

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](#)

4040 CRESTWOOD 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.

We have a parent compact agreement which defines the role of the school intervention program and family support. Parents are given this information in the yearly SIS parent portal to sign off on. The compact states, "I agree to uphold the 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.

We hold a stakeholder meeting where parents are present and are able to review offer ideas and ongoing feedback for 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.

We invite parents to the stakeholder's meeting to review, plan, and give feedback to improve.

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.

At the original intake meeting, we will be describing our assessment tools such as The Benchmark Assessment System (BAS), LETRS, PAST, WTS, iReady and Fastbridge Tool. We also look at NWEA for 4th and 5th grade We will present the scale scores of the previous year's MAP's scores, if available. We will discuss district reading, writing and math curriculum.

- 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.

Reading Specialist now share Reading Success Plans at the beginning of the year, and at each trimester. For other students, fall testing is in SIS Parents will have electronic access to student achievement data through the SIS portal. Concerns about SIS app user friendliness with cell phones. Consider paper copies. At our parent meeting we will use a powerpoint complete with hard copies of the presentation and link Parent guides for curriculum into presentation. Parents are also able to get further information about MAP on the district website. BAS and Fastbridge data is within SIS for the fall, winter and spring. NWEA available for 4th/5th within SIS for winter/spring. Goal is parent involvement- consider paper copies and not just SIS. Some assessments are only online. Educlimber as an option. We also provide:
District wide advisory counsel
Individually we meet with parents about educational decisions for students

- 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 stakeholders meeting will allow everyone to meet to edit the Parent Compact. The Compact will be added to the Parent Handbook and the doc should be in SIS. Parent Responsibilities in the current compact include:
Make sure my child is on time and prepared every day.
Know how my child is doing in school by communicating with my child's teachers.
Schedule a conference with the teacher about concerns with schoolwork and behavior.
Monitor my child's schoolwork and make sure study time is quiet and productive.
Check with my child daily for information sent home from school that will be useful.
Respond appropriately to all types of communication from the school and the intervention teacher.

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

Ensure highly-quality, effective staff to provide instruction.
Teacher responsibilities in current compact include:
Help determine the educational needs of your child.
Adjust the instructional program to meet the academic needs of your child.
Provide frequent assessment and continuous feedback on how your child is progressing academically.
Provide a safe and orderly school environment.
Be available to discuss your child's progress academic work when needed.

- 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.

Conferring with individual parents
Math and reading nights (Consider being school-wide vs. district)
Curriculum Night
Using social media to increase parental involvement
Access to MAP letter, website
Parent teacher conferences (twice a year; after assessments completed)
District curriculum website
BAS, Fastbridge, iReady and NWEA (4th/5th) information and explanations
Explained BAS, Fastbridge to parents
Consider explaining iReady, NWEA data to parents
Reading intervention website
Standards Based report cards for the 22-23 school year

- 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.

Reading Intervention FB Page with tips, apps, and websites
Handouts upon request at Title 1 Meetings, Parent-teacher Conferences,
Parent Surveys
Providing summer resources from options presented by reading specialists
Daily Intervention Block

- 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.

Contact from interventionist explaining programming and sending Reading Success plans to parents 4xs per year
Intervention staff available as a resource to classroom teachers, parents, and other support staff
Monthly/Quarterly monitoring
Participation in MTSS and Data Teams for intervention staff and specialists?
Participation in Parent Teacher Conferences
Consider ways to allow interventionists to spend more time working with K-5 teachers.

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 uses the Federal Programs Stakeholder meeting to review existing services and resources and available funding to increase efficiency and effectiveness of all programs.

At the school level, we document Caseload for reading, MLL, and IEP, and are coordinated at each school annually. The students are continually monitored using multiple data points, including running records, BAS, Fastbridge, iReady, IEP goals, LETRS, WTW, PAST, weekly progress monitoring and NWEA assessment and others.

We hold transition meetings between preschool and kindergarten, as well as 5th grade and 6th grade.
Ongoing vertical conversations between K-5th grades.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

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

Comprehensive Needs Assessment [Hide](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

4/15/2024

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:

20/1 Student:Teacher Ratio
MLL TA support

Weaknesses:

Impact of transitioning to "typical" this school year, specifically in the area of social/emotional
Gaps in learning due to extended absences for quarantines

Indicate needs related to strengths and weaknesses:

ELL TA full time Support
LTAs that provide support K-4
Counseling team developed counseling lesson for the first 6 weeks
Outside counseling services for 1:1 support
Math interventionist support staff
Writing intervention Tier 2 limited

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:

LTA's in primary grades, differentiated reading intervention approaches based on need, itinerant instructional coach model for K-5, district literacy coordinator, and a daily, Math intervention support, writing support and set time for an intervention block.

Other resources available: Common resources for Classroom Teachers district wide, digital reading resources such as Reading Eggs, Reading Plus as needed, DreamBox for all students, iReady, common reading assessment district wide using BAS/Fastbridge, NWEA, Souday phonics in grades K-5, Heggerty (K-1st), Words Their Way assessments in 2-5, and Second Steps bullying prevention program, outside counselors available, math interventionist 1.5 days a week.

Weaknesses:

No LTA's in intermediate grades, not enough collaboration with reading intervention and LTA, training for LTA's that are more targeted, use LTA as a Tier 2 support, not just Tier 1. More support for writing interventions.

Indicate needs related to strengths and weaknesses:

Consistent training for teachers and reading specialists in assessment, mentor teachers in specific areas, training for primary teachers on how to assess number sense/math concepts, true tiered structure for students with social emotional needs, writing intervention, and more math support for students and teachers. We still have reading plus, but it could be utilized with more fidelity for our Crestwood students.

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:

All teachers are certified to teach their content areas.

- Souday phonics to all students in grades K-5th
- Staff attendance
- Teacher receiving LETRS training
- New ELA curriculum
- 2 full time counselors
- 2 full time Principals
- Reading specialists trained in multiple programs
- LTA trained in guided reading and some phonics/word work
- PLCs
- SOAR time (intervention block)
- Full time instructional block
- Added support with counseling and 4 FT reading specialists
- Speaker Series to review data assessment results- keep annually for new parents

Weaknesses:

Limited supports in Math
Limited support in writing intervention
Limited ELL TA support

Indicate needs related to strengths and weaknesses:

More Math intervention for K-5
Continue more Reading Interventionists
Assistance with interpreting data for parents (district wide)
Consider reconfiguring LTA

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 in area teaching
-Reading specialists trained in multiple programs
-LTA trained in guided reading
-Professional Learning Communities
-SOAR time (intervention block)
-Full time instructional design coach
-4 Reading Specialists this past year

Weaknesses:

Minimal math intervention- 1.5 days a week
Minimal writing interventions
LTA usage is limited to K-2
ELL TA limitations

Indicate needs related to strengths and weaknesses:

More math interventionist for K-5
Continue more Reading Interventionist support
Continue with assistance with interpreting data for parents (district wide)
All K-2 staff receive LETRS training
All staff receive ELA curriculum training
More specialized instructional design coaching model

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:

PTO
 Stakeholder meetings
 Weekly emails from principal
 School wide events
 School website, facebook and social media
 Parent Teacher conferences (multiple)
 Title 1 Meetings (multiple)
 Curriculum night
 Literacy Night
 Adopt a Family
 MTSS
 Crestwood Cares
 MLL services
 Friday Food Backpacks
 Cultural Night
 Build night
 Craft night
 Vision and Hearing Screenings
 Youth in Need/Provident/Presbyterian Counseling Services
 Presbyterian Services
 Provident Services
 SSD Social Work
 Lindbergh Social Work
 Partnerships with outside agencies - St. Lucas, Webster Gardens
 MLL picnics
 2 Counselors

Weaknesses:

Encourage more parents to attend meetings
 District social worker is spread across 4 buildings

Indicate needs related to strengths and weaknesses:

Need for additional social work support regarding absences.

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:

District Mission Statement
 Each building has mission statement related to District Mission Statement
 Each classroom has a mission statement related to Building Mission Statement
 Collaborating in Professional Learning Committees
 Common Expectations
 Arrival/Dismissal Systems and Procedures in place for daily schedules
 District Responsibility Handbook
 Lindbergh Life Skills

Weaknesses:

Finalize and refine MTSS process and procedure
 Research-based Tier 2 interventions for students

Indicate needs related to strengths and weaknesses:

Professional Learning and growth on PLC's
 Continue to revise and monitor compass plan
 RTI @ Work conferences
 PLC institute conferences
 Marzano conferences

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	Reading/math/writing support during intervention block
2	Social emotional support
3	Full-time asst. principal
4	Support for Writing Intervention
5	More time with math interventionist
6	Additional reading specialists

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

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

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

Schoolwide Program Plan Development		
Team Member		
	Team Member Role	Team Member Name
1	Parent	Molly Evans
2	Teacher	Jennifer Knoepp
3	Principal	Kit Norton

Plan Development Meeting Dates		
	Meeting Date	
1	04/15/2024	

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	Perkins Basic Grant - Secondary ▾	Ronni Zagora	Director
2	McKinney-Vento ▾	Jill Lawson	Director
3	Head Start ▾	Charlene Ziegler	Principal - Early Childhood
4	Title III EL ▾	Lisa Carson	Coordinator
5	Title II.A ▾	Tara Sparks	Chief Academic Officer
6	Title IV.A ▾	Jill Lawson	Director

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 type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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 type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Learning Communities

Schoolwide Positive Behavior Support

Response to Intervention

Other

MTSS
ML
Reading Intervention - Grades K-5
LTA K-2
Daily Intervention Block (SOAR Time)

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

Reading Intervention and MLL Supports
Small Group Instruction- Pull Out
Tutorial - Pull Out
Push in support
Students with IEPs may qualify for extended school year with regression and recoupment data
Summer school for students receiving reading intervention and have reading goals within their IEPs
After school tutoring for MLL
Professional development to strengthen classroom instruction
Grade-level teams meet in PLCs for lesson and intervention planning
Data Team every 6 weeks
District provides opportunities for professional growth in Lindbergh U classes
District sponsors teachers to attend workshops and conferences
Summer school for selected students
Dyslexia workshops
Co-teaching with MLL and classroom teacher, Special educators
Specialist provide professional development

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

Description of how strategy/strategies will strengthen

The goal is for the comprehensive list in the strengths listed, will enable staff to effectively deliver data supported instructional strategies to our students

n/a

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 to recruit and retain effective teachers, particularly in high need subjects

Describe activities:

Lindbergh Teacher Institute
Mentor Teacher Program
3 Year Teacher Induction Program
Lindbergh U Classes
Personalized Learning
Tuition Reimbursement

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

Kindergarten screening
FastBridge administered at beginning of Kindergarten
Letter identification administered at beginning of Kindergarten
Kindergarten Orientation before entering Kindergarten
Open Library in Summer
Summer playdates

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

PLC Development and Training
Literacy Trainings
Instructional Technology Trainings
Lindbergh U courses
Summer trainings for teachers
All K-2 trained in LETRS

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.

District/LEA Comments

DESE Comments