

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](#)

4100 CHOUTEAU 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.

Parents are invited twice a year (fall and spring) to a Title I meeting. In the spring, families are presented title 1 right to know information. In the spring, families are given the opportunity to provide feedback on the school's Title 1 plan and school compact. A copy is distributed to families at this time. To support this partnership, we send out a Title I Parent Survey twice each year- once in the fall and again in the spring. This survey allows families to share their experiences, ideas, and feedback about how we can improve our Title I programing. Topics typically include communication, school climate, academic support, and opportunities for parent involvement. In addition to the surveys, Chouteau holds two Title I Parent Meetings each year- also in the fall and spring. These meetings are open to all families and provide valuable information about:

- What Title I funding is and how it supports our school
- The academic programs and interventions in place to support students
- How families can be involved in decision-making and school activities
- Ways parents can support learning at home.

These meetings are also a time for families to review and provide input on our Family Engagement Policy and our School-Parent Compact. These documents outline how the school and families will work together to support student learning and success. The feedback provided through both the surveys and meetings is thoughtfully reviewed by our staff and leadership team. It directly informs the revisions we make to our Family Engagement Policy each year. Once updated, the policy is shared with all Chouteau families so that everyone has a clear understanding of our shared commitments and how to stay involved. The policy is provided in multiple languages to support families.

- 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.

Chouteau send out a School-Wide Title I survey twice a year to receive feedback. We take that feedback from the survey, along with in person feedback from our parents at the Spring Title I meeting to improve the Title I program. Parents are encouraged multiple times throughout the survey window to provide feedback. The Survey is sent out multiple ways as well.

- The Schoolwide Program Plan, including instructional focus areas, student supports, and professional learning for staff,
- The Family Engagement Policy, ensuring it reflects parent priorities and supports meaningful engagement,
- The School-Parent Compact, ensuring shared responsibility for student success is clearly communicated.

Updated versions of these plans and policies are shared with all families at the start of each school year and made available in accessible formats. We use the survey to really drive our next steps in our school planning. Below is our data from our Spring Survey. We will use this data to ensure that we are being responsive with our families needs.

- 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.

Parents are invited to the Title I Fall & Spring Meeting to discuss and review the Title I School-Wide program, including the parent and family engagement policy. Parents are encouraged to attend the in-person meeting, and provide feedback at and before the meeting through the survey link. We ask families to provide ideas they would like to see at our parent involvement nights as well. Each school year begins with a collaborative review of the existing Parent and Family Engagement Policy during our Fall Title I Parent Meeting. At this meeting, families learn about the policy's purpose, how it supports student success, and how it aligns with Title I requirements. Parents are then invited to provide input on ways we can enhance communication, increase engagement opportunities, and better support learning at home.

We also provide families with the Title I Parent Survey in both fall and spring. This survey includes specific questions about their experiences with family engagement and allows them to offer ideas for how the school can better partner with families.

In the Spring Title I Parent Meeting, we revisit the policy and share data and themes from the fall and spring parent surveys. Parents have the opportunity to review the current policy in small groups or individually and give feedback on which strategies are effective and where improvements are needed. We also review the School-Parent Compact during this time, ensuring it continues to reflect shared responsibility between the school and families.

All input from meetings, surveys, and ongoing family conversations is carefully reviewed by our school leadership team. We use this feedback to revise and update the Parent and Family Engagement Policy annually. Specific suggestions from families are incorporated into the policy to ensure it is relevant, inclusive, and responsive to our school community's needs.

Once finalized, the updated policy is distributed to all Maplewood families at the beginning of the school year and is available in multiple languages and formats to ensure accessibility. The policy is also posted on our school website and highlighted at family engagement events throughout the 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.

Parents are invited to the Title I Fall & Spring Meeting to discuss and review the Title I School-Wide program, including the parent and family engagement policy. Parents are encouraged to attend the in-person meeting, and provide feedback at and before the meeting through the survey link. We ask families to provide ideas they would like to see at our parent involvement nights as well. Information about our Title I program is also sent home in a variety of ways: Physical: Flyers w/ Survey links, Electronic: Classdojo school messenger, as well as on our school website.

We ensure all communication is accessible and written in family-friendly language. For families needing assistance, staff are available to explain Title I programs individually through phone calls or in-person meetings.

The school handbook and annual welcome packet,
Regular school newsletters, emails, and announcements,
A dedicated section on our school website outlining Title I programming, supports, and updates,
Translated materials and interpretation support for non-English-speaking families.

Chouteau regularly integrates Title I information into events such as Curriculum Night, Parent-Teacher Conferences, Literacy Nights, and Family Engagement Events. These informal settings provide an opportunity for families to ask questions and learn more about how Title I supports their child's education in a welcoming and interactive environment.

- 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.

At the beginning of the year we have a Title I family curriculum night in which teachers meet with parents and explain the curriculum, academic assessments, and MAP achievement levels. This information is shared with parents at parent/teacher conferences as well as throughout the school year by teachers. Parents receive information about curriculum throughout the school year via classdojo and assessment reports after each assessment. We also meet with families after the fall and winter benchmarks for parent/teacher conferences.

We provide families with detailed information about the grade-level curriculum and academic expectations through the following methods:

Curriculum Night (Fall): Teachers present an overview of core subjects (ELA, Math, Science, Social Studies) and explain the standards-based curriculum, instructional strategies, and classroom expectations.

Grade-Level Newsletters and Updates: Sent regularly to families, these updates include what students are currently learning and ways families can support learning at home.

School Website and Family Handbook: These resources include summaries of district-approved curricula, including links to Missouri Learning Standards.

Parent-Teacher Conferences (Fall & Spring): Conferences include discussions about individual student progress and instructional goals aligned to curriculum expectations.

MAP Family Guides: Sent home and available online, these explain the structure of MAP tests, the grade-level content covered, and the meaning of achievement levels (Below Basic, Basic, Proficient, Advanced).

- 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 School-Parent Compact talk about how the parent will be an advocate for their child, make learning a priority, make sure their child comes to school regularly and ready to learn, read with their child, discuss what child is learning and demonstrate support of the child's teacher, and support and participate in school organizations, programs, and activities.

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

The compact says that the school will: Be the child's advocate. Value, respect, and demonstrate support of every child and their family. Appreciate the wealth of cultural diversity at Chouteau Elementary. Provide a safe, positive, and healthy learning environment for each child. Assist all students in meeting or exceeding the high standards for the Missouri Assessment Program (MAP). Provide innovative and creative instruction to help needs of all learners. Communicate homework, class work expectations, student progress, and share ways to support learning at home. Set High expectations for every child. Teach children to think independently by developing problem-solving, decision making and interpersonal skills.

- 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

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.

The information above is presented to families during our Fall Title I Curriculum Night, as well as during our Fall and Winter parent/teacher conferences. Information on how to access Canvas (student online work), Seesaw, etc...; is shared with parents. Grade cards are provided electronically four times a 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.

Parent communication is expected and important. Staff is trained on using ClassDojo during preservice, as this is the universal tool used at Chouteau for parent communication. The principal also hosts meetings before parent-teacher conferences to train and support staff on the universal approach to information shared and how to communicate and partner with families. School-wide family newsletters are shared with parents, along with information and educational posts on ClassDojo from the staff multiple times a week. The communication supports parents working with their children in academic areas. Parent events are also held throughout the year to help support their student's success.

- 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.

It is an expectation from the principal that teachers and staff utilize class dojo on a regular basis to communicate with parents. The principal also expresses to staff at staff meetings and newsletters the importance of communicating and engaging with our 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.

Our school's social worker works closely with other programs or activities to involve our families with their resources. We also work closely with our preschool families and engage them in activities. All information related to school and parent programs are communicated with families through classdojo and school messenger.

- 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](#)

4100 CHOUTEAU 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

4/3/2025

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:

DATA, 11/13/2024:	
CHOUTEAU PRESCHOOL: 36	
TOTAL K-12:	351
AMERICAN INDIAN/ALASKAN NATIVE	*
ASIAN	4.6%
BLACK	25.4%
HAWAIIAN/PACIFIC ISLANDER	*
HISPANIC	13.4%
MULTI-RACE	11.1%
WHITE	45.6%
FEMALE	51.3%
MALE	48.7%
F/R LUNCH	73.1%
ENGLISH LEARNER	20.8%
SPECIAL EDUC.	11.68%
HOMELESS	2.28%
MIGRANT	*
GIFTED	3.7%
FOSTER	*
MILITARY	*

Communication through Classdojo, assessment reports and parent teacher conferences.
Parent involvement Night: Culture Night
Curriculum: Science updates resource.
Behavior: PBIS & BIST - Emotional regulation increased. Major behaviors decreased.

Weaknesses:

Providing supports for high transition rate of student population and ELL newcomers.

Indicate needs related to strengths and weaknesses:

The support of the behavior interventionist (1.0) support will continue to help support students with missing skills and to decrease office referrals (major behaviors) and focus on pulling small groups to help decrease minor classroom behaviors. A social working and counselor will help increase our attendance and connection with families. Having ELL staffing with certified teachers and paras will help with limited English and communication with our ELL families. Academic interventions (1.5) and reading specialist (1.0) support will help provide interventionist to Tier II and III math and reading students.

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:

MAP testing results and District benchmarks were used for student achievement.
District Screeners

ELA

Goal 1: As a building, the ELA all students MPI was 395.9, within a band of 381 to 399.9. Chouteau Elementary will increase the building designation level of target for ELA all students by increasing each grade level's MPI by 3% during the 24-25 school year.

As a building, the ELA student group MPI was 378.8, within a band of 371.9 to 500. Chouteau Elementary will increase the building designation level of target for ELA student groups by increasing IEP group's students (302.7) MPI by 5%. During the 24-25 school year, the ELA all students percentage in the floor (below basic) designation levels for the 24-25 school year will decrease from 18.8% - 8.8% = 10%.

Rationale

73% of 3rd - 5th graders will be proficient/advanced on the district year-end reading benchmark.

65% of 3rd graders were proficient or above on the 2023-2024 district year-end math benchmark.

65% of 4th graders were proficient or above on the 2023-2024 district year-end math benchmark.

70% of 5th graders were proficient or above on the 2023-2024 district year-end math benchmark.

60% of students will be reading on or above grade level as measured by the Spring Fountas and Pinnell Benchmark Assessment.

Decrease the % of students scoring below 15% on the Spring FastBridge ELA assessment from 15%.

Math

Goal

Goal 1: As a building, the Math all students MPI was 380.4, within a band of 370 to 399.9. Chouteau Elementary will increase the building designation level of target for Math all students by increasing each grade level's MPI by 5% during the 24-25 school year.

As a building, the Math student group MPI was 367.2, within a band of 365.7 to 500. Chouteau Elementary will maintain the building designation level of target for Math student groups by increasing IEP group's MPI by 3%. During the 24-25 school year, the Math all students percentage in the floor (below basic) designation levels for the 24-25 school year will decrease from 24.8% to 10%.

Rationale

Goal 1 Rationale:

65% of 3rd graders were proficient or above on the 2023-2024 district year-end math benchmark.

65% of 4th graders were proficient or above on the 2023-2024 district year-end math benchmark.

65% of 5th graders were proficient or above on the 2023-2024 district year-end math benchmark.

- ___ % of 3rd graders were proficient or advanced on the 2023-2024 MAP assessment.

- ___% of 4th graders were proficient or advanced on the 2023-2024 MAP assessment.

- ___% of 5th graders were proficient or advanced on the 2023-2024 MAP assessment.

Decrease the % of students scoring below 15%ile on the Spring FastBridge Math assessment from 15% to 10%.

Goal

Goal 1: As a building, the Science all students MPI was 385.4, within a band of 372 to 399.9. Chouteau Elementary will increase the building designation level of target for Science all students by increasing each grade level's MPI by 4% during the 24-25 school year.

As a building, the Science student group MPI was 386.0, within a band of 344 to 371.9. Chouteau Elementary will increase the building designation level of target Science student groups by increasing Black (not Hispanic) group's MPI by 5%. During the 24-25 school year, the Science all students percentage in the floor (below basic) designation levels for the 24-25 school year will decrease from 26% to 10%.

Rationale

Goal 1 Rationale

68% of 5th Grade Students were proficient or above on the end of year 2023-2024 Benchmark.

45% of 5th Grade Students were proficient or above on the 2023-2024 MAP Assessment.

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

Strengths:

Chouteau Elementary demonstrates strong instructional foundations, particularly in math, with consistent benchmark results and a clear vision for performance improvement. However, the data also reveals significant gaps for IEP students and those performing below basic in both ELA and Math. Continued focus on equity, tiered interventions, and data-driven instruction will be key to advancing student achievement and meeting ambitious 2024-2025 goals.

Met Reading and Math Benchmark BSIP goal. All above district averages.

Met Science BSIP goal. Above district average.

Increased overall attendance.

Strengths

1. Consistent Benchmark Proficiency in Math

Across grades 3-5, 65% of students met or exceeded proficiency on the 2023-2024 district year-end math benchmark, demonstrating a strong foundation in math instruction and student understanding. The consistency across all grade levels indicates effective vertical alignment and instructional planning.

2. Growth-Oriented Goals and Targeted Interventions

The school has clear, measurable goals to increase MPI (Missouri Performance Index) for both ELA and Math. Setting specific percentage increases-3% in ELA and 5% in Math for all students, and targeted increases for IEP student groups-reflects a data-driven and inclusive focus on growth, especially for underperforming subgroups.

3. Early Literacy Focus

The goal that 60% of students will be reading on or above grade level using Fountas and Pinnell indicates a strategic emphasis on foundational literacy skills. Additionally, aiming to reduce the floor level (Below Basic) in ELA from 18.8% to 10% shows commitment to supporting struggling readers.

4. Strong District Benchmark Performance in ELA

The goal of having 73% of 3rd-5th graders proficient or advanced on the ELA benchmark aligns with already promising trends and provides an ambitious yet attainable vision for growth.

Weaknesses:

1. Intermediate reading scores were below district average.
2. Low Performance of IEP Student Group
The MPI for IEP students in ELA is 302.7, significantly below the all-student MPI of 395.9, indicating a substantial achievement gap. The IEP group in Math also trails with an MPI of 367.2. This suggests a critical need for differentiated support and accommodations to accelerate growth for students with disabilities.
3. High Percentage of Students Below Basic in Math
Currently, 24.8% of students are in the floor (below basic) performance category in Math. While the goal is to reduce this to 10%, this figure highlights urgent intervention needs in foundational math skills across grade levels.
4. Achievement Gaps in ELA for Student Groups
The MPI for student groups in ELA is 378.8, slightly lower than the all-students average of 395.9. While within an acceptable band, this reflects persistent disparities in achievement among subgroups and highlights a need for more targeted and culturally responsive instruction.
5. Limited MAP Assessment Data Provided
The narrative is hindered by missing MAP proficiency percentages for grades 3-5 in Math. Without this data, it is difficult to fully assess the alignment between benchmark results and state-level assessment outcomes, which are crucial for accountability and school designation.
6. FastBridge Assessment Concerns
While the school aims to reduce the percentage of students scoring below the 15th percentile on FastBridge assessments from 15% to 10% in both ELA and Math, this initial 15% suggests a significant number of students are at high risk, and may not be responding adequately to current Tier 1 instruction.

Indicate needs related to strengths and weaknesses:

ELA: Particularly because of gaps in achievement among subgroups of students, there is a need to continue providing two additional reading teachers at Chouteau (one full time and one half-time). These teachers would provide focused Tier 2-3 reading interventions for students who are below grade-level in their reading fluency and comprehension. These teachers would diagnose gaps, provide targeted interventions and progress monitor our emerging readers' progress throughout the year.

Reading teacher support with a reading specialist. Both in 2022 and 2023 we ended the year with 56% of students reading on grade level. 2024 = 55%.

Guided reading support: On site coaching with allocation for subs so teachers can work with consultants and/or TLC.

Math: While we have seen gains among 3-5 proficiency in math. We still have a large number of students (24.8% of students) are at the floor (below basic) performance category in Math. Because of the great need for one-to-one interventions to help our most vulnerable students, the need for one full-time math interventionist is justified to address the gaps we are seeing in our students' learning around basic math skills/concepts through tier II and III interventions.

Behavioral Support: There is a need to continue providing a schoolwide certified behavior specialist at Chouteau. This position would be responsible for assisting with challenging behaviors and decreasing the amount of office referrals and missed classroom instruction during the day. This position will provide small group SEL instruction and partner with parents on specific plans for success. SPED support to increase SPED data.

The support of two reading specialist, ELL teachers, SPED support and an academic support para will help increase student achievement data. Behavior specialist will help students with behaviors so they are reading and able to learn.

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:

Math scores and the use of the updated curriculum was a positive. Implementation of new science resource. Guided Reading PD support to increase overall reading scores.

Weaknesses:

One way that we can improve our practices is through the continued importance of clarity around essential standards. The conference emphasized the need for teams to identify, unpack, and prioritize essential learning standards across grade levels and we need to continue this work at our building. This work ensures instructional alignment and helps teachers focus on what is most critical for student success. In turn, it provides a solid foundation for developing common formative assessments (CFAs) and identifying targeted intervention needs. Science is an area to look at tightening in K-5 - fully implementing the resource.
Intermediate reading scores - focus on guided reading.
Indicate needs related to strengths and weaknesses:

Indicate needs related to strengths and weaknesses:

A goal at Chouteau would be to send as many staff as possible to attend the PLC at Work conference, to ensure that all staff are getting equitable Professional Development opportunities.
Guided reading consultant support and coaching on-site. Reading specialist (1.0) and academic para support (1.0)
Behavior Specialist (1.0)
Science resources, PD and coaching support

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:

Ongoing Professional Development: Staff members have access to regular training and professional development opportunities, which help keep them informed about the latest research, teaching strategies, and best practices. Collaboration and Support:

Teachers work collaboratively in Professional Learning Communities (PLCs) to share strategies, address student needs, and improve their practice. Focus on Student-Centered Instruction: Teachers are generally well-prepared to implement differentiated instruction and address diverse learning needs.

We have 2 full-time ELL teachers. We have a full-time behavior specialist, 1.5 academic interventionist, and two reading specialist. We also have a social worker. All teachers are appropriately certified.

Weaknesses:

Continue to increase the diversity on staff with advanced degrees in specialist areas.

Indicate needs related to strengths and weaknesses:

Continue to have the support of the reading teacher, academic interventionists behavior specialists, and social worker.

The continuing need to have highly quality professional staff and PD in reading and science.

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:

Chouteau families consistently engage and participate with the education of their children. Most of the feedback we have received from our families has centered on the positive experiences they have had, specifically noting:

-strong communication consistent and timely through the Class Dojo platform
-inviting experiences that make families feel comfortable and welcome at Chouteau including cultural events and opportunities to build relationships and food experiences.

-Awareness of academic goals and progress of their children communicated by our teachers.

-Consistent opportunities to be part of the work and involved at Chouteau. (Family attendance at the Title I night events).

-Opportunities to have their voices heard and contribute to the goals and processes of Chouteau.

Communication with parents

Having a social worker to help connect with families

Having "talking points" and ELL staff to help with translation

Partnership with outside agencies to support dental, eye care, food at home, etc.

Weaknesses:

Despite many strengths, Chouteau has inconsistent family engagement with our high transient community. While events and communication strategies are in place, participation often skews toward families who already feel comfortable or have more flexible schedules. Families facing language barriers, demanding work hours, or limited transportation may still feel disconnected from school decision-making and academic support efforts. As a result, some of the most underserved families may not fully benefit from the resources and partnerships available, leading to equity gaps in involvement and advocacy. We will continue to provide our families opportunities to connect.

Indicate needs related to strengths and weaknesses:

-Capacity building for families through intentional parent education courses with creative ways to include and involve parents.
-Need for parent education
-Language support and translation (Continue need for ELL staff and Language Line and "talking points")
-Flexible engagement opportunities
-Increased outreach to underserved families (including the continued need for our full-time social worker)

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:

Sense of belonging continues to increase, along with school climate. Discipline has decreased. Class sizes = 19:1. The support of our behavior specialist, BIST and PBIS has helped improve our school. We have continued to update our environment for flexible learning.

Weaknesses:

Parent involvement and increasing parents and student's sense of belonging.

Indicate needs related to strengths and weaknesses:

Continue to update environment to help with flexible learning spaces and a sense of belonging.
Continue support with our behavior specialist and BIST consultant to help improve school systems and structures for the school and environment.

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	Academics- Math, Reading and Science. Specifically focused on increasing the % of students reading on grade level. Continued support of math and reading interventionist.
2	Need for behavior specialist - It has increased, and behaviors have decreased, but keeping the supports in place to continue to grow. Decrease minor behaviors.
3	Sense of Belonging/Social Emotional Support - It has increased, and behaviors have decreased, but keeping the supports in place to continue to grow. Decrease minor behaviors.
4	Attendance. Increase attendance from 84% to be above 85% to receive On Track MSIP point status.

Schoolwide Program [Hide](#)

4100 CHOUTEAU ELEMENTARY

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 checked="" type="checkbox"/> Math	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"/>
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 SOCIAL EMOTIONAL LEAR	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 checked="" type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other BEHAVIOR SPECIALIST	<input 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**

BIST

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

Tier I instruction and opportunities for reteaching will support all students and subgroups.
Push in/Pull out resources will be based on the MTSS process and data for students the need for this opportunity for the strategy. Summer school is open for all.
Follow priority standards using data protocols. Use PLT time to dig into data protocols and student work looking at running records throughout the year.
Guided Reading professional development and implementation throughout the year.

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

Description of how strategy/strategies will strengthen

Our school will continue to use professional learning teams/communities, school wide PBIS, BIST and MTSS. We will also continue to provide ELL services to students, reading and math interventions to students who qualify. All standards are taught to all students and interventions are provided when needed.
Intentional grouping in guided reading based off what they need - double dipping with Tier 2/3 students. Along with the increase of guided reading, focus on utilizing funds to update our primary GR resource and updating classroom

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

Summer school programming will continue learning and interventions for students. For those that qualify, we have a gifted program acceleration math course for 5th graders who qualify.

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

Through PLT (Professional Learning Team), teams of teachers will review/analyze data and group students for weekly reteaching days between each benchmark period or district assessment.

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 around PLT regarding prioritized needs is a focus. Equity PD continues to be a focus. BIST/PBIS for behaviors will still be a focus. Science PD in all grade levels, along with Reading PD. A focus on attendance will be huge in the coming year too.

- Professional development activities that address the prioritized needs

Describe activities

Professional development around PLT regarding prioritized needs is a focus. Equity PD continue to be a focus. BIST/PBIS for behaviors will still be a focus. Science PD in all grade levels, along with Reading PD. A focus on attendance will be huge in the coming year too.

- 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

Email: amy.dutcher@dese.mo.gov

Current User: DESEPUBLIC