

Line Creek Elementary

Consolidated Federal Programs Plan

General Provisions

All check boxes marked in this plan indicate an assurance on the part of the LEA and schools.

SCHOOL PARENT AND FAMILY ENGAGEMENT (need one for each Title I served school)

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. (Required) *Section 1116 (b)(1)*

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

Line Creek holds an all-school meeting to inform parents and families of our school's participation in the Title I program. Information presented includes an explanation of the Title 1 requirements, parents' right to be involved and provide input, an overview of our Response to Intervention program, and upcoming school community events. In addition, all parents/guardians are given the opportunity to review and sign the School-Parent Compact. Parents/guardians are provided multiple opportunities to participate in completing the Annual Parent School Wide Survey. All information is also made available on Line Creek's website.

- Parents are notified of the policy in an understandable and uniform format. (Required) *Section 1116 (b)(1)*
- To the extent practicable, the school parent and family engagement policy is provided in a language the parents can understand. (Required) *Section 1116 (b)(1)*

School Parent and Family Engagement Policy:

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. (Required) *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 (Required)
 - To explain the requirements of Title I.A (Required)
 - To explain the right of parents to be involved. (Required) *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)*

POLICY INVOLVEMENT (continued)

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

- In the planning, review, and improvement of the Title I.A program and/or Schoolwide program plan in the school. (Required)

Section 1116 (c)(3)

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

Parents are invited to attend the annual all-school meeting and parent orientation sessions held at the beginning of the school year. Information is gathered from parents during parent teacher conferences, student showcases, and literacy family events. Parents serve and are active participants in PTA and other family involvement events. Parents are encouraged to provide feedback at the above events. Parents are invited to Title 1 meetings to review program data, events, and initiatives. Feedback is sought periodically from all parents on Title 1 events, staff and the reading support provided for their child.

- In the planning, review, and improvement of the school parent and family engagement policy. (Required)

Section 1116 (c)(3)

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy:

Parents give input through the annual survey and through attendance at the Title 1 annual evaluation meeting. Parents are provided opportunities to formulate suggestions and participate in decisions relating to the education of their child during parent conferences, student showcases, and literacy events.

The school provides parents of participating children:

- Timely information about the Title I.A programs. (Required)

Section 1116 (c)(4)(A)

Describe plans to provide information about the Title I.A programs:

Information about Title I programs are provided at the annual meeting, parent orientation sessions, literacy events, parent teacher conferences, student showcase, and other school community events. Information is also on Line Creek's website.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment. (Required)

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 fall parent-teacher conferences were offered to all families. At those conferences district-wide assessment results were shared with parents and explanations were provided about what the assessment measures, areas of strength, and areas that the student is currently working on in class. Quarterly grade cards are sent home with students as well as assessment performance letters to parents after the completion of each NWEA assessment window throughout the year. Curriculum is available on the school district website and information is conveyed to parents via newsletters from classroom teachers, newsletters from the administration, through student report cards, and parent-teacher conferences

- Opportunities, as appropriate, to participate in decisions relating to the education of their children. (Required)

Section 1116 (c)(4)(C)

- Responses to their suggestions as soon as possible. (Required)

Section 1116 (c)(4)(C)

School Parent and Family Engagement Policy:

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact (Need one for each Title I Served Building)

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. (Required)

The school-parent compact:

- Describe the ways in which all parents will be responsible for supporting their children’s learning. (Required)

Section 1116 (d)(1)

- Spend time with children on school work:
 - Talk about class activities and new learning
 - Check work for neatness, correctness, and completeness
 - Review for quizzes and tests
 - Practice spelling/vocabulary words/math facts
 - Read to, and listening to their child read
- Set aside a quiet time for children to finish school work and read with some supervision
- Limit the amount of time children watch television and play video games
- Be sure children are at school on time each day
- Care for the physical needs of their children
 - Gets eight (8) or more hours of sleep
 - Eats healthy foods
 - Plays or exercises outdoors
 - Is in good physical health
- Communicate with their child’s teacher by:
 - Attending conferences
 - Checking and signing planbook or take home folder
 - Signing and returning permissions forms, progress reports, report cards, teacher notes
- Attend school activities, volunteer in the classroom, encourage their child to regularly use the library

- Describes the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. (Required)

Section 1116 (d)(1)

Our school is accredited through DESE via an Annual Performance Report. The data exhibited within the APR document provides evidence of a high-quality curriculum supported by research based instructional strategies. Within Park Hill, at the elementary level, instructional coaches and curriculum writers collaborate to develop a curriculum that is high-quality and aligned to the Missouri Learning Standards. At Line Creek, teachers and teams are expected to follow this curriculum and collaborate to meet the needs of their students. Teachers are evaluated regularly to ensure they are following the district curriculum using the NEE teacher evaluation system, walk-throughs, and collaborative professional development sessions.

- ☑ 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 (required for elementary schools) (Required)
 - ☑ Issuing frequent reports to parents on their children’s progress (Required)
 - ☑ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities (Required)
 - ☑ Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable in a language that family members can understand (Required)

Section 1116 (d)(2)(A) (B),(C),(D)

School Parent and Family Engagement Policy:

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 (Required)
 - ☑ the Missouri Learning Standards,
 - ☑ the Missouri Assessment Program,
 - ☑ local assessments,
 - ☑ how to monitor a child’s progress, and
 - ☑ how to work with educators to improve the achievement of their children.

Section 1116 (e)(1)

Describe plans to provide assistance:

Parents receive quarterly grade cards and progress reports mid-way through each quarter. Parents can communicate with their child’s teacher as often as needed and information is provided in weekly classroom newsletters about the curriculum, what students are learning in the classroom, and how parents can support learning at home. Information is available online about the curriculum and state standards. The building principal disseminates information to staff using weekly staff newsletters, a teacher handbook, staff meetings, collaborative professional development sessions, and reminder emails.

- ☑ Provides materials and training to help parents work with their children to improve achievement. (Required)

Section 1116 (e)(2)

Describe plans to provide materials and training:

Materials are provided throughout the year to help parents support their children’s learning. This is done through parent orientation at the beginning of the year, classroom newsletters and Parent/Teacher Conferences. If parents need additional resources and materials, classroom teachers, interventionists, ELD, SPED will provide the materials as requested. At our yearly family engagement night, families will be given reading, math and CRE resources along with books to be used at home.

- ☑ 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. (Required)

Section 1116 (e)(3)

Describe plans to educate school personnel regarding working with parents:

It is an expectation that classroom teachers and staff communicate with parents and provide support as needed. This can be done through a variety of ways, and teachers work to understand the best way to communicate with each family (phone call, email, face to face, etc). All classroom teachers send home a weekly communication via a classroom newsletter. Teachers are encouraged to make two positive parent contacts each quarter. Parents are invited to participate in parent-teacher conferences, as well as attend Family Nights and other events. Professional development is provided to staff regarding parent communication and engagement.

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. (Required) *Section 1116 (e)(4)*

Describe plans to coordinate and integrate:

Information is made available to parents about the school and other community resources through meet the teacher night, parent orientation, and sending home resource checklists with all students and specific students throughout the year. Our school social worker works with individual families to ensure support and resources are in place and to connect families with other resources they may need. The district provides regular communication with families on how to support their children and coordinates with local preschools to ensure families receive communication regarding district events as students transition from preschool to Kindergarten. We hold a yearly family engagement night. Families are given reading, math, SEL, ELL, and CRE resources along with books to be used at home. Teachers are available to provide additional information and support for extending learning at home. Parents are invited to attend district sponsored events with leading reading and math experts.

- 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, to the extent practicable, in a language the parents can understand. (Required) *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. (Required) *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)*

School Parent and Family Engagement Policy:

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:
 - Parents and family members who have limited English proficiency. (Required)
 - Parents and family members with disabilities. (Required)
 - Parents and family members of migratory children. (Required)*Section 1116 (f)*
- Provides information and school reports in a format and, to the extent practicable, in a language parents understand. (Required) *Section 1116 (f)*

COMPREHENSIVE NEEDS ASSESSMENT- SCHOOL LEVEL (need one for each Title I served school)

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 Completed:

4/10/23

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:

Discipline - There have been continued improvements in student behavior this year due to proactive approaches, schoolwide structures and behavior plans. At Line Creek we have a school wide implementation of Positive Behavioral Interventions and Support (PBIS) during the 2022-2023 school year including the teaching of expectations and common language which was written into the Behavior Expectation Matrix. These expectations provide teachers and staff with a consistent framework of behavior that is taught and applied building wide. This program provides students with clear language on expected behaviors while they are at school. All staff, regardless of role, provide students with specific positive feedback and points when they are following expectations. Points are tracked and managed by classroom teachers, and students can earn incentives for accumulating a set point goal. A team of staff meets monthly to review progress and create action steps to maintain momentum toward the complete implementation of the PBIS program over the span of future years.

Teachers collaborate as a team more frequently to look at all data (including: behavior, pre/post tests, NWEA, F&P, etc.) more systematically.

Line Creek implemented Achievement Via Individual Determination (AVID) last year. Our building AVID team has continuously gathered information and ideas on how to successfully implement AVID during the 2022-2023 school year. PD is presented to staff on the purpose/strengths of AVID and the long-term implementation plan. Our main goal is focused on organizational methods through goal setting and using AVID organizational tools. Students and staff utilized AVID planners, AVID binders with specified tabs, visible daily schedules, desk and backpack organization materials posted in each classroom.

Weaknesses:

Sharing building scorecard information with all staff, not just limited staff.

If indicated, state need(s) identified pertaining to student demographics:

We know much more information about students this year, so we will be better able to group them in classrooms.

Professional development in Culturally Responsive Education (CRE) and cooperative learning continued to be a strong focus during the 2022-2023 school year. We will continue to apply the foundational knowledge regarding CRE we have worked on this year. We are working to refine the implementation of Positive Behavior Interventions and Support (PBIS) and Advancement Via Individual Determination (AVID) strategies. All of these programs were designed to target and support marginalized student groups.

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:

Students in Tier 3 Reading intervention had success in meeting their projected growth goals on NWEA. 54% of kindergarteners, 31% of 1st graders, 92% of 2nd graders, 83% of 3rd graders, 67% of 4th graders, and 50% of 5th graders, for a total of 59% of all Tier 3 reading students met their projected growth goal.

Weaknesses:

According to NWEA 45% of 3rd, 4th and 5th graders are in the average to high percentile bands on NWEA Reading.

According to NWEA 45% of 3rd, 4th and 5th graders are in the average to high percentile bands on NWEAMath.

We would like to increase the percent of Line Creek students showing growth on the NWEA assessment. 46% of students are meeting or exceeding their expected growth projection on the reading portion of this assessment. 46% of students are meeting or exceeding their expected growth projection on the math portion of this assessment.

If indicated, state need(s) identified pertaining to **student achievement**:

Professional development on small group instruction, specifically systematic phonics instruction.

Line Creek's schedule includes grade level intervention times to better meet the intervention needs of students in the 2022-2023 school year. Our MTSS team meets with grade level teams to analyze data and determine interventions for students during intervention instruction. Students scoring below the 30th percentile in reading and/or falling below the instructional reading level expectation according to the College and Career Readiness Index will receive supplemental Tier 2 instruction within the classroom or Tier 3 instruction with a reading interventionist. A plan is made for all students who perform below the 30th percentile. Students scoring below the 20th percentile in math in K-2nd and students scoring between the 20-30th percentile in 3rd-5th will receive instruction with a math interventionist. A plan is made for all students who perform below the 40th percentile.

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 (Required)
- Instructional program (Required)
- Instructional materials (Required)
- Instructional technology (Required)
- Support personnel (Required)

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

Strengths:

District process for monitoring, evaluating, reviewing and receiving feedback on curriculum. Curriculum aligned with state standards. Updates to the ELA and Math curriculum are made annually. Resources are provided by the district to support implementation of the curriculum. Through the use of pacing guides, fidelity to curriculum and instructional frameworks is being implemented. Walk-through observations and indicators through NEE support fidelity to curriculum and instruction. The district employs a systematic process to review curriculum and evaluate needs to update curriculum and resources (curriculum cycle). Curriculum committee members include K-5 teachers from each building and instructional coaches. Through each curriculum cycle, curriculum, instruction and assessment are aligned. Formative and summative assessments are embedded into the curriculum. There is focused professional development for all teachers. Educational programming includes: Title I Reading Interventions (aligned district-wide), Math Interventions, Gifted, ELD, and Special Education.

Weaknesses:

Continued phonics and phonemic awareness implementation within the classroom. First Grade Teachers, SPED Teachers, Instructional Coaches, and Reading Interventionists received training on Language Essentials for Teachers of Reading and Spelling (LETRS) training during the 2021-2022 school year. Second grade teachers and kindergarten teachers will receive training on LETRS during the 2022-2023 school year.

If indicated, state need(s) identified pertaining to **curriculum and instruction**:

Additional resources are being implemented for phonemic awareness as needed and professional development on systematic phonics instruction.

MTSS meetings will start to focus on professional development to provide classroom teachers with knowledge and materials to consistently implement direct, systematic instruction to those students who are identified as

needing Tier 2 supplemental, small group intervention. Teachers will document the area of improvement, whether it is behavior, reading or math, and interventionists will provide resources to implement within the classroom. Language Essentials for Teachers of Reading and Spelling (LETRS) training was provided to Reading Interventionists, Literacy Coaches, and 1st grade teachers during the 2021-2022 school year and kindergarten and 2nd grade teachers during the 2022-2023 school year to support this focused instructional approach.

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 (Required)
- Core courses taught by appropriately certified teachers (Required)
- Staff specialists and other support staff (Required)
- Staff demographics (Required)
- School administrators (Required)

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

Strengths:

Certified staff are highly qualified in the area of instruction. Increase in Instructional Coaches servicing Title I schools. Literacy Studios and continuous professional development (highly relevant PD).

Weaknesses:

Lack of diversity in our staff members does not represent our student population well.

If indicated, state need(s) identified pertaining to **high quality professional staff**:

All staff continue to receive high quality professional development from both the district level and building level.

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 (Required)
- Communication with parents (Required)
- Policy involvement (Required)
- Parent education (Required)
- Support for special needs and underserved (Required)
- Health services (Required)

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

Strengths:

We communicate with parents in a variety of ways, such as online, emailed communication, phone calls, home visits, parent meetings, and school events. Parents are also able to participate in the LC Pride Partners program by volunteering at school. Events done this year included virtual author visits, musical programs, family nights, PTA meetings, PTA evening events, etc. Parents are surveyed to provide feedback on family engagement events that meet the needs of parents/guardians.

Weaknesses:

Families tend to be less engaged with events that target specific reading strategies, skills and instruction. Continue to partner with ALL parents to increase parent engagement (e.g., attending parent nights, checking report cards, two-way communication with classroom teachers, etc.). School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.

If indicated, state need(s) identified pertaining to **family and community engagement**:

Work on creating fun and more engaging family activities and events, while also including educational opportunities. Instructional partners (reading, math, ELD, counselor, social worker, and administration etc.) will continue working with classroom teachers to make sure parents are aware of their child's progress.

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 (Required)
- Average class size (Required)
- School climate (Required)
- Management and governance (Required)
- Student discipline policy (Required)

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

Strengths:

Establishing and maintaining the school family this school year and building connections between students and teachers.

Weaknesses:

Continuing to provide all students, staff, and families leadership roles within our school. Work toward better representation of our school demographics on parent volunteers and groups.

As per our balance scorecard, Line Creek is at risk on the survey results when it comes to parent family support and parent climate, this can be a focus for us.

If indicated, state need(s) identified pertaining to **school context and organization**:

Continue training on PBIS, AVID, Culturally Responsive Teaching, and Kagan strategies that can be implemented in classrooms to reach the academic, social/emotional, and behavior needs of all students. Work toward better representation of our school demographics on parent volunteers and groups.

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: One need must be identified with the option to add up to two more needs

1. MTSS - Multi Tiered System of Support
2. AVID - Advancement Via Individual Determination
3. Equity and Inclusion
4. PBIS - Positive Behavioral Interventions and Supports
5. Professional development for all teachers on curriculum resource adoption

SCHOOLWIDE PROGRAM PLAN (need one for each Schoolwide building)

All check boxes marked in this plan 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 Plan Development	
Role	Team Member
Parent (Required)	Sharon Guillotte Marissa Cabrera
Teacher (Required)	Kari Rowe
Principal (Required)	Robin Davis
Other School Leaders	Kim Moore Kirsten Green Diana Carroll Abby Jackson
Paraprofessionals	+
Other Administrators	Lori Burbee
LEA Representative	+
IF APPLICABLE:	
Specialized Instructional Support Personnel	+
Technical Assistance Providers	+
School Staff	+
Students	+
Others	+
Meeting Date(s) must indicate dates for schoolwide plan	March 16, 2023

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):

- Math K 1 2 3 4 5 6 7 8 9 10 11 12
- Reading K 1 2 3 4 5 6 7 8 9 10 11 12
- English Language Arts K 1 2 3 4 5 6 7 8 9 10 11 12
- Science K 1 2 3 4 5 6 7 8 9 10 11 12
- Other: K 1 2 3 4 5 6 7 8 9 10 11 12

Delivery of Title I funded supplemental instruction services (check all that apply): If Supplemental instruction above is checked at least 1 delivery of services must be checked below.

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or after-school)
- Other: _____ if checked then must have text on line

Instructional personnel:

	Teachers	Para-professionals	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"/>	
Other: _____ +	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class size reduction:

Grade levels: K 1 2 3 4 5 6 7 8 9 10 11 12
 Other: _____ +

- Professional Learning Communities
- Schoolwide Positive Behavior Support
- Response to Intervention
- Other: grade level meetings

These 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...:

Line Creek teachers differentiate their instruction based on student's needs and allow students multiple methods for displaying their knowledge. Tier 3 Rtl supplemental instruction is scheduled around student

core subject areas in the classroom. Rtl Tier 3 students receive intervention for 30 minutes of instruction 5 days a week. Rtl Tier 2 instruction is scheduled by classroom teachers to support the individual needs of each student throughout the day. Rtl tiered instruction provides students with supplemental instruction in the area of reading beyond Tier 1 instruction that all students receive.

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

Description of how strategy/strategies will strengthen...:

Teachers receive professional development throughout the year to help improve instructional practices. Our instructional coach supports all teachers to help them strengthen their instructional strategies and meet students' needs. Teachers participate in professional development in which research-based instructional strategies within the readers', writers', and math workshop model are taught, reinforced, and employed. Based on district-wide formative assessments, students are identified for Rtl Tiers and receive small group interventions in the area of reading in the classroom. Currently, data is collected on digital dashboards and reviewed every 4-6 weeks by a team. We have moved towards an MTSS model and the team will consist of administration, classroom teachers, reading interventionists, literacy instructional coach, ELD teacher, special education teacher, and counselor. Students identified for Tier 2 and Tier 3 interventions are progress monitored bi-weekly to monthly.

- 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...:

Line Creek utilizes MTSS to support all learners. We provide strategic and intensive interventions to students to help ensure the success of all students. We use multiple intervention programs. Line Creek currently uses Fountas and Pinnell Leveled Literacy Intervention, Pathways, Kilpatrick's Phonemic Awareness tasks, LETRS, and frontloads as well as reteaches students within pull-out intervention time with district-wide programs that support classroom instruction. Next year, reading interventions will be based on LETRS, Orton Gillingham, Kilpatrick's Phonemic Awareness tasks, and Benchmark Phonics.

- 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...:

Line Creek will use district common formative assessments, diagnostic assessments like the PAST, NWEA, MAP, and Fountas and Pinnell in 4th and 5th grade, in conjunction with the College and Career Readiness Index to identify students at risk of not meeting the Missouri Learning Standards. These students are then placed into Tier 2 and Tier 3 reading interventions. Classroom teachers provide instruction for Tier 2 students at least 3 times a week. Reading interventionists conduct additional assessments to further inform interventions for students and provide instruction for Tier 3 students 5 days a week. Progress monitoring is administered bi-monthly or monthly to ensure student needs are being met and progress is being made.

Activities will include: *(mark all that apply)*

- Improving students' skills outside the academic subject areas If checked then must check at least one checkbox below
 - 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: +
- Implement a schoolwide tiered model to prevent and address problem behavior, and early intervening services

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: reading interventionists

Professional development activities that address the prioritized needs

Describe activities:

Professional development in the building takes place during monthly staff meetings and collaborative professional development meetings. Professional development is focused on the areas of PBIS, AVID, Culturally Responsive Teaching, curriculum implementation and resources, and strategies for differentiation.

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

Describe activities:

District and building staff attend college job fairs across the state. Applicants are screened and invited to interview nights. Promising candidates are invited to attend building tours. During tours, teacher candidates meet with administrators across the district for a second interview and to tour buildings.

District and building administrators work to retain teachers using a district-wide teacher induction program that supports new teachers. More veteran teachers are supported with ongoing professional development and coaching. Our salary schedule is highly competitive compared to other districts in the area. These factors have resulted in our district having one of the best employee retention rates in our area.

Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities: