

District/LEA: 024-093 NORTH KANSAS CITY 74 Year: 2024-2025

Funding Application: Plan - School Level - 4340 LAKEWOOD ELEMENTARY Version: Initial Status: Approved

Number

Name

Select District

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

School Level Plan Home

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

4340 LAKEWOOD ELEMENTARY

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.

Our Title plan will be shared with families via our monthly/weekly school newsletter, as well as through family involvement activities (Fall and Spring Title 1 Mtgs, family nights/events throughout the year, PTA meetings, etc.). Families will be asked to sign and return the Home-School Compact.

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.

A survey will be sent to families for input. A draft of the plan will be developed, then brought to families for feedback and input at the Spring Parent Meeting as well as via the monthly School News electronically. Input will be solicited when the plan is shared at the Spring parent meeting, as well as through PTA (multiple opportunities, both in larger and smaller settings). The Home/School Compact will also be shared at the Spring Parent Meeting and via monthly School News for feedback, and then will be sent home to families with a portion to sign and return to acknowledge it has been received upon the beginning of the 2024-25 school year.

- 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.

A survey will be sent to families for input. A draft of the plan will be developed, then brought to families for feedback and input at the Spring Parent Meeting as well as via the monthly School News electronically. Input will be solicited when the plan is shared at the Spring parent meeting, as well as through PTA (multiple opportunities, both in larger and smaller settings). The Home/School Compact will also be shared at the Spring Parent Meeting and via monthly School News for feedback, and then will be sent home to families with a portion to sign and return to acknowledge it has been received upon the beginning of the 2024-25 school year.

The school provides parents of participating children:

- Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

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

The Home/School Compact will be sent home via paper copy as well as virtually to families with a portion to sign and return to acknowledge it has been received. Input will be solicited at the Spring Meeting for the upcoming school year.

- 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.

A presentation will be developed that shares information about our school's academic progress, including MAP achievement levels as well as district benchmark data, and the curriculum and assessments we utilize, as well as our plan for how to continue to improve. This will be shared at our Spring Title 1 Parent Meeting, during parent-teacher conferences, throughout the year at Title 1 family involvement events, and with our PTA. The slides and video from the presentation will be shared with families after the meeting in our monthly School News in the event they are unable to attend the in-person presentation opportunities.

- 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)*

- Be my child's advocate
- Partner with their teachers by developing positive relationships of respect and support
- Make learning a priority and value my role as my child's first teacher
- Make sure that my child comes to school ready to learn
- See that my child attends school regularly and arrives on time
- Support and encourage my child in making positive choices for behavior
- Read with my child and let my child see me read, write, and do math and science
- Find time daily to discuss what my child is learning and demonstrate support of my child's teacher
- Set and discuss high expectations with my child
- Celebrate my child's learning progress with them, both academic and socioemotional
- Support and participate in school organizations, programs, and activities
- Provide a quiet time and place for homework and monitor electronic use

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

- Develop positive relationships of respect with each student and family
- Honor inclusion and listen to learn how we can improve and increase cultural awareness and learning in our classrooms.
- Develop strong classroom communities
- Create systems to support each student's learning experiences, whether for additional support or enrichment
- Teach students skills to process and support their socio-emotional development
- Work together as collaborative Professional Learning Teams (PLT) to ensure equitable experiences in each classroom
- Provide clear feedback and celebrate learning progress and goals met with students and our grade level PLT
- Create and utilize a school wide Positive Behavior Support system to reinforce positive behavior of students
- Partner with our community to provide real-world relevant learning experiences for our students and celebrate academic and socioemotional growth

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.

Through fall parent teacher conferences, teachers will help families to understand the learning expectations set for their child and their child's progress with these expectations. We also hold a spring student-led learning showcase where students share their goals, growth, and progress with their families, and teachers are available to assist with questions/guidance for parents. We will also continue to share expectations by content area at family Title 1 events throughout the school year and by communication via the teacher to families after academic benchmarking periods.

- 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.

We provide materials to parents through fall and spring parent teacher conferences, and also plan to hold literacy, math/STEM, culture, and Positive Behavior Support/SEL themed family events where families will learn how to support their child with learning activities, strategies, and common language from 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. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

We will integrate professional development around building positive relationships/communication with families next year, and our Building Leadership Team will continue to help serve as leaders in our school around our equity goal of improving family involvement through inclusion/participation by all families.

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.

We will continue to share NKC Schools' Early Childhood screening/program information in our weekly/monthly School News (a monthly virtual newsletter in which more frequent updates are added and shared as needed via School Messenger several times monthly) to ensure our families are aware of the Pre-K program and resources that are available to them.
We will also share family resources that are made available to us through participation in PBS, BIST and Conscious Discipline training.

- 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](#)

4340 LAKEWOOD ELEMENTARY

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

6/10/2024

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:

Regarding recent disciplinary data, we have made positive gains this year regarding proportionality of our student population that are reflected in major disciplinary referrals for students who identify as Black/African American and Male. The percent of discipline referrals from each of these subgroups is more representative of our student population this year than the previous school year. We have made positive gains in proportionality of our student population that are reflected in minor disciplinary referrals for students who identify as Black/African American as compared to the previous year. Student who identify as Black/African American, Hispanic/Latino, Female, Asian, or American Indian are all under-represented regarding proportionality of our student population in disciplinary data for major discipline referrals. Students who identify as Black/African American, Two or More Races, Female, Asian, and American Indian are under-represented regarding proportionality of our student population for minor discipline referrals.

Weaknesses:

Students who identify as white are over-represented in both our major and minor disciplinary data, as are males and students who receive special education services. Students who identify as two or more races are slightly over-represented as compared to our student population (17% of major discipline referrals as compared to 14% of students), as are Pacific Islanders (3% compared to 2% of student population). Attendance was an area for growth as determined through MSIP6 targets for the 2022-23 school year, as we were identified in the "approaching" range with only 80.5% of students meeting targets for our proportional attendance rate.

Indicate needs related to strengths and weaknesses:

We have a need to continue implementing our effective MTSS processes that include Positive Behavior Support, Equity and Inclusion, and restorative practices through professional development and partnering with families next year. I would like to obtain professional development for staff in the area of Positive Behavior Support through both the Kansas City Regional Professional Development Center and BIST consultant contracted services to support teachers in implementing our SEL systems of support to help students be successful socioemotionally and behaviorally. I would like to continue our partnership with a Multi-Tiered Systems of Support consultant (Heather Smith) to help us continue to refine our systems of support and build capacity for our team's leadership of MTSS processes/systems annually. We also have a need for a paraprofessional to spend time explicitly teaching missing socio-emotional learning skills by pushing in to support students during academic learning time as well as at times, pulling small groups with a dual focus on teaching academics along with explicit positive behavior support skills to help students with emotional self-regulation in order to increase learning time both for these individual students as well as the class (reducing disruption to learning). We will continue professional development regarding reaching English Language Learners and supporting special education students through collaboration with district personnel and resources.

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:

ELA:
42% of Lakewood 3rd graders were proficient or advanced on the MAP test in 2022.
60% of Lakewood 3rd graders were proficient or advanced on the MAP test in 2023.

59% of Lakewood 4th graders were proficient or advanced on the MAP test in 2022.
64% of Lakewood 4th graders were proficient or advanced on the MAP test in 2023.

31% of Lakewood 5th graders were proficient or advanced on the MAP test in 2022.
58% of Lakewood 5th graders were proficient or advanced on the MAP test in 2023.

MATH:
29% of Lakewood 3rd graders were proficient or advanced on the MAP test in 2022.
46% of Lakewood 3rd graders were proficient or advanced on the MAP test in 2023.

50% of Lakewood 4th graders were proficient or advanced on the MAP test in 2022.
36% of Lakewood 4th graders were proficient or advanced on the MAP test in 2023.

29% of Lakewood 5th graders were proficient or advanced on the MAP test in 2022.
53% of Lakewood 5th graders were proficient or advanced on the MAP test in 2023.

SCIENCE:
26% of Lakewood 5th graders were proficient or advanced on the MAP test in 2022.
56% of Lakewood 5th graders were proficient or advanced on the MAP test in 2023.

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

Strengths:

English Language Arts was a strength for Lakewood on the 2023 MAP test. Our MPI was in the Target range for our building. Math and Science also showed growth and were in the green "approaching" level according to MSIP6 targets for growth.

Weaknesses:

Our student group status for IEP students did not reach on track/target levels for ELA, Math, or Science on the MAP in 2023. Additionally, science was an area for growth for direct certification and Black (not Hispanic) students.

Indicate needs related to strengths and weaknesses:

A need exists for full-time certified, reading support teachers/staff at Lakewood to help ensure students who need Tier 3 interventions can get this support. This need includes certified reading support teachers as well as an academic paraprofessional to work under close guidance of the reading teacher in implementing reading strategies to help support students in transferring/generalizing what is learned with the reading specialist into the classroom setting to help students be most successful.

There is also a need for increased professional development in math. I would like to continue to have a math consultant work with grade level teachers/ PLT's to collaboratively plan math lessons aligned to the Missouri Learning Standards and how to most effectively differentiate to re-teach and enrich according to student mastery levels aligned with our district curriculum and workshop model expectations. We also have a need for an academic paraprofessional to support students with math interventions and provide support to students while practicing math skills or playing games during the independent portion of the math workshop block when teachers are working with individuals or small groups.

We have a continued need for professional development on culturally responsive teaching strategies to help us close the achievement gap, as well as for our special education staff to continue to participate in academic professional development, MTSS, and PLT collaboration.

We have a need to further engage families to be involved in their children's learning and ensure their attendance in school is a priority.

We also have a need to continue our after-school Tier 3 math intervention tutoring program and English Language Learners Imagine Learning program.

We also have a continued need to partner with our MTSS consultant to inform the effective and efficient integration of tiered supports for both academics and SEL/positive behaviors.

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:

Walkthrough data indicates strong alignment with district instructional models and expectations for readers and writers workshop, as well as evidence of strong alignment with the district-supported/recommended Guided Reading structures (Jan Richardson/Sunday Cummins) and district math workshop model.

Weaknesses:

Data indicates a need to further differentiate during the independent work portion of workshop models and help support teachers in selecting the most effective teaching points to support student learners and build teacher's collective efficacy.

Indicate needs related to strengths and weaknesses:

Staff have a continued need and desire to deepen understanding of how to best differentiate for students during independent worktime through conferring and small groups aligned to common formative assessment data. We will do this by collaborating over the priority Missouri Learning Standards item specifications and developing skills/strategies to address priority standards/skills. We will also continue to learn more about standards-based learning this year and use proficient scales to help us give more effective feedback and collaboratively set goals with students.

We also have a continued need to refine/build upon our understanding of Reading Foundations/phonemic skills that can help support students in learning how to read. We have several staff participating in LETRS training and plan to purchase additional copies of "Shifting the Balance Grades 3-5" to continue to grow our capacity for integration of the science of reading into our balanced literacy model, even in intermediate grades. We will continue to collaborate to further grow our collective capacity to grow most effective in this aspect of our reading instruction to support all students.

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:

100% of our teaching staff are appropriately certified. 100% of administrative staff are also appropriately certified.

Weaknesses:

We have several staff who are in their first 1-3 years of teaching. We had the opportunity to train many as student teachers ourselves and have a great system of support/mentorship for these new staff; they are doing an excellent job thus far with their limited experience. Regardless, this continues to be one reason we need additional support via professional development for both SEL/PBS/BIST and academic instructional support, coaching, and consultant work.

Indicate needs related to strengths and weaknesses:

Our teaching and learning coach and principal will continue to work with first and second-year teachers and/or teachers who are new to NKC Schools to help them learn the district's instructional expectations. A continued focus in weekly PLT meetings will remain on deconstructing and mastery of the MO Learning Standards through close analysis of item specification documents. We will continue professional development on standards-based learning and use of common formative assessments to help teachers determine consistent expectations for mastery of priority standards, as well as strategic intervention and enrichment that results in student growth. Principal, teaching and learning coach, and PBS coaches will also help support staff in consistent implementation of Positive Behavior Support, Conscious Discipline, and to support instructional staff, (and therefore, students) through our Multi-Tiered Systems of Support 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:

Our school has had long-standing support from our community. Attendance at events where we invite families is high. The majority of our families are engaged in their children's education and supportive. This year we will have several new families on the PTA board who have shared new ideas and expressed interest in helping continue to grow our family involvement as we merge with another local elementary school to open a new school the following school year.

Weaknesses:

Families enjoy attending music programs and other "fun" activities, but there is less attendance at activities that are more academic or to support PBS/SEL in nature. When input is sought into schoolwide procedures or documents, often little is given. The principal will continue to work to engage families through small group opportunities and individual conversations.

Indicate needs related to strengths and weaknesses:

We need a family involvement budget to help us ensure we can provide families materials aligned to supporting their children's' learning, as well as possibly food and childcare when we hold evening events. We would like to give out books at literacy events, math games and materials at math night (and/or contract with a consultant or authors to visit for these events). We would also like to hold a culture night to build further connections and understanding between the various cultures of Lakewood students and families to close our demographic achievement gaps. Our family involvement budget also allows us to partner with area organizations such as Mad Science to engage families in fun learning experiences alongside their children.

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:

Our school has a Building Leadership Team, Positive Behavior Support team, well-functioning Professional Learning Teams, and has developed consistency with our PBS expectations and common language, as well as our system to support students and teachers in developing Tier 2 and 3 interventions, recently achieving Gold/Tier 3 level recognition for the last three years from the state of Missouri for our implementation of Positive Behavior Supports. We have partnered with an MTSS consultant to help us improve our overall MTSS from Aligning to Sustaining overall in the past few years to integrate our PBS and academic multi-tiered systems of support strategically in ways that are more efficient and effective. We have implemented Second Steps for Tier 1 SEL curriculum as well as Proactive and Restorative Community Circles to build strong classroom learning communities. We have integrated language from restorative practices into our Tier 1 PBS language. Our staff has participated in Equity and Inclusion training and continues to do our own work through staff book studies in addition to quarterly district training. Class sizes are a strength at Lakewood. We have recently participated in BIST professional development, which we plan to continue next year, alongside implementing Conscious Discipline training with all staff to promote conscious adults who support healthy self-regulation and emotion management to contribute to positive behavior that supports academic learning.

Weaknesses:

Our team is eager to continue their professional development around Standards-Based Learning to support PLT teams in tracking student learning and continued enrichment beyond the standards for mastery while also more effectively supporting students in setting and tracking learning goals. We also have a continued need for additional training and learning (as well as paraprofessional support for students in crisis to allow for minimized disruption to the learning of other students) to help us meet the needs of students who require Tier 3 behavior support plans.

Indicate needs related to strengths and weaknesses:

We would like to continue to work in vertical teams to develop the understanding of priority standards along a learning progression to best differentiate for all student learners. We would like to continue to work to refine our practices of MTSS and PBS through continued partnerships and professional development with our MTSS consultant, BIST consultant, PBS through KCRPDC, and exploring Conscious Discipline further.

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 Support (increased reading support certified staff, classified staff/paraprofessional support, building capacity for consistent implementation of Guided Reading, Reading Foundations/phonetic awareness and other balanced literacy components for all staff).

2	Differentiated, conceptual math instruction- increasing opportunities for discourse during the focus portion of math workshop, as well as increased differentiation and enrichment during the practice portion of math workshop block to meet learners along a progression/continuum of learning and continue to nudge/enrich those already proficient learners while intervening for those who lack foundational skills/understanding of priority standards). This includes resources for Tier 3 math intervention (tutoring program, interventions, math consultant work) as well as an academic paraprofessional to support students during math workshop and with math interventions outside of the math workshop time.
3	Continued PD to refine Tier 1/2/3 MTSS via PBS/SEL (Conscious Discipline) practices to all staff are clear on processes as we celebrate “graduating” students off of Tier 2/3 SEL/PBS interventions through collaboration between PBS and PLT team members.

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)*

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

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

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

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<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 checked="" type="checkbox"/> Other <input type="text" value="Social Emotional Learning"/>	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"/>

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 checked="" 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 Behavior Intervention Special	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

We will work to build increasingly inclusive communities in our classrooms and at our school by further engaging parents of all subgroups in building shared commitments to students' education. Our staff is committed to continued learning in the areas of academic differentiation for both math and reading, Positive Behavior Support/restorative practices/SEL instruction, and equity and inclusion training to help us close the achievement gaps that existed the last time we took statewide MAP assessments and those we continued to identify through monthly/quarterly data analysis by subgroup.

We will do this by continuing to refine our integrated MTSS process for academic and behavioral support and strengthening our Tier 1, 2, and 3 instruction in the above areas.

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

Description of how strategy/strategies will strengthen

We will use PBS, restorative practices, Conscious Discipline, BIST, and continue to refine MTSS processes for academic, SEL, and behavioral supports for students. Through development and continued refinement of our family involvement plan, we will invite parents and guardians to partner with us in supporting their child's growth and development. Through implementation of standards-based learning, academic goals and expectations will be made more clear to both students and their families alike. We will continue to implement district adopted balanced literacy and math workshop models to provide high-quality instruction and the right levels of differentiation and enrichment for student to achieve the goals they set with teachers.

- 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

For those who qualify, the district offers SAGE K-5 gifted program, as well as advanced math for 5th graders. Additionally, we will continue to implement after-school tutoring programs to support Tier 3 math intervention needs as well as Imagine Learning for English Language Learners.

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

MTSS teams will closely measure students progress weekly for those in Tier 2/3 interventions and the team will convene monthly to review progress monitoring and benchmark assessment data to determine if adequate progress is being made in each intervention and when a student may be ready to graduate from interventions or may demonstrate a need for a more intensive or different intervention. Grade level professional learning teams will additionally collaborate weekly around priority standards and student progress on common formative assessments to determine differentiated instructional strategies/next steps for each student.

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

MTSS Consultant to continue to train staff/consult through continuous improvement meetings annually on MTSS and help increase effectiveness and efficiency of teams; math consulting, PBS & BIST consulting.

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

9.2.24-All building plans were updated according to revision requests.

DESE Comments

Email: amy.dutcher@dese.mo.gov

Current User: DESEPUBLIC

Improving Lives through Education