

strict/LEA: 096-114 WEBSTER GROVES Year: 2024-2025

nding Application: Plan - School Level - 4160 DR. HENRY GIVENS JR. ELEM. Version: Initial Status: Approved

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

## 4160 DR. HENRY GIVENS JR. 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.

Meetings and surveys; Reading and Math nights.

☒ 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.

Meetings, Surveys and meeting with Leadership Team.

- ☒ 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.

Meetings, Surveys and Leadership Team.

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.

We utilize parent feedback via surveys and meeting to make continual improvements. Information for parents is disseminated via email, school website, school FB page and school twitter accounts.

- ☒ 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.

Meetings that are informational are held in the Spring and Fall. Typically, a power point presentation is shown in the fall as part of a PTO meeting, fall and spring Title I meetings, and/or curriculum nights.

Annually in the fall, Givens Administration presents over all MAP results to parents at Open House. This is an opportunity for parents to become engaged in their students learning and ongoing achievements. Also, at Parent-Teacher conferences, teachers explain the results of MAP testing, and shares with the parent areas of focus the students need to focus on.

- ☒ 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)*

Parent compact; Parents are highly encouraged to attend parent/teacher conferences in the fall and spring. Parents are also encouraged to be engaged in teacher communication through emails, website, and other sources of electronic communication.

In the School-Parent-Student Compact is stated:

"I understand that my child will be working with a reading specialist/title I teacher at school. I will support this program by doing my best to ensure my child reads each night and is at school on time each day."

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



qualified teachers are hired in the district. The principal needs to insure continual high quality instruction and learning is taking place on an ongoing basis through evaluations and observations.

In the School-Parent-Student Compact is stated:

"I understand that I am responsible for keeping the parent/guardian informed of his/her child's reading 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.

Materials in the core content areas are always available for parents through out the year. Additionally, support is offered to parents at parent-teacher conferences and curriculum nights. If needed, a meeting can set up with the parent, teacher and/or principal.

- ☒ 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.

Materials in the core content areas are always available for parents through out the year. Additionally, support is offered to parents at parent-teacher conferences and curriculum nights. If needed, a meeting can set up with the parent, teacher and/or principal.

- ☒ 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.

Parent engagement is incredibly valuable in the Webster Groves School District. As a district, we involve our parents and community members in all aspects of district decision making including the strategic planning process, curriculum and program evaluation process, and finance/building committees. Our teachers participate a variety of ongoing learning opportunities regarding the importance of family partnerships including staff meetings and through our teacher evaluation process. Teachers utilize parent-teacher conferences, jump-start conferences, social media, and newsletters to communicate with families and to receive feedback.

- ☒ 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.

P.A.T. and Head Start

- ☒ 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)*

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**4160 DR. HENRY GIVENS JR. ELEM.**

#### SCHOOLWIDE PROGRAM

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

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

| Schoolwide Program Plan Development |  |
|-------------------------------------|--|
| Team Member                         |  |



|   | Role                 | Name                  |
|---|----------------------|-----------------------|
| 1 | Parent               | Carl Davis            |
| 2 | Teacher              | Suzi Wayne            |
| 3 | Principal            | Malissa Beecham-Judge |
| 4 | Other Administrators | Jason Adams           |
| 5 | LEA Representative   | Hollie Henderson      |

| Plan Development Meeting Dates |                         |
|--------------------------------|-------------------------|
| 1                              | Meeting Date 03/14/2024 |

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

| Coordination with Other Federal Programs |                     |                        |                              |
|--|---------------------|------------------------|------------------------------|
|  | Federal Titles/Acts | Program Representative | Representative Role          |
| 1  | McKinney-Vento      | Tina Scott             | Director of Learning Support |
| 2  | Title II.A          | Jason Adams            | Asst. Supt of Learning       |
| 3  | Title IV.A          | Jason Adams            | Asst. Supt of Learning       |
| 4  | Title II.A          | Hollie Henderson       | Federal Programs Specialist  |
| 5  | Title IV.A          | Hollie Henderson       | Federal Programs Specialist  |
| 6  | Title II.A          | Emilie Vaughan         | Director of Finance          |
| 7  | Title IV.A          | Emilie Vaughan         | Director of Finance          |

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

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

Supplemental instruction

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

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

Description of how strategy/strategies will strengthen

1. Early intervention so that students don't fall behind.

2. New modes of instruction to meet students where they are.

3. Teacher Professional Development and curriculum support.

- ☐ 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

instruction, literacy instruction and social emotional development. These areas have been identified through local benchmark assessments and statewide assessment systems.

2.) We utilize a variety of assessment tools to identify student needs (academically and social and emotionally) and also monitor their progress. Givens has a student problem-solving process in place to to determine student interventions, monitor if they are proving successful and adapt based on the individual needs of students. Givens also has intervention such as reading intervention, math intervention, gifted programming, ELL support, and special education as resources to support students needs. These interventions are in addition to high quality differentiation within the core classroom.

Activities will (mark all that apply)

☐ **Improving students' skills outside the academic subject areas**

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

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

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

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

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

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

☒ **Professional development activities that address the prioritized needs**

Describe activities

Continuous Improvement in Teaching Practices:

Teachers utilizing research-based strategies engage in ongoing professional development, refining their instructional approaches based on data and research findings, ultimately benefiting student learning.

☐ **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

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

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**4160 DR. HENRY GIVENS JR. 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

4/16/2024

**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:

High percentage of overall students on grade level in Math.

Weaknesses:

Achievement gap for students who qualify for supplemental Math services.

Indicate needs related to strengths and weaknesses:

Working to put early interventions in place.

## Student Achievement

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

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

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

Strengths:

High percentage of overall students on grade level in Reading and Math.

Weaknesses:

Achievement gap for students who qualify for Title I.

Indicate needs related to strengths and weaknesses:

Working to put early interventions in place.

## 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



Strengths:

Curriculum in math that is provided.

Weaknesses:

Areas that show a need for revision in materials and instruction.

Indicate needs related to strengths and weaknesses:

Aligned materials and instruction.

### High Quality Professional Staff

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

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

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

Strengths:

Certified staff

Weaknesses:

PD to support needs.

Indicate needs related to strengths and weaknesses:

Providing targeted PD.

### 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

Strengths:

A willingness of some parents to provide feedback and participate.

Weaknesses:

Turnout of parents for Title I meetings.

Indicate needs related to strengths and weaknesses:

Ways to increase parent participation.

### 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:

Mission and vision universal

Weaknesses:

Trauma-informed PD for more staff.

Indicate needs related to strengths and weaknesses:

Trauma-informed PD for more staff.

### 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 | Math achievement (in particular 3rd and 4th grade)  |
| 2 | ELA achievement (in particular 3rd and 4th grade)   |
| 3 | Student groups (black students, students who are identified as free/reduced priced lunch, and students with IEPs) |

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#### District/LEA Comments

#### DESE Comments

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## 4160 DR. HENRY GIVENS JR. ELEM.

### SCHOOLWIDE PROGRAM

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

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

| Schoolwide Program Plan Development |                      |                       |  |
|-------------------------------------|----------------------|-----------------------|--|
| Team Member                         |                      |                       |  |
|                                     | Team Member Role     | Team Member Name      |  |
| 1                                   | Parent               | Carl Davis            |  |
| 2                                   | Teacher              | Suzi Wayne            |  |
| 3                                   | Principal            | Malissa Beecham-Judge |  |
| 4                                   | Other Administrators | Jason Adams           |  |
| 5                                   | LEA Representative   | Hollie Henderson      |  |
| Plan Development Meeting Dates      |                      |                       |  |
| 1                                   | Meeting Date         | 03/14/2024            |  |

### COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

| Coordination with Other Federal Programs |                     |                        |                              |
|--|---------------------|------------------------|------------------------------|
|  | Federal Titles/Acts | Program Representative | Representative Role          |
| 1  | McKinney-Vento      | Tina Scott             | Director of Learning Support |
| 2  | Title II.A          | Jason Adams            | Asst. Supt of Learning       |
| 3  | Title IV.A          | Jason Adams            | Asst. Supt of Learning       |
| 4  | Title II.A          | Hollie Henderson       | Federal Programs Specialist  |
| 5  | Title IV.A          | Hollie Henderson       | Federal Programs Specialist  |
| 6  | Title II.A          | Emilie Vaughan         | Director of Finance          |
| 7  | Title IV.A          | Emilie Vaughan         | Director of Finance          |

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

☐ Class size reduction

|   |   |
|---|---|
| <input type="checkbox"/> Grade Levels             | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| <input type="checkbox"/> Reading Instruction Only | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| <input type="checkbox"/> Math Instruction Only    | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |

- ☐ Professional Learning Communities  
☐ Schoolwide Positive Behavior Support  
☐ Response to Intervention  
☐ Other

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

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

Description of how strateav/strategieas will strenathen

- 2. New modes of instruction to meet students where they are.
- 3. Teacher Professional Development and curriculum support.

☐ 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

1.) At Givens, the student population needs additional support in mathematics instruction, literacy instruction and social emotional development. These areas have been identified through local benchmark assessments and statewide assessment systems.

2.) We utilize a variety of assessment tools to identify student needs (academically and social and emotionally) and also monitor their progress. Givens has a student problem-solving process in place to to determine student interventions, monitor if they are proving successful and adapt based on the individual needs of students. Givens also has intervention such as reading intervention, math intervention, gifted programming, ELL support, and special education as resources to support students needs. These interventions are in addition to high quality differentiation within the core classroom.

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



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

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

- ☒ Professional development activities that address the prioritized needs

Describe activities

Continuous Improvement in Teaching Practices:

Teachers utilizing research-based strategies engage in ongoing professional development, refining their instructional approaches based on data and research findings, ultimately benefiting student learning.

- ☐ **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

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## 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

**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.

Save Comments

School Level Plan Home

Print

Cancel Print Mode

**District/LEA Comments**

**DESE Comments**