

Activity	Program Objective	Intended Outcome	Evaluation Method

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)*

District/LEA Comments

DESE Comments

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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 priority 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	0	
Healthy and Safe School Environment	0	
Effective Use of Technology	0	

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

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

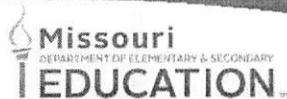
Activity	Program Objective	Intended Outcome	Evaluation Method

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



District/LEA: 090-075 CENTERVILLE R-I Year: 2021-2022

Funding Application: Plan - Title IV.A Version: Initial Status: Approved

☒ Number ☐ N

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

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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 student 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 amended by the Student Success 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

District Name/County-District Code	LEA Authorized Representative
Select...	

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, mathematics, 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.

Teacher Mentoring Program

Beginning Teacher Assistance Program

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:

Centerville R-I is a K-8 district consisting of one school.

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:

The district will evaluate student progress, as well as assess the need for professional development through the year.

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

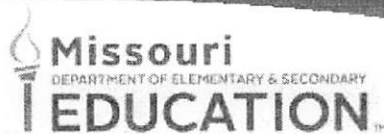
DESE Comments

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Version 1.0.0.0



District/LEA: 090-075 CENTERVILLE R-I Year: 2021-2022

Funding Application: Plan - Title II.A Version: Initial Status: Approved

☒ Number☐ Name

Select District

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

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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:

Funds will be used for professional development, to assist staff with obtaining proper certification, and strategies to improve instruction in the classroom.

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

Describe alignment activities:

The district's curriculum has been updated to align directly with the Missouri Learning Standards. All professional development, staff training and new classroom strategies will correlate to the district and 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:

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

District/LEA Comments

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DESE Comments

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- ☒ Professional development activities that address the prioritized needs

Describe activities

Interface conference, PLC conference, Teacher Academy, LETTERS training, and e-MENTS training.

- ☐ Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

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

Describe activities

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

Classroom teachers participate in professional development that allows them to implement instruction in a unified manner across the grade span. Individual student growth plans will help target interventions for each student.

☒ **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

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

Students that are identified as at-risk through triennial diagnostic assessments or progress monitoring by classroom teachers will receive individual or small group instruction in identified areas of need.

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

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 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 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"/>
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 checked="" type="checkbox"/>	
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input checked="" 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

All students are provided with whole group and small group instruction. Identified at-risk students will be provided targeted interventions. Students are also provided an extra intervention/enrichment through after school tutoring.

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

Description of how strategy/strategies will strengthen

The district has small class sizes and a positive school climate. The student discipline policy is well suited for our demographic. The district has a very supportive school board. The school Mission and vision statement is outdated

Weaknesses:

The school Mission and vision statement is in need of a review and an update. Most of our staff has turned over in the past few years and may not feel as vested in the Mission and vision that was written before their time here.

Indicate needs related to strengths and weaknesses:

The administration will work to bring staff, students, parents, and other stakeholders through the community together to create a common mission and vision.

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	1. Work to identify strategies that increase parent involvement in policy and program creation and review.
2	2. Revise the district's Mission and Vision statements.
3	Professional development in delivering high quality mathematics instruction using research based strategies is needed.
4	Paraprofessionals are needed, because of combined grade level classrooms, to help increase math and communication arts MAP scores.

Schoolwide Program [Hide](#)

4020 CENTERVILLE ELEM.

SCHOOLWIDE PROGRAM

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

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

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

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

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

☒ Supplemental instruction

All Staff are well trained through Mentoring programs and college/university programs. High quality professional development is available to the district and through outside resources. A part time Title I teacher and two full time Title I aids provide support for the classroom teachers. All classroom teachers are highly qualified.

Weaknesses:

The special class teacher is not appropriately certified in art, music, library, or P.E.

Indicate needs related to strengths and weaknesses:

The special class teacher will work toward certification in art, music, library, and P.E.

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:

The teachers and the administration have excellent communication with the parents and families throughout the district. The parents show great support at sporting events, assemblies, field trips and Family Fun Nights.

Weaknesses:

It is a struggle to get parents involved in policy making and program reviews.

Indicate needs related to strengths and weaknesses:

The district must try to use more aggressive recruitment strategies to get parents involved in policy making and program review meetings.

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:

Most every student showed growth in the area of communication arts. Scores of Proficient and Advanced outweigh the scores of Basic and Below Basic.

Weaknesses:

Some students have shown little growth overtime using the STAR Test and I-Ready Diagnostic. Student growth from Proficient to Advanced categories and Basic to Proficient has been slow. Students did not show growth in mathematics.

Indicate needs related to strengths and weaknesses:

Increased focus on priority standards may increase student growth from one category to the next. Professional development in delivering high quality mathematics instruction using research based strategies is needed.

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:

Every student has their own chromebook and, through local grants, the district has been able to purchase extra instructional and enrichment materials for every class in the core subjects.

Weaknesses:

Because of our low student population, many of our grade levels are in combined classrooms.

Indicate needs related to strengths and weaknesses:

Continuing professional development in differentiated instruction and professional development in delivering high quality mathematics instruction using research based strategies is needed.

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:

4020 CENTERVILLE 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

2/1/2021

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 students in the district have no language barriers. Student attendance is consistently above 90%. The district has a low rate of discipline issues.

Weaknesses:

Many students are of low socioeconomic status and many are considered at-risk for academic success.

Indicate needs related to strengths and weaknesses:

Few local jobs are available.

Student AchievementThe 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:

STAR Data
I-Ready diagnostic Data

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

Strengths:

- ☒ 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 receive training regarding working with parents during teacher in-services.

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 open the Library, at certain times, to parents as a resource center for assistance with gathering additional student resources and on-line resource training for parents.

- ☒ 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)*

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Missouri's student academic achievement standards as follows: curriculum and instruction aligned with the Missouri Show-Me Standards; a caring, need-satisfying learning environment; and ongoing student assessment and remediation to increase student achievement.
2. Hold annual parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Parent-teacher conferences will be held at the end of the first grading period and at the end of the third grading period. The dates are: October 25, 2021, and March 21, 2022. Conferences can also be arranged at a mutually agreed upon time with the teacher and parent.
3. Provide parents with frequent reports on their children's progress. Centerville R-1 Elementary school staff will provide progress reports approximately five weeks into each grading period. The dates are: September 21, November 30, February 22, and April 26.
4. Provide parents reasonable access to staff. Staff will be available for consultation with parents as follows: when parents make an appointment to meet at a mutually agreed upon time during non-teaching periods of the school day. These appointments can be made through the school office.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may arrange with the classroom teacher to come to their child's class. The teacher may also invite parents to attend classroom activities.

☒ 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.

Assistance to parents will be provided, as appropriate, in understanding the Missouri Learning Standards, the Missouri Assessment Program, local assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children through a parent in-service given during one session of our first "Family Fun Night." The district will work to improve the parent resource center.

- ☒ 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.

A Title I news letter is sent home monthly that contains activities, educational tips, and engagement strategies for parents to use with their children. Parents can work with their children at home to improve academic achievement using on-line programs provided by the district such as I-Ready and IXL. Training for these on-line programs will be provided during one session of our first "Family Fun Night." The district will work to improve parent resource center.

Parents and Family members are invited annually to work with the administration, faculty, and staff to review and update the Title I and Schoolwide plan.

- ☒ 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.

Parents and Family members are invited annually to work with the administration, faculty, and staff to review and update the school parent and family engagement policy.

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.

Information regarding Title I program is distributed with the student handbooks at the beginning of each year and posted on the school 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.

Upon receipt, the district distributes the individual MAP results of each student to their parents in a timely manner. A description and explanation of the district's curriculum and academic assessment will be sent with the MAP 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)*

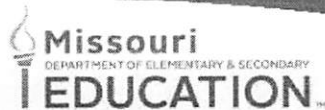
- ☒ The school jointly develops with parents of Title I.A served children the school-parent compact.

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)*

1. Monitor attendance.
2. Make sure that homework is completed and provide a quiet space for my child to accomplish this.
3. Monitor amount of television my child watches.
4. Volunteer in my child's classroom, if possible. (Background Check must be performed)
5. Participate, as appropriate, in decisions relating to my children's education.
6. Promote positive use of my child's extracurricular time.
7. Stay informed about my child's education and communicate with the school by promptly reading all notices from the school and responding appropriately.
8. Serve on advisory committees when possible.

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



District/LEA: 090-075 CENTERVILLE R-I Year: 2021-2022

ePeGS

Funding Application: Plan - School Level - 4020 CENTERVILLE ELEM. Version: Initial Status: Approved

☒ Number

☐ Name

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

4020 CENTERVILLE 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.

Parents and Family members are invited annually to the spring meeting to work with the administration, faculty, and staff to review and update the school parent and family engagement 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.

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:

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

Describe use of funds:

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.

District/LEA Comments

DESE Comments

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All student are given triennial diagnostic assessments, administered by the classroom teachers, that are aligned to the Missouri Learning Standards.

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 Missouri Model for Evaluation is used for identifying any ineffective teachers in reference to disparities among students.

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

The teachers at Centerville R-I school fall into the following categories per screen 18a, 0 in emerging (Level 1-2), 2 in Developing (Level 3-4), 2 in Proficient (Level 5-6), and 4 in Distinguished (Level 7). Each 1st and 2nd year teacher participates in the district mentoring program and is assigned a mentor teacher

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):

The Missouri Model for Evaluation is used for identifying any ineffective teachers in reference to disparities among students. Any out-of-field teacher would be given a time line to become certified by the administration and it would be documented in the evaluation process. The teacher would have to be actively seeking qualifications to continue employment in this district. Currently there are no out-of-field teachers in the district.

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:

- ☐ Community day school program

List:

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

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:

The district has set aside funds for homeless children and youths.

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:

Our school does not have a high rate of discipline occurrences that involve removal from the classroom. ISS and OSS are used when merited, but every effort is made to provide behavior interventions to work with students to prevent the need for removal from the classroom.

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:

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

Title I.A Funded Preschool Services

Days of Service	<input type="checkbox"/> Four Day Program <input type="checkbox"/> Five Day Program
Length of School Day	<input type="checkbox"/> Full Day <input type="checkbox"/> Half Day
Age of Students Served	<input 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:

Describe transition activities:

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 in the 8th grade are given tours of the high schools in our neighboring districts.

- ☐ 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:

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

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

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:



District/LEA: 090-075 CENTERVILLE R-I Year: 2021-2022

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

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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 CENTERVILLE ELEM.	ELEMENTARY

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

Each student in the district has an individual student growth plan. Student progress is monitored using classroom assessments and various diagnostic assessments that are administered at the beginning of each year and periodically through the year.

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 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"/> 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 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 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" value="Social Studies"/>	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			
<input type="checkbox"/> District-Wide	<input type="checkbox"/> Targeted	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> Blended Funding

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

The district uses district data to identify children that may be economically disadvantaged. Other barriers may be identified thru group discussions during annual reviews that include the school faculty and staff, and parents and family members, as well as, surveys distributed to parents and family members.

- ☒ 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

Students of the district are given diagnostic assessments triennially. Parents are notified of student progress every four weeks through progress reports and report cards. Parent/teacher conferences are conducted in the fall and spring to review student data and suggest ways that parents can effectively assist students academically.

- ☒ Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

Parents are notified of student progress every four weeks through progress reports and report cards. Parent/teacher conferences are conducted in the fall and spring to review student data and suggest ways that parents can effectively assist students academically. Open house is held before the first day of school for students and parents to meet with teachers to discuss expectations and strategies for academic success, such as, tutoring and on-line educational programs provided by the district that parents and students can access from home. "Family Fun Nights" are held each quarter to provide parents and students opportunities to interact with the school faculty and staff and engage group learning activities.

- ☒ 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

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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

The district coordinates with various organizations throughout the community, such as the Library, the Police Department, the Fire Department, the Ambulance District, and the County Health Center, to provide meaningful and engaging educational opportunities for students, parents, and family members.

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

The district will use funds from the Title programs to support "Family Fun Night". Once each quarter students, parents, and family members are invited to join the faculty and staff, along with members from various community organizations, for an evening of learning and fun. Each "Family Fun Night" consist of a healthy meal with a nutritional theme and three to four, 30 minute breakout sessions in which the families are rotated thru each session and provided an opportunity for active learning experience in the areas of communication arts, math, science, health, or safety.

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

Parents and family members are invited to join with the school faculty and staff to review the family engagement policy and provide input for updating the policy. Parents and family members are surveyed in the spring for their perspective on the programs effectiveness and for suggestions for potential changes.

As part of the annual evaluation of the content and effectiveness of the parent and family engagement



District/LEA: 090-075 CENTERVILLE R-I Year: 2021-2022

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

☒ Number☐ Name

Select District

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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

Parents and family members are invited to participate in the review and update of district's parent and family engagement policy.

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

When reviewing and updating the parent and family engagement policy, the thoughts, opinions, and concerns of all stakeholders present are considered as the group works to reach a consensus on the best policy for all of the stakeholders in the district.

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

The district distributes the parent and family engagement policy as part of the student handbook that is provided to every student at the beginning of each year or at the time of their enrollment.

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

Parents and family members are invited to participate in the review and update of district's parent and family engagement policy.

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

**District/LEA:** 090-075 CENTERVILLE R-I **Year:** 2021-2022**Funding Application:** Plan - General Provisions **Version:** Initial **Status:** Approved☒ Number☐ Name[Select District](#)

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General Provisions

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

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

District/LEA Comments

DESE Comments