will provide students the opportunity to participate in dual credit courses starting in the students' junior year. The district will pay for college courses as long as the students meet the guidelines set by the Board of Education and the participating college/university.

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

Section 1112 (b)(1)(d)

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

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

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

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by utilizing a data tracking system and Response to Intervention support strategies. A data system will provide teachers and staff with the necessary means to monitor, track and adjust learning strategies in order to strengthen the academic programs and improve school conditions. Student in grades four through six will utilize Chromebooks to improve delivery and monitoring of skill supplementation. The following programs will be used continuously throughout the school year as part of supplemental support to our students: Renaissance STAR 360, DIBELS NEXT, Read Theory, IXL, Readworks.org.

ENSURING TEACHER QUALITY FOR ALL

Section 1112 (b)(2)

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

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

The District will utilize the Network for Educator Effectiveness to evaluate all teaching staff. Those not meeting expectations will be provided job-embedded professional development and support for improvement of instruction and delivery. EdHub will be provided for support and resources to all teaching staff identified as ineffective. The online network provides teacher with up-to-date information and guidance for the Missouri Learning Standards, research-based instructional strategies, professional development training through video podcast and training on the Rigor/Relevance Framework. Principals and coaches will provide individual teachers with needed support by modeling effective teaching practices as well as assigning videos on solid research-based strategies. An instructional coach will provide mentoring, modeling, feedback and on-going support through weekly classroom sessions and meetings. Necessary materials/supplies as well as targeted workshops to support instruction will be secured to support professional growth.

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

The District will utilize the Network for Educator Effectiveness to evaluate all teaching staff. The District will provide job-embedded professional development and support to teachers for improvement of instruction. EdHub will be provided for support and resources to all teaching staff based on the identified area(s) of inexperience. The online network provides teacher with up-to-date information and guidance for the Missouri Learning Standards, research-based instructional strategies, professional development training through video podcast and training on the Rigor/Relevance Framework. Principals and coaches will provide individual teachers with needed support by modeling effective teaching practices as well as assigning videos on solid research-based strategies. An instructional coach will provide mentoring, modeling, feedback and on-going support through weekly classroom sessions and meetings. Necessary materials/supplies as well as targeted workshops to support instruction will be secured to support professional growth.

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

Core Data reports indicate teacher certification. Those teachers falling in the out-of-field area will be provided time and opportunities to receive the proper accreditation in the areas needed. The district will fund the necessary certification needed to insure accreditation.

NEGLECTED CHILDREN

Section 1112 (b)(5)

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

List:

[Empty text box]

- Community day school program

List:

[Empty text box]

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

[Empty text box]

HOMELESS CHILDREN AND YOUTHS

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

- The LEA will provide services to support the enrollment, attendance, and success of homeless children and youths, including providing services comparable to those provide

Describe services that will be provided:

Each homeless student shall be provided services comparable to services offered to other students in the district including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities and gifted students; vocational programs and technical education; school meals programs; preschool programs; tutoring programs and programs for students qualifying as ELL. Homeless students will not be segregated in a separate school or in a separate program within the school based on the students' status as homeless.

DISCIPLINE

Section 1112 (b)(11)

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

Describe support:

The district provides support and training to teachers on teaching at-risk and behavioral concerns. Support is given by all stakeholders within the district to ensure the students are provided a safe and comfortable setting in which respect and dedication to the learning institute is top priority.

EXPERIENTIAL AND WORK-BASED LEARNING OPPORTUNITIES

Section 1112 (b)(11)

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

Describe programs:

[Empty text box]

OTHER USES OF FUNDS

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

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

Describe use of funds:

[Empty text box]

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

Describe use of funds:

[Empty text box]

PARENT COMMENTS

Section 1116 (b)(4)

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

- Yes
- No

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

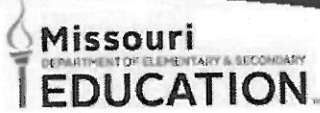
[Empty text box]

DESE Comments

Email: emilea.edmondson@dese.mo.gov

Current User: dcrafton

Improving Lives through Education



District/LEA: 072-073 GIDEON 37 Year: 2020-2021

Funding Application: Plan - School Level - 4020 GIDEON ELEM. Version: Initial Status: Returned to LEA

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 GIDEON 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 Parent and Family Engagement Policy is on-going. An open discussion will be included in the second Advisory Council meeting to obtain agreement of the policy.

- 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 LEA recognizes the essential role of parental involvement in the the process of planning and providing input and insight to provide the best possible services and programs. Therefore, the LEA arranges meetings to provide opportunities for parents to become involved in the design and implementation of the program though meetings and surveys conducted 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 LEA recognizes the essential role of parental involvement in the the process of planning and providing input and insight to provide the best possible services and programs. Therefore, the LEA arranges meetings to provide opportunities for parents to become involved in the design and implementation of the program though meetings and surveys conducted 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.

An introductory meeting will be held shortly after the start of each school year in order to explain the Title I School wide program and requirements of the state and federal educational policies and curriculum offerings. Timely information about programs and meetings will be provided in order for the parents to have ample opportunity to participate and offer suggestions.

- 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.

The district provides a description and explanation of the curriculum, academic assessments, and MAP achievement levels through several mediums such as the district website, district handbook, and newsletters. The district houses the curriculum for the district in Build Your Own Curriculum (BYOC). The curriculum was developed using the Missouri Learning Standards and local standards. Progress monitoring and benchmark testing are conducted throughout the year to track and monitor student progress on the Missouri Learning Standards. The district participates annual in state testing from Grades 3-8 for MAP testing and EOC testing in grades 9-12. Parent are provided scoring results and opportunities through meetings to discuss their child's results.

- 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)*

Parents/Guardians will insist child's prompt and regular attendance in school; provide a place for study and homework in an environment which discourages interruptions and distractions such phone and TV which impede learning; encourage child to take part in student government and extra-class activities; insist the child bring home any communications from school promptly, content of the communication and prepare if necessary; speak well of teachers and staff and refrain from criticizing school rules when the child is present; attend informal and voluntary conferences set by teachers and administration dealing with the child's academic and behavior progress.

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

The Gideon school district and staff will retain highly qualified principals and teachers; provide instruction, materials, and high quality professional development which incorporates the latest research; and maintain a safe and positive school climate. The district will hold annual parent-teacher conferences, provide parents with frequent reports on the child's progress, and provide opportunities to volunteer and participate in the child's class.

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.

Teachers will be available to meet with parents' throughout the year to discuss student progress and offer suggestions to parents for encouragement and assistance with their child's education. Information will be provided throughout the year on assistance and training on ways to help within the 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.

Information will be provided throughout the year on assistance and training on ways to help within the home. After school programs and training will be provided to model and train parents on how to continue the learning processes at home for additional support.

- 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.

School personnel will be provided high quality professional development throughout the year to ensure the latest educational research methods are provided.

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

achievement, the school

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

Describe plans to coordinate and integrate.

The District will coordinate and integrate Title I funds with other funds including REAP, Small Schools Grant, Prop C, Title II A,D Title IV, state funding, basic formula, Classroom Trust Funds, and local funds to provide support for all students. REAP Flex may provide movement of fund for Title V purposes if required. Funding will be utilized to support RTI instruction, instructional coach, after-school tutoring, PD training and support, the Preschool program and resources, Title I teachers, curriculum, and materials/supplies to support these activities/programs.

- 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 GIDEON 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

5/11/2020

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:

The Gideon School District evaluated academic programming and performance by analyzing local and state assessment data. The following data sources were utilized: MAP achievement Level result, growth and benchmark data, building APR and supporting data, SPED data, Professional Development training reports, and local assessment data. A three year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs.

Data drill down process revealed the following:

District Report (2015-2017)

Attendance has been maintained over the 3 consecutive years. There has not been a noted change.

The graduation rate has increased. The district has increased the points earned by 9 and ended the 2017 year with 100%.

Weaknesses:

A three year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs.

Data drill down process revealed the following:

District Report Card (2015-2017)

College and Career Ready will continue to be a district focus for improvement; specifically in the area of Advanced Placement. The district has experienced a 4pt. decrease in this area.

Indicate needs related to strengths and weaknesses:

There are no state needs pertaining to student demographics.

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:

[Empty box]

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

Strengths:

Data drill down process revealed the following:
 District Report (2016-2018)
 A three year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs.
 English Language Arts - Grow points were earned.
 Mathematics - Progress points were earned - 100% Progress is being made.

Weaknesses:

A three year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs.
 Data drill down process revealed the following:
 District Report (2016-2018)
 Communication Arts is showing growth but will continue to be a focus until significant growth is maintained.

Indicate needs related to strengths and weaknesses:

There are no state needs pertaining to student achievement.

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:

A three year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs.
 Data drill down process revealed the following:
 District Report (2016-2018)
 The district has worked consistently over the past three years in updating and increasing training and implementation of new materials to better address the curriculum as set by the state. Teachers have been provided current PD and instructional training to increase their knowledge and performance to address curriculum and instruction.

Weaknesses:

A three year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs. Data drill down process revealed the following:
 District Report(2016-2018)
 Science curriculum has not been updated in the past years and was not meeting the needs of the new NEXT GENERATION Science standards. Teachers have been and will continue to be provided the training and materials to successfully address the science deficiencies.

Indicate needs related to strengths and weaknesses:

There are no state needs pertaining to curriculum and instruction.

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:

A three year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs. Data drill down process revealed the following:
 District Report(2016-2018)
 The district teacher/staff evaluation system (Network for Effective Educators - NEE) has proven successful in monitoring and providing feedback and training to the district in order to maintain a high quality of professional staff.

Weaknesses:

A three year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs. Data drill down process revealed the following:
 District Report(2016-2018)
 The accessibility to high quality professional development remains a challenge/weakness for the district.
 The music teacher will be working to acquire music certification.
 The Preschool and Kindergarten teachers will be working to acquire early childhood certification within the Missouri guidelines. They currently hold an Arkansas Early Childhood certification.

Indicate needs related to strengths and weaknesses:

There are no state needs pertaining to 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:

A three year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs. Data drill down process revealed the following:
 District Report Card (2016-2018)
 The feedback received by the parents of the district indicate the school(s) are keeping the families informed and active within and outside the school day.

Weaknesses:

A three year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs. Data drill down process revealed the following:
 District Report Card (2016-2018)
 The survey indicated the district needs to improve the after-school tutoring program to allow more student participation and varied subjects.

Indicate needs related to strengths and weaknesses:

There are no state needs pertaining to family and community engagement.

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:

A three year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs. Data drill down process revealed the following:
 District Report Card (2016-2018)
 The district has consistently maintained small class sizes. The feedback given on school climate was consistent with the goal of the district to maintain a strong family environment with good communication. The surveys indicate the community and family are pleased with the level of communication and positive interaction among all stakeholders.

Weaknesses:

A three year analysis of data was conducted utilizing these data sources to drive planning and implementation of programs. Data drill down process revealed the following:
 District Report Card (2016-2018)
 Due to the geographical location and access to limited resources through partnerships and business, the school is met with challenges to maintain and keep up with the economic challenges in management and governance of the district. The district provides an Alternative Classroom setting for students with offensives that can be address in a minimal amount of time but does not have the means to provide long-term Alternative education. The challenge associated with our average class size indicates the inability to provide a larger variety of class offerings due to small class sizes.

Indicate needs related to strengths and weaknesses:

There are no state needs pertaining to school context and organization.

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 Communication Arts scores showed a slight regression. The use of data will continue to be used drive instruction and support for growth.
- 2 The science program, material/supplies, and training for effective teaching and delivery will be reviewed and monitored closely to ensure student growth is achieved.

Schoolwide Program [Hide](#)

4020 GIDEON 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	Kristie Hewitt	
2	Teacher	Erin Smith	
3	Principal	Mark Pickard	
Plan Development Meeting Dates			
1	Meeting Date	05/11/2020	

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
Federal Titles/Acts	Program Representative	Representative Role	
1 Select...			

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

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

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1 <input checked="" type="checkbox"/> Math	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
2 <input checked="" type="checkbox"/> Reading	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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
3 <input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
4 <input checked="" type="checkbox"/> Science	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 checked="" type="checkbox"/> 8 <input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
1 Other <input type="text"/>	<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

RTI will be utilized to provide student academic support. A data tracking system will be provided to the teacher and staff to monitor student learning. Benchmark assessments and progress monitoring will be scheduled and conducted as check points to review progress and adjusts teaching methods/strategies. Tier I students will receive whole group instruction and are those students performing on or above grade level. Tier II students are those students identified with specific deficiencies and will receive additional intense instruction by the classroom teacher or instructional coach. Tier III students are significantly behind in concepts and skills and will receive more intensive instructional modules and concepts through pull-out services and required tutoring.

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

Description of how strategy/strategies will strengthen

The data system has the ability to allow teachers to assign additional instructional modules on specific concepts identified through benchmark testing and tracking of individual student growth.

- Increase the amount of learning time

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

Empty text box for additional information.

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

The core series within the district's Communication Arts curriculum and mathematics curriculum provide enrichment and accelerated learning opportunities to the students. Teachers trained in STEM activities will utilize the training to increase the amount of enrichment experiences the students receive within the content.

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

The Gideon School District has a high percentage of free/reduced population. The school works cooperatively with local agencies and churches to meet these needs. The "BackPack" food program provides food for identified students over the weekend and holidays to ensure their physical needs are met. In addition, flyers and information concerning the local food banks are distributed to students and families. During the monthly distribution through the food bank other family resource support is given: Assistance in filling out forms for Food Stamps, vision checks by local optometrist, distribution of school supplies and other supplies such as clothing and blankets. The local Women's Club provides food boxes at Christmas for needy families. The school partners with agencies such as DFS and DAEOC to communicate available resources and support to families. To ensure students investigate careers, lessons and activities which highlight various careers are integrated throughout the curriculum. To make transition from the elementary self-contained classroom setting to Jr. High setting, students participate in an end-of-year activity day in which they explore the facilities and meet the Jr. High staff with an assembly which addresses the daily routines and expectations of the up-coming year.

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

[Empty rectangular 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

[Empty rectangular 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

[Empty rectangular box]

Professional development activities that address the prioritized needs

Describe activities

Job embedded high quality professional development is provided in a variety of ways to support learning. The Network for Educator Effectiveness (NEE) provides support and resources to all teaching staff. This online network provides teacher with up-to-date information and guidance for the Missouri Learning Standards. Trained administrators are able to become more effective instructional coaches and provide the targeted professional development needs on a greater individual basis. Gold Seal lessons aligned with the state, Next Generation assessments for state aligned Missouri Assessment Program, PD training through video casts, and information and training on the Rigor/Relevance Framework also support the needs of our staff.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Recruitment is done to secure teachers who are fully certified and have experience in working with students from high poverty homes. The district offers a competitive salary schedule with "step" incentives for those teachers who complete hours of further training through college credit. Teachers are provided with resource and job-embedded instructional support to retain high quality teachers. Opportunities for professional growth are offered to all teachers through a partnership with Southeast Missouri University where teachers can obtain college credit at a reduced cost through on-site job-embedded training.

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

Describe activities

Several steps are taken to transition preschool students into kindergarten. the district operates a preschool program designed to ready students for kindergarten. The preschool is housed in the same building as the kindergarten. Those preschool students and parents are familiar with the environment before entering kindergarten. In March of each year with a follow-up in May, children are invited to a Preschool/Kindergarten screening. Children are screened by trained teachers and staff, parent also assist in the screening process by participating in the screening in various ways. Children are introduced to their respective teacher for the upcoming school term and are familiarized with the school environment. The school collaborates with the local daycare providers to identify and ready students for entry to 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.



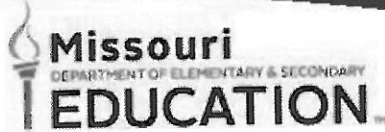
District/LEA Comments

DESE Comments

Email: emilea.edmondson@dese.mo.gov

Current User: dcrafton

Improving Lives through Education



District/LEA: 072-073 GIDEON 37 Year: 2020-2021

Funding Application: Plan - Title II.A Version: Initial Status: Returned to LEA

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

Title II.A

INTRODUCTION

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

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

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

ACTIVITIES

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

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

Describe activities:

The District will use Title II.A funds to recruit teachers who are fully certified and have experience in working with students from high poverty homes and to increase student achievement consistent with the Missouri Learning standards.

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

Describe alignment activities:

RTI will be utilized to provide student academic support. A data tracking system will be provided to the teacher and staff to monitor student learning. Benchmark assessments and progress monitoring will be scheduled and conducted as check points to review progress and adjusts teaching methods/strategies that align with the Missouri Learning Standards.

SYSTEMS OF PROFESSIONAL GROWTH AND IMPROVEMENT

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

Describe systems of professional growth and improvement:

The District will utilize the Network for Educator Effectiveness to evaluate all teaching staff. Those not meeting expectations will be provided job-embedded professional development and support for improvement of instruction and delivery. EdHub will be provided for support and resources to all teaching staff identified as ineffective. The online network provides teacher with up-to-date information and guidance for the Missouri Learning Standards, research-based instructional strategies, professional development training through video podcast and training on the Rigor/Relevance Framework. Principals and coaches will provide individual teachers with needed support by modeling effective teaching practices as well as assigning videos on solid research-based strategies. An instructional coach will provide mentoring, modeling, feedback and on-going support through weekly classroom sessions and meetings. Necessary materials/supplies as well as targeted workshops to support instruction will be secured to support professional growth.

PRIORITIZING FUNDS

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

Describe how the LEA will prioritize funds to these schools:

- Not applicable (no targeted/comprehensive schools)

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

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

The District will use student demographic information, enrollment forms, and core data reports to identify schools with the highest percentage of economic deprivation. The Title II funds will be used for the school with the highest percent of economic deprivation.

USING DATA AND ONGOING CONSULTATION

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

Describe how the LEA will use data and ongoing consultation:

RTI will be utilized to provide student academic support. A data tracking system will be provided to the teacher and staff to monitor student learning. Benchmark assessments and progress monitoring will be scheduled and conducted as check points to review progress and adjusts teaching methods/strategies. Tier I students will receive whole group instruction and are those students performing on or above grade level. Tier II students are those students identified with specific deficiencies and will receive additional intense instruction by the classroom teacher or instructional coach. Tier III students are significantly behind in concepts and skills and will receive more intensive instructional modules and concepts through pull-out services and required tutoring.

PROVIDING EQUITABLE SERVICES TO NONPUBLICS

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

COORDINATING ACTIVITIES WITH OTHER PROGRAMS

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

District/LEA Comments

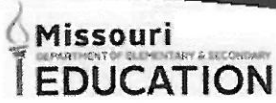
DESE Comments

Email: emilea.edmondson@dese.mo.gov

Current User: dcrafton

Improving Lives through Education

Ver.



District/LEA: 072-073 GIDEON 37 Year: 2020-2021

Funding Application: Plan - Title IV.A Version: Initial Status: Returned to LEA

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

Title IV.A LEA

STUDENT SUPPORT AND ACADEMIC ACHIEVEMENT GRANTS

PURPOSE

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

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

ELIGIBILITY

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

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

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

CONSORTIUM (optional)

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

Table with 2 columns: District Name/County-District Code, LEA Authorized Representative. Row 1: GIDEON 37, James Breece

NEEDS ASSESSMENT

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

Date of Needs Assessment

Well-Rounded Education Section 4106 (d)(1)(A) Section 8101 (52)

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

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

Strengths

Weaknesses

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

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

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

Strengths

Weaknesses

--

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

--

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

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

Strengths

--

Weaknesses

--

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

--

Identifying Priorities

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

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

DESCRIPTIONS

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

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

Agency	Description of Support

Activities and programming

Well-rounded education Section 4106 (e)(1)(B),(E)

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

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

Activity	Program Objective	Intended Outcome	Evaluation Method
Foreign Language	To acquire a basic knowledge of foreign language	Students will have developed new insights into the nature of language and culture as related to the language of study.	Measuring student language abilities through developing activities, tests and/or quizzes showing student proficiency related to real world application.
Dual Credit Courses	To Transition from High School to College	Students will be better equipped for college and have acquired college course credits to accelerate their college/career path.	An analysis of career education programs will be conducted to determine what programs and activities career education students have access to and students must meet all district and university standards and expectations to receive accelerated learning.

Strengthening Instruction	To promote student growth and achievement	Students will meet or exceed state standards in all curricular areas with the majority of the students scoring in the Advanced and Proficient levels.	Identify both strengths and weaknesses of the curriculum using screening tools aligned to the Missouri Learning Standards. Data reports and support meetings will be conducted and curriculum and teaching practices adjusted to ensure progress is being met.
---------------------------	---	---	--

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

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

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

Activity	Program Objective	Intended Outcome	Evaluation Method
Promoting community and parent involvement in schools.	Parents and community to get more involved in school activities	Parent support for activities with in the District	Parent and Community Surveys

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

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

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

Activity	Program Objective	Intended Outcome	Evaluation Method
High Quality Digital Learning Opportunities	Effectively use digital technology to enhance student learning and promote efficiency in the learning environment.	Enhanced high quality digital opportunities will provide access to research and experiences allowing students to become real world achievers.	Student achievement both on the local and state level will reflect student understanding of use of digital learning.

ADDITIONAL ASSURANCES

High Priority Schools

- The LEA or consortium of LEAs will prioritize the distribution of funds to those schools that: (mark all that apply)
 - are among the schools with the greatest needs; (required)
 - have the highest percentage of economic deprivation; (required)
 - are identified for comprehensive support and improvement; (if applicable)
 - are implementing targeted support and improvement plans; (if applicable)
 - are identified as a persistently dangerous public school. (if applicable)

Equitable Services to Nonpublics

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

Utilizing funds in multiple program areas

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

Program areas

- At least 20 percent of funds will be used for activities to support well-rounded educational opportunities. *Section 4106 (e)(2)(C), Section 4107*
- At least 20 percent of funds will be used for activities to support safe and healthy students. *Section 4106 (e)(2)(D), Section 4108*
- A portion of funds will be used for activities to support effective use of technology. *Section 4106 (e)(2)(E), Section 4109*
 - Not more than 15 percent of the remaining portion will be used for purchasing technology infrastructure. *Section 4109 (b)*

Annual report

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

Print Cancel Print Mode

District/LEA Comments

DESE Comments

Email: emilea.edmondson@dese.mo.gov

Current User: dcrafton

Improving Lives through Education