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School Level Plan Home

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

4020 KNOB NOSTER 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.

Knob Noster Elementary conducts an introductory meeting with parents and students in August/September and again in the winter/spring to review all components of the program including the compliance plan, parent involvement, school-parent compacts, student data and obtains input/feedback from parents to guide the school on needed changes.

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.

An introductory meeting is held in August/September with parents and students and again in the winter/spring to review all components of the program including the compliance plan, parent involvement, school-parent compacts, student data and request feedback/input regarding strengths and weaknesses of the program.

- 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.

Knob Noster Elementary conducts an introductory meeting in August/September with parents and students and again in the winter/spring to review all components of the program including the compliance plan, parent involvement, school-parent compacts, and student data. Parents have an opportunity to provide feedback regarding the strengths and needs of the program. Staff consider all the information reviewed and parent input to improve school parent and family engagement.

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.

Knob Noster Elementary conducts an introductory meeting in August/September to review information about the Title I.A programs. Compacts and Title information are also included in student handbooks and are posted on our district website.

- 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.

Information regarding implemented curriculum, academic assessments, and MAP achievement levels is communicated in the introductory meeting held in August/September and again in the winter/spring and available on the district's website, and in building handbooks. Building activity nights are another opportunity for staff to share information with parents as well as during parent teacher conferences that are held each semester.

- 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)*

The student-parent-teacher compact outlines expectations and strategies for parents to increase responsibility for their child's academic achievement. The student-parent-teacher compact specifically requests parents to talk to their child about their school activities daily, to encourage good study habits at school and home, encourage good study habits at school and home, encourage completion of homework, and promote daily attendance.

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

As part of the Knob Noster Elementary Title I Part A student-parent-teacher compact, the school (all staff members) agree to provide high quality curriculum and instruction in a supportive and effective learning environment that will enable children to meet the states student performance standards, explain the standards based grading system, provide support and information to assist in reading at home, and explain school expectations to students and parents.

- 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.

Knob Noster Elementary conducts an introductory meeting in August/September with parents and students and again in the winter/spring to review all components of the program including the compliance plan, parent involvement, school-parent compacts, student data and requests feedback/input on program strengths and weaknesses. Staff additionally provide parents information regarding Missouri's Priority Learning Standards, MAP performance from the previous school year, and district assessments along with information regarding the standards based report card. Student's progress on identified goals, from Title services, is reported to parents and classroom teachers every six weeks. Parents are provided Parent-Teacher conferences each semester or more as requested by parents. As MAP assessments approach, Knob Noster Elementary provides the testing schedule and resources for students and parents to prepare for the assessments. Parents are encouraged to contact teachers when concerns or questions arise regarding the progress of their child. Staff contacts are located on the district website, within Knob Noster Elementary webpage.

- 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.

Communication regarding standards based grading is provided to parents during the introductory meeting and again in the winter/spring. Parents have access to the standards based grading report card with their child's progress marked quarterly by the teacher. Student progress on targeted skills supported through Title services is reported every six weeks and parent-teacher conferences are held twice a year (each semester). Parents are encouraged to communicate with teachers with concerns and or questions regularly and are provided staff contacts through the district's website, building webpage, and teacher newsletters. As MAP assessments approach Knob Noster Elementary provides additional information and resources for students and parents to prepare for the assessment. Results on district assessments, formative and summative assessments, and observations are provided to parents and students regularly. Parents are additionally provided information regarding character education, Leader In Me, and Covey's Seven Habits that support improved achievement. Teachers are provided time to review data along with additional professional development through Professional Learning Communities (PLC) to increase student achievement.

- 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.

Knob Noster Elementary teachers are encouraged to meet and communicate with parents on a consistent basis through semester parent-teacher conferences, newsletters, teacher websites, google classroom and other apps. Parents are provided information regarding their child's progress with title services every 6 weeks and each quarter for IEP goal progress. IEPs are readdressed annually and staff provide parents multiple opportunities and modes to attend those meetings. Parents are provided information regarding standards based grading, with progress provided quarterly along with progress on district assessments. As state assessments draw near, parents are provided information and resources to aide in preparing their child. Parents are additionally provided information regarding Leader in Me and Covey's Seven Habits to support their child in academic and social-emotional progress. Teachers are provided scheduled time to analyze student data, professional development opportunities focused on building and district goals along with weekly Professional Learning Communities. Parents are provided opportunities to provide staff feedback of programs strengths and areas of needed improvement.

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

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

Describe plans to coordinate and integrate.

Parents are provided an opportunity to engage in their child's education by attending two title nights, parent-teacher conferences, building activities, as well as all district activities. The Knob Noster School District holds Community Assistance Council meetings two times a year to collaborate with private community preschool programs, Head Start, child programs provided through Whiteman Air Force Base, the Whiteman School Liaison Officer and Whiteman Airman and Family Readiness. Knob Noster Elementary Parent Teacher Organization (PTO) actively engages parents in supporting their child's building. Due to being connected with Whiteman Air Force Base, parents and students have access to a Military and Family Life Counselor for additional support. Parents are provided multiple opportunities to attend meetings regarding their child's progress. The district encourages 100% parent attendance and reaches out to parents in a variety of ways (i.e., home visits, phone calls, letters, etc.) to remain connected.

- 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](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

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

Date of Needs Assessment

4/18/2023

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:

Knob Noster Elementary (KNE) houses 510 students grades K through 5 with a proportional attendance rate of 87.3%. All data reviewed indicates KNE to be at or above state average in all areas. KNE's discipline action rate and IEP disability fall below the state average. To support students transferring into the KNE, a Student 2 Student program has been established to acclimate and connect new students. Military connected students have additional support through a Military Family Life Counselor.

Weaknesses:

KNE's free and reduced rate is 41.2%. Due to being a military connected school transfers in and out of the district are elevated at times.

Indicate needs related to strengths and weaknesses:

Free and Reduced lunch numbers indicate that we may have a higher population of lower socioeconomic students that attend KNE, indicating additional support may need to be considered to ensure students are prepared to learn. The district continues to implement a preschool program, title preschool, and an early childhood special education program to support upcoming KNE students with pre readiness skill opportunities. Parents As Teachers is another support for families whose children will be attending KNE. We continue to implement a virtual learning platform to support students transitioning in and out of our district.

Student Achievement

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

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

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

Strengths:

KNE students participate in state assessments in grades 3-5. Outcomes of the 21/22 school year indicate 48.87% performed proficient or advanced in ELA and 38.97% in math. KNE provides lower performing students access to additional small group instruction through title reading and math interventions, in addition to response to intervention in the general classroom setting. STAR reading and math data are consistently analyzed through scheduled data team meetings and Professional Learning Communities (PLC) with research based interventions assigned, based on student needs. Knob Noster Elementary title programs served 143 students with supplemental reading interventions. Of those students 69% demonstrated 1.0 years growth or more on district STAR early literacy and reading assessments. For math, 97 students participated in supplemental math interventions. Of those students 84% demonstrated growth of 9 months or more on STAR math assessments and 88.3% achieved an 80% or better on grade level targeted skills.

Weaknesses:

KNE students participate in state assessments in grades 3-5. Outcomes from the 21/22 assessments indicate 14.1% of the students performed in the below basic range in ELA and 24.67% in math. At the time of this report, results for the 22/23 state assessments were not yet available.

Indicate needs related to strengths and weaknesses:

KNE achievement data indicates the need to continue analyzing data on a consistent basis and providing research based targeted interventions in the general education and title settings to increase the number of students performing in the proficient and advanced ranges. Additionally the data indicates the need for professional development opportunities to be provided to teachers to refocus the implementation of general education reading and math curriculum.

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:

KNE includes a title reading teacher, title reading paraprofessional, along with a title math teacher. We continue to observe student growth with these programs and are constantly looking at state priority standards and resources to implement an even more effective program. All students attending KNE receive an electronic device (1:1 building). We continue to expand technology and STEM opportunities for all elementary students. The implementation of a community preschool program has provided KNE students early instruction to be kindergarten ready. KNE has continued to focus on Leader In Me, Covey's principles and Restorative Practices to increase positive culture/climate. With title funds the purpose of elementary school-wide instructional subscriptions have been purchased to increase student achievement.

Weaknesses:

Analysis of the data reveals less students being served in supplemental math interventions due to only having one supplemental math instructor. Additionally the data indicates the need for professional development opportunities to be provided to teachers to refocus the implementation of general education reading and math curriculum.

Indicate needs related to strengths and weaknesses:

KNE achievement data indicates the need to continue analyzing data on a consistent basis and providing research based targeted interventions in the general education and title settings to increase the number of students performing in the proficient and advanced ranges. Due to this review the implementation of a Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) will be implemented in the supplemental reading program for the 23/24 school year. Additionally the data indicates the need for professional development opportunities to be provided to teachers to refocus the implementation of general education reading and math curriculum.

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:

All core classes at KNE are taught by appropriately certificated staff with appropriate student to staff ratios. KNE certified staff have an average of 12 years of experience along with 38.8% having advanced degrees.

Weaknesses:

KNE staff's demographics are less diverse than the student population.

Indicate needs related to strengths and weaknesses:

Continue to recruit and retain quality and effective staff members from diverse backgrounds.

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:

KNE conducts parent surveys for Parents as Teachers (PAT) and Title Programs annually. We continue to implement classroom websites with teacher biographical and classroom information. KNE's school nurse sends pertinent information out to parents regarding immunizations, any health concerns circulating as well as preventive and informational information such as puberty, dental care, and hygiene. Counselors provide parents with a monthly newsletter updating them on character education focus, different events within the district, and information for parents regarding social-emotional skill development. The district's communication director provides families access to all district events through social-media, district website and district messenger. Twice a year kindergarten teachers participate in the Parents As Teachers Community Advisory Committee to discuss services and needs.

Weaknesses:

Survey results indicated a need to provide parent support in strategies parents could implement at home to reinforce classroom instruction.

Indicate needs related to strengths and weaknesses:

To increase survey outcomes, it is recommended title teams review parent input and/or suggestions provided in increasing opportunities for parents to be involved in title programs. At the end of the year, Title I Reading and Math teachers have already begun brainstorming ways to increase parent attendance in the fall and spring events and to increase parent engagement with the program. In reviewing Title I classified staff and student numbers there is a significant difference in student ratio at Knob Noster Elementary.

To increase the rigor of title reading foundational skills instruction using research based interventions and increase the number of students making 1 years growth, the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) has been purchased for intervention beginning in the fall of 2024. Title I Reading teachers are scheduled to attend a variety of professional development opportunities this summer and throughout the 23/24 school year to implement this program with rigor. This program has been researched by the teams throughout the school year with observations occurring in a local district already implementing the program. We are excited to see our elementary student's growth in reading next year, with this program. SIPPS will also provide school teams more information regarding response to interventions and increase appropriate school referrals for consideration of special education testing. It is additionally recommended to consider adding a Title I Math paraprofessional to KNE to increase the program's ability to provide more consistent construction to more students.

Regarding the Title I Preschool program, it is recommended that "growth" be specified by stating the expectation of growth to be 7 points (1 standard deviation) and align with the Little Wingman expectations. Using the 22/23 school year's data the baseline for this increase in specificity of the goal is 75%. Additionally it is recommended attendance be more closely monitored to ensure student growth. For the 22/23 school year, the 3's average attendance was 93% and 4's at 89%, making the Title I Preschool attendance average to be 91%. The goal would be to have attendance be at or above 95% average.

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:

All core classes at KNE are taught by appropriately certificated staff with appropriate student to staff ratios. KNE certified staff have an average of 12 years of experience along with 38.8% having a master degree or higher. KNE's and the district's mission and vision are promoted through the district website. Class sizes are consistently monitored.

The discipline policy is outlined in the KNE student handbook and reviewed annually. Leader In Me (LIM) will continue to be implemented to promote a positive school climate and culture. KNE attained Lighthouse Status of their implementation of Leader In Me. Staff are provided professional development regarding trauma informed care and suicide prevention and awareness. Transferring students are provided additional support for their transition with the Student-2-Student program.

Weaknesses:

Having implemented BIST practices and philosophy for the 22/23 school year, continued implementation with supportive professional development is needed to continue developing skills.

Indicate needs related to strengths and weaknesses:

Implement BIST to support consistent classroom behavior management and continue to monitor our climate and culture

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 | Implementation of the SIPPS research based reading intervention |
| 2 | Providing professional development opportunities to increase core math instruction. |
| 3 | Increase parent support in strategies parents could implement at home to reinforce classroom instruction. |

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

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

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

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

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

Supplemental instruction

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

Delivery of Title I funded supplemental instruction services

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

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

Provide small group, targeted instruction in reading and math; provide systemic, effective instructional strategies to improve student achievement through response to intervention, regular progress monitoring and analysis of student data. Additionally provide opportunities through after school/evening activities including Title Reading/Math Night at the elementary level.

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

Description of how strategy/strategies will strengthen

Ensure teachers have the needed resources; provide time for training on resources and instructional strategies; provide opportunities for progress monitoring and analysis of data; provide small group, targeted instruction. Additionally teachers have continued access to educational resources throughout the summer to continue to increase academic growth.

- Increase the amount of learning time
- Extended school year
 - Before-and/or after-school programs
 - Summer program
 - Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Enrichment instruction will be based on Missouri priority standards and provided through response to intervention and the district's gifted program.

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

Systemic and effective research based instructional strategies will be provided through the response to intervention model including small groups to improve student achievement. Data will consistently be analyzed to adjust targeted instructional needs in both reading and math.

Activities will (mark all that apply)

Improving students' skills outside the academic subject areas

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

Helping students prepare for and become aware of opportunities for postsecondary education and the workforce

- Career/technical education programs
- Access to coursework to earn postsecondary credit
 - Advanced Placement
 - International Baccalaureate
 - Dual or concurrent enrollment
 - Early college high schools
 - Other

Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services

Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data

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

Professional development activities that address the prioritized needs

Describe activities

KNE staff continue to review Missouri Priority Standards, aligning instruction and assessment (formative and summative) to the standards. Staff continue training and focus on student leadership and adult mindsets through LIM and Covey's Seven Habits. Staff are provided time to review student data, professional development, and professional learning communities to support prioritized needs and will be provided additional support in the implementation of BIST.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

We will continue to attend college job fairs, advertise on several platforms, create a competitive salary schedule, and create a positive culture and climate.

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

Describe activities

Transitioning preschool students are provided a time to tour their kindergarten building each spring and are offered the opportunity to attend summer school in that building.

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

9/8/23: Our Title ELA teacher will not be paid with Title I Federal Funds, therefore we have unmarked the ELA radio button in the supplemental instruction and instructional personnel (supplemental English language arts) to match.

DESE Comments

09/11/23 JM: Knob Noster Elem Supp English Lang Teacher is being paid with Title Funds.

Email: joann.mcgowan@dese.mo.gov

Current User: DESEPUBLIC

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