Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

ePeGS

District/LEA: 074-187 NODAWAY-HOLT R-VII **Year:** 2026-2027

Funding Application: Plan - School Level - 4020 NODAWAY-HOLT ELEM. **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.

School Level Plan Home | Print | Cancel Print Mode

School, Parent And Family Engagement Policy Hide

4020 NODAWAY-HOLT 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

- [x] This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

The district will coordinate with parents through an annual back-to-school newsletter sent out in July each year as well as during Elementary Open House. During this time, parents will receive information regarding the Elementary Handbook that encompasses forms to be filled out. Within these forms, sign-up sheets and parent/family engagement documents are included for parents to fill out. Forms will be due the second week of school. Any student that turns in all completed documentation will be entered into a drawing to win a bicycle that will be purchased with local funds.

- [x] Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

- [x] The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

- [x] 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)*
- [x] The agenda reflects that the purpose of the meeting is
  - [x] To inform parents of their school's participation in the Title I.A program
  - [x] To explain the requirements of Title I.A
  - [x] To explain the right of parents to be involved.

  Section 1116 (c)(1)

- [x] The school offers a flexible number of meetings. *Section 1116 (c)(2)*

- [x] Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
  - [ ] Transportation
  - [ ] Child care
  - [ ] Home visits
  - [x] Funds will not be utilized for these purposes

  Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

- [x] In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

The District will actively recruit parents and family members to participate in school review and improvement planning. Establishing meaningful, ongoing two way communication between the District, staff and parents and family members is critical to the success of the student and the success of the program. The district will assign the Elementary Principal to establish a bridge in communication between the LEA and parent.

☑ 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.

At the beginning of the school year, we will meet with parents and other stakeholders. During this meeting, parents will receive information about the school's Parent and Family Engagement Plan and will be informed of their parental right to be involved in the planning and development of the plan through meetings, surveys and questionnaires. If the program plan is not satisfactory to parents, they may submit comments on the plan to the school administrator. The plan will be sent home with students at the beginning of each school year and posted to the school's website.

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.

The Nodaway Holt School Parent and Family Engagement Policy will be sent home at the beginning of the school year and made available on the school website. It will also be discussed with parents during parent teacher conferences at the beginning of the school year. Parents will be provided information about Title 1.A programs during the annual fall meeting as well as the Fall parent teacher conferences. The policy will be assessed each year based on the number of participants, the number of volunteers, and the responses to the parent questionnaires and or surveys. Parents will be involved in planning, reviewing and improving the policy through a yearly review. All parents will have the opportunity to participate in this review.

☑ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.
Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

The Nodaway Holt Elementary will host an Annual Title I Parent Meeting to inform parents of academic standards and expectations. Parents will be notified via newsletter and email they can preview the MAP Grade-Level Assessment administration system and the item types included on each assessment by reviewing the practice tests and tutorials that are available in the Missouri Assessment Program portal, called eDIRECT. Parents can access practice tests and tutorials by going to the MAP Grade-Level Assessment website (http://dese.mo.gov/college-career-readiness/assessment/grade-level) and clicking on Grade-Level Online Tools Training in the "Quick Links" box . After testing, students will receive an Individual Student Report that will give parents information about his or her child's achievement in terms of the content and skills assessed by the MAP Grade-Level Assessment at his or her grade level. The child's Individual Student Report will include an Achievement Level, which will describe his or her performance for the grade level and content area as Below Basic, Basic, Proficient, or Advanced. The report will also include a short description of the knowledge and skills that are typically demonstrated by students in each Achievement Level for that grade level and content area. Parents will receive this report when the child returns to school next Fall. Parents will receive an academic assessment report for their child at the beginning of the school year. Parents will receive an academic progress report at the midpoint of each grading period. Parent-teacher conferences to review a child's academic progress will be scheduled at a time that is convenient for the parent and the school. The school will offer training to parents through parent meetings, family literacy and math nights. Parents are also invited to serve on the Parent-School Compact Committee.

☑ 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 Nodaway Holt Elementary School will hold an annual parent meeting to review and discuss any needed changes to the jointly developed school compact. This compact will outline how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. The compact will describe not only the school's responsibility in providing high quality instruction and curriculum, but the student and parent responsibilities for meeting and supporting the learning processes. The compact will address how parents have reasonable access to staff, receive frequent reports on their progress, and have the opportunity to volunteer and observe in the classroom.
Parents will:

•Read with my child frequently and let my child see me read
•See that my child attends school regularly and is on time
•Be aware of school rules, acceptable school behavior, and consequences for inappropriate behavior
•Communicate regularly with my child's teacher
•Stay aware of what my child is learning
•Participate, as appropriate, in decisions relating to my child's education
•Encourage my child's efforts and provide a quiet time each evening so my child can read or study
•Monitor my child's homework for accuracy and completion
•Monitor my child's TV viewing and positive use of extra-curricular time

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

Nodaway Holt Elementary School will offer parent workshops on an as needed basis. We will also continue to encourage parents to use online resources such as Khan Academy, Engage New York, NWEA, and Renaissance. We will also purchase brochures and other reading material to assist parents in supporting their child's academic success.
The School will:

•Provide all students with the opportunity to learn
•Provide educational activities that are appropriate for your child
•Provide a safe and caring environment for children
•Encourage students and have high expectations for ourselves and our students
•Respect and support the individuality of each student
•Inform parents by providing information about the instructional program and student progress through annual parent-teacher conferences and frequent School Wide reports and the child's progress

☑ 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.

Nodaway Holt Elementary School will offer parent workshops on an as needed basis. We will also continue to encourage parents to use online resources such as Khan Academy, Engage New York, NWEA, and Renaissance. We will also purchase brochures and other reading material to assist parents in supporting their child's academic success.

☑ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Parent Volunteers will be asked to work within the community to garner support for events such as Field Day, Family Nights, PTA Meetings, parent conferences, and various other parent events. Surveys will be sent out to parents to gather input from parents regarding topics of need and to identify barriers to parent participation. Parent workshops will be held as needed to encourage parental involvement in academia. Family and community persons will be made aware of the training sessions through resources such as newsletters, use of the school sign, media, and the school web site. SKIP parents in Education meetings will also be held.

☑ 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.

Professional development focusing on parents as partners will be held during the fall for principals and teachers, instructional support personnel and other school leaders. Nodaway Holt Elementary school will create a Parent Advisory Council which will include parents who have students currently enrolled in the Nodaway Holt School. The school district will also us social media, webpages, and apps to reach out and communicate with parents.

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.

Programs such as Head Start, SKIP, and local daycares will be included in all communication from the Office of Nodaway Holt Elementary. Any materials and resources shared with Nodaway Holt Elementary will also be shared with these programs. There will be ongoing collaboration with the school district and local agencies to identify migrant and homeless children. Transitional activities such as kindergarten roundup will be available for children entering kindergarten. District-wide registration will be held in the spring for incoming students. The Nodaway Holt Elementary has a parent resource area or room where parents can retrieve materials on a variety of topics.

☑ 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)*

- [x] 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)

- [x] 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)*
- [x] 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)*
- [x] 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)*
- [x] Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- [x] 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)*
- [x] May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- [x] Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- [x] 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,

- [x] Provides opportunities for the informed participation of parents and family members, including:
  - [x] Parent and family members who have limited English proficiency.
  - [x] Parent and family members with disabilities.
  - [x] Parent and family members of migratory children.
- [x] Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment Hide

4020 NODAWAY-HOLT ELEM.

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- [x] A comprehensive needs assessment of the entire school has been conducted.
- [x] The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

4/20/2026

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- [x] Enrollment (Required)
- [x] Grade level (Required)
- [x] Ethnicity (Required)
- [x] Attendance (Required)

- [x] Mobility (Required)
- [x] Socioeconomic status (Required)
- [x] Discipline (Required)
- [x] Limited English Proficiency (Required)

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

Strengths:

S.K.I.P Parental group: The SKIP program is a parental group supporting Nodaway Holt Elementary students academically and socially by supplying essential materials for students learning experiences.
Supportive community dedicated to the success of all students.

Weaknesses:

Significant population of economically disadvantaged (Free and Reduced lunch) which comprises 51.01% and a large number of students with IEP's

Indicate needs related to strengths and weaknesses:

With a growing economic deprivation population, the Nodaway Holt elementary building will continue to face challenges meeting the academic, social, and emotional needs of our at risk population and the economically disadvantaged. An annual in depth review of student demographics will be constructed by staff and the school will build the capacity of teachers to use data to inform instruction by utilizing data team meetings, early release, training and resources for teachers to work collaboratively to analyze student work and assessment data to drive instruction.

Student Achievement

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

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] 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)
- [x] Other performance indicators used in analysis:

NWEA Assessment

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

Strengths:

In math and science, students scored at or above the state average.
In math, students showed a strong understanding geometric and operations.

When reviewing our Math NWEA data students performed higher in the areas of data and statistics and geometry and measurement.

Weaknesses:

In communication arts, 63.9 percent of the students scored below basic or basic on the MAP. When practice testing through the use of the NWEA to determine RTI groups, student scores finishing in the average, low average, and low categories. Additionally, when comparing the 7th, 8th, and English II MPI scores against those of the state of Missouri we were lacking across the board. MPI comparisons looked like: 7th Grade- NH 371.1, MO 381.5; 8th Grade- NH 353.9, MO 383.6; English II- 375.8, MO 394.2. It is the districts determination that because of our low reading comprehension levels all other tests are suffering.
When reviewing Math NWEA data our students have been severely impacted in Math by the Covid closure and we still have not fully recovered with 58.2% of the district scoring in the below basic or basic categories. While math used to be a strength for the district, we are seeing the challenges now due to the virtual learning created due to the COVID pandemic and the gaps that it has created. NWEA Data showed that Nodaway-Holt students scored lowest in the curricular areas of Number Sense and Algebraic Thinking.

Indicate needs related to strengths and weaknesses:

In Communication Arts, reading comprehension is a area of major weakness.
Explain how an author uses reasons and evidence to support particular points in a text.
Informational text in general seems to be a weakness, being able to summarize, making inferences, determining main idea.
In Science, data has been insufficient to analyze.

The needs related to both would be to differentiate math materials to meet the needs of all students. Provide additional math interventions for students and to carve out times in the day where teachers can provide additional supports to meet each student where they are ready to learn.

We also have a need for supplemental ELA instruction.

Curriculum and Instruction

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

- [x] Learning expectations
- [x] Instructional program
- [x] Instructional materials
- [x] Instructional technology
- [x] Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

Teachers provide instructional strategies and activities to involve students in their learning. Assessing student learning to modify and adjust teaching strategies to best meet the learning needs of students. There is a collection of quantitative and qualitative data to support student academic and personal growth.

Weaknesses:

Teacher turnover
Lack of teacher experience

Indicate needs related to strengths and weaknesses:

Use of professional development to learn how to read/use testing data from Acuity. Benchmarking, common assessments and assessment rubrics are also recognized needs of the building.

High Quality Professional Staff

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

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

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

Strengths:

Staff is dedicated to students 100%
Highly Qualified Staff
Quality 1st and 2nd year teacher mentoring program
Strong desire of staff to obtain higher education

Weaknesses:

Pay scale is competitive with surrounding schools but much lower than urban areas
High turnover rate for staff
Increase of professional development in areas of needs

Indicate needs related to strengths and weaknesses:

Increase collaboration between all staff K-12 through professional development exercises.
Continual partnership with RPDC for professional development opportunities.

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:

- [x] Parental involvement
- [x] Communication with parents
- [x] Policy Involvement
- [x] Parent education
- [x] Support for special needs and underserved
- [x] Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Welcoming family and community in all activities: Title 1 Parent Nights Muffins with moms, Donuts with Dads, Christmas Concert, DARE Graduation.
Update school Calendar for advance notice of activities, Student Handbook, Open door policy for administration, Social Media (Facebook, Twitter, School/Teacher Websites), Weekly classroom newsletter, Drug and alcohol abuse awareness (DARE, and Red Ribbon Week) Title 1 Communications - Parent Night, S.K.I.P, Public Schools Community members involved in school decisions:
Guidance advisory meeting, Needs Assessment Committee, Monthly building wide newsletter, Parent and teacher conferences through phone calls home, weekly newsletters and individual conferences as requested.

Weaknesses:

Parent Community Education Program participation
Transition from elementary to middle school

Indicate needs related to strengths and weaknesses:

Actively pursue opportunities with the S.K.I.P parent group for involvement and partnering in planned activities and pooling/sharing resources.

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:

- [x] School mission/vision
- [x] Average class size
- [x] School climate
- [x] Management and governance
- [x] Student discipline policy

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

Strengths:

Monthly staffing meetings, daily bulletins on Google docs to help communicate with staff important announcements, Intercom announcements, Facebook page updated regularly in order to communicate with parents, Parent/teacher conferences held to aid parents in helping their students, Class newsletters to support parent/teacher communication

Weaknesses:

Not enough time devoted to areas in which students perform poorly, Parent participation, Not enough training for those chosen as leadership for the staff on the PLC leadership committee.

Indicate needs related to strengths and weaknesses:

Increase parent participation through recruitment and encouragement. Partner with RPDC to develop school leaders and leadership skills.

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	Increase ELA among all students by providing a supplemental ELA instructor. Provide opportunities for parents to participate in their child's education Provide training and support to new teachers through mentoring and teacher oreination
2	Increase math skills for all students by providing them up to date curriculum that provides differentiated materials to meet their needs.

Schoolwide Program Hide

4020 NODAWAY-HOLT ELEM.

SCHOOLWIDE PROGRAM

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

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

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

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

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

☑ **Supplemental instruction**

	Subject areas and grade levels to be served (mark all that apply)		
1	☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
2	☐ Reading	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
3	☑ English Language Arts	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☑ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
5	☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

Delivery of Title I funded supplemental instruction services

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

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	☐	☐		
Supplemental English Language Arts	☑	☐		
Supplemental Mathematics	☐	☐		
Supplemental Science	☐	☐		
1 Other	☐	☐	☐	

☐ **Class size reduction**

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

- [x] **Professional Learning Communities**
- [ ] **Schoolwide Positive Behavior Support**
- [ ] **Response to Intervention**
- [ ] **Other**

The strategies will (mark all that apply)

- [x] Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Nodaway Holt elementary teachers focus on differentiating instruction through small group instruction to maximize learning opportunities for all students. Struggling students receive additional intervention support from pull out intervention teachers. Kindergarten and first grade students utilize the instructional component of iReady to progress through specialized instruction at their individual level and at their own pace. The school will also use benchmarking using the NWEA assessments.

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

Description of how strategy/strategies will strengthen

The strategies used will target students needing the most help by providing smaller group and individual instruction and focusing on the students reading comprehension. After school tutoring is also offered to students who are behind academically in their classrooms.

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

- [x] Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Title I services (teachers, paraprofessional, materials/resources, parent involvement nights etc.)
Special Education referrals
Counseling
A+ Students
Backpack Buddies
Collaborative Learning Communities
Reading Incentive Programs
MAP incentives and student rewards
High Quality Professional Development for teachers
Teacher Evaluation System with immediate feedback and coaching
Data teams
Mentoring program

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- [x] 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

Title I services (teachers, paraprofessional, materials/resources, parent involvement nights etc.)
Special Education referrals
Counseling
A+ Students
Backpack Buddies
Collaborative Learning Communities
Reading Incentive Programs
MAP incentives and student rewards
High Quality Professional Development for teachers
Teacher Evaluation System with immediate feedback and coaching
Data teams
Mentoring program

Activities will (mark all that apply)

- [x] **Improving students' skills outside the academic subject areas**
  - [ ] Counseling
  - [ ] School-based mental health programs
  - [ ] Specialized instructional support services
  - [x] Mentoring services
  - [ ] Other

- [ ] **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

  Description of external providers and services provided

- [ ] **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

- [x] **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

- [x] **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**
  - [x] Delivery of professional development services
  - [ ] Instructional coach
  - [ ] Teaching methods coach
  - [ ] Third party contract
  - [ ] Other

  - [x] Professional development activities that address the prioritized needs

    Describe activities

The district has designated professional development days throughout the year which will be designed to target student achievement in the following areas: using data to make decisions regarding instruction both formatively and summative, differentiated instruction, Tier I effective teaching practices and purposeful planning. This will be coupled with our individual Professional Development Plans that include teacher specific needs.

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

Describe activities

The district will advertise and continue to offer competitive pay and solid benefits to recruit teachers along with high quality, on-going and focused professional development. The district will continue to provide appropriate resources and materials, offer smaller class sizes and communicate celebrations with the public.

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

Describe activities

Kindergarten orientation/screening will be held each spring in collaboration with Headstart, Parents as Teachers, local preschools and daycares, and school staff to assist families in transitioning to elementary school. The district will share information with local Headstart, PAT, and local childcare facilities regarding transition to kindergarten.

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

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

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

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

- (●) Yes
- ( ) No

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

School Level Plan Home | Print | Cancel Print Mode

District/LEA Comments

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