Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

ePeGS

District/LEA: 096-119 SPECL. SCH. DST. ST. LOUIS CO. **Year:** 2026-2027

Funding Application: Plan - School Level - 4069 LITZSINGER **Version:** Initial **Status:** Created

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.

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School, Parent And Family Engagement Policy Show

Comprehensive Needs Assessment Hide

4069 LITZSINGER

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

3/27/2026

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- [x] Enrollment (Required)
- [x] Grade level (Required)
- [x] Ethnicity (Required)
- [x] Attendance (Required)
- [x] Mobility (Required)
- [x] Socioeconomic status (Required)
- [x] Discipline (Required)
- [x] Limited English Proficiency (Required)

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

Strengths:

Strengths: restorative practice and co-regulation have lead to a decrease in suspensions. Better understanding of student needs, implementing proactive strategies, consistency of expectations and increase in instructional time, specifically students staying in class.

Weaknesses:

Student attendance: focusing on students who are chronically absent.

Indicate needs related to strengths and weaknesses:

We will consider attendance motivators and have social workers provide support to families.

Student Achievement

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

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] 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)
- [x] Completion rates: promotion/graduation rate, retention rates (if applicable)
- [x] Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- [ ] Other performance indicators used in analysis:

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

Strengths:

Large number of students with 50+ SGP on district assessment. Growth from previous years. Our intervention model has shifted to classes rather than pulling 1:1 for a short stint which has cut down on refusals leading to a solid 45 minute intervention daily. Interventionist have taken over Exact Path which has lead to larger engagement and growth in Math and Reading. More students scoring proficient/advanced in ELA, Math, and Science. Use of Exact Path for Math and Reading.

Weaknesses:

Still have students basic and below. Gap still exists between STAR, MAP, and instruction. Grouping students by class and implementing one program may not meet the need of each learner. There is not currently an accurate assessment to identify reading levels of growth of our students in our MAP-A community due to the severity of their disability and the subjectivity of district assessments.

Indicate needs related to strengths and weaknesses:

MAP assesses ELA not just reading. So in order to see those scores moving, we will need to address instruction in ELA not just reading.
*Intervention Collaboration
*Tier I instruction

Opportunities for Growth: Group students based on academic level rather than whole class-this will allow far more individualization. As a school, we have to think outside of traditional assessment structures for MAP-A students to assess needs and growth. IEP goals progress and anecdotal data might be more appropriate.

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- [x] Learning expectations
- [x] Instructional program
- [x] Instructional materials
- [x] Instructional technology
- [x] Support personnel

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

Strengths:

Strengths: Current Math (Big Idea & Exact Path) are meeting students needs as far as moving the needle. Current for ELA (Wonders 4&5 Amplify ELA 6-8) Amplify is robust. Wonders has large supplemental resources.
Tier I instruction in Math-Continue using this model

Weaknesses:

*A portion of student population struggle with decoding and phonics
Our building continues to struggle to support staff in teaching reading (even foundational skills) to students with severe and profound disabilities in our MAP-A community.

Indicate needs related to strengths and weaknesses:

ELA is different than reading instruction. Utilization of supplemental pieces of Wonders. Deeper training on these pieces for classroom teachers.
*Attendance

Areas of Growth-Reading (Stamina and engagement in reading)
*Enjoyment of literature
*ELA (English Language Arts) instruction
*Engagement
*More books for students enjoyment in the classroom
*Increase attendance to 90%
*Look to hire a Literacy Coach that can support both MAP and MAP-A staff and students

High Quality Professional Staff

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

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

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

Strengths:

Over 71% have advanced degrees. The average experience of staff is over 10 years.

Weaknesses:

Lack of diversity in age, gender, and race. We need more people of color represented in our teacher level staff. Lack of diversity in age, gender, and race in teacher level staff. The building has lacked experience or needed knowledge to make meaningful growth for reading in MAP-A communities

Indicate needs related to strengths and weaknesses:

Moved to a schoolwide Title status (starting FY24 school year). Training staff from equity lens. Still working towards a more diverse staff. Schoolwide would allow for more funding and less restrictions on PD for our staff. Hired a reading specialist that is able to provide instructional coaching for staff and provide reading support for students.

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:

- [x] Parental involvement
- [x] Communication with parents
- [x] Policy Involvement
- [x] Parent education
- [x] Support for special needs and underserved
- [x] Health services

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

Strengths:

Evening and day family engagement opportunities, students feel safe and families feel welcomed when coming into the school.
*Good working relationship with staff to problem solve, communication with families, families enjoy micro-sessions. When students are bullied, its easy to seek help from an adult.

Weaknesses:

Communications, such as gaining input from families. Events not held at a convenient time for families, assist family with community resources.

Indicate needs related to strengths and weaknesses:

More opportunities for families to see their students in the school setting specifically students that are non-verbal, families want the opportunity to witness them happy in our setting by surveying families to determine barriers and gain voice and choice. Invite families to Field Trips.

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:

- [x] School mission/vision

- [x] Average class size
- [x] School climate
- [x] Management and governance
- [x] Student discipline policy

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

Strengths:

Strengths: Mission and vision are newly revised and meaningful, relevant and revisited frequently, related service providers who work in multiple buildings feel the positive climate and enjoy the building, able to secure additional staffing next year due to student enrollment increase.

Weaknesses:

Weakness: Ensuring people feel like they belong, addressing silent curriculum and prioritizing what hidden curriculum is saying, class sizes have increased from about four students to nine students, 10 additional packets for consideration of placement at Litzsinger in the queue.

Indicate needs related to strengths and weaknesses:

Continue to revisit our vision and mission by focusing on belonging and addressing our silent curriculum.

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	Student attendance (addressing chronic absences)
2	Family Resources (i.e. Social Workers assist families with support resources-seeking ways to meaningfully engage families)
3	Ensuring Belonging for Students

Schoolwide Program Show

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District/LEA Comments

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School, Parent And Family Engagement Policy Hide

4069 LITZSINGER

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

[x] 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 personally invited to meetings where the school team reviews the Family Engagement Policy & current Family/School compact. Families are allowed to ask questions and encouraged to give input and suggestion revisions/addition. We partner together at the annual meeting.

[x] Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

[x] The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

[x] 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)*

[x] The agenda reflects that the purpose of the meeting is

- [x] To inform parents of their school's participation in the Title I.A program
- [x] To explain the requirements of Title I.A
- [x] To explain the right of parents to be involved.

Section 1116 (c)(1)

[x] The school offers a flexible number of meetings. *Section 1116 (c)(2)*

[x] Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- [ ] Transportation
- [x] Child care

- [x] 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:

- [x] 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.

At the beginning of the year, families are invited to participate in a discussion around Title I.A. This year we sent out a slides presentation outlining the program & the services provided. Families were invited to complete a survey for input and given an opportunity to be contacted individually by a staff member to discuss any concerns. The presentation was posted on social media, emailed, and is displayed in our front office.

- [x] 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 personally invited to meetings where the school team reviews the current school parent and family engagement plan and provides answers to questions if needed. Parents provided input at this time.

The school provides parents of participating children:

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

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

Our Title reading interventionist and newly added Literacy Coach will reach out to families on their caseload to share information directly with families. With the help of the front office the Title teachers will utilize multiple modalities to share information, utilizing email, phone calls, texting, as well as through our building social media account. Annually, we hold a beginning of the year Title Meeting where all families are invited to learn more about the program. Families are presented with both digital and hard copies of information.

- [x] 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.

Group MAP achievement scores are shared in a meeting or via email in which parents are invited to (individual scores are shared with individual families). Scores according to grades and past score averages are also shared for basis of comparison. This is also shared out at IEP meetings and individual family meetings. The curriculum coordinator joined our annual meeting for a stakeholder review. There was a night option offered on Zoom for families by the Curriculum Coordinator.

☑ 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)*

Parents of children served by Title 1.A are invited to a parent compact meeting, where basic requirements/agreements of all parties are reviewed to ensure supportive learning for their student(s). During the upcoming school year, we will review the Family School Compact with Families at our meet the teacher event. The following are commitments from teachers, families, and students:
TEACHERS WILL. ..
- Build relationships with families and students
- Communicate regularly regarding academic progress
- Include students in annual IEP as much as possible
- Share learning activities for families to complete at home that will be aligned to state standards
- Provide opportunities twice a year outside of the IEP(Fall and Spring) for parents to conference with teacher
FAMILIES WILL. ..
- Share their hopes and dreams for their student
- Send their student to school regularly
- Review communication sent home and ask questions
- Involve their student in monthly learning activities posted by school
- Participate in school-wide family activities hosted by the school and IEP meetings - Review Family Compact and Code of Conduct with students
STUDENTS WILL..
- Review the Family Compact and Code of Conduct with my family
- Share hopes and dreams with family and school
- Complete monthly learning activities with my family
- Share the events of my day with my family
- Participate in my annual IEP as much as possible
- Share communication with family that is sent home
- Review the school rules: Be Cooperative, Be Kind, Be Safe, Be Peaceful
- Ask questions
Ideas of activities for school to share: (free)
Academic games
Book club
community scavenger hunt
share the free nights around the community
ways to use UNO
Semester Learning Activities posted by the school or shared by teachers
Families will ask specific questions about learning and experiences
School provides a question bank
Follow the school rules

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

The school in collaboration with our administrator of curriculum and instruction review current curriculum and provide feedback when necessary. The curriculum is also updated on four year cycles with teacher and family input.

☑ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- [x] Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- [x] Issuing frequent reports to parents on their children's progress
- [x] Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- [x] 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

- [x] 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.

At all events we are careful to connect the families to academic engagement tie ins for their students. At IEPs and Fall conferences, teacher have in person meetings, phone calls or virtual discussions to review their students' academic progress, PDSA goals not related to IEP goals, and activities that parents can take home to encourage engagement.

- [x] 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.

During family engagement opportunities and individual conferences, parents are provided with links to Missouri Learning Standards. Teachers collaborate and provide them with data. Families are taught how to implement and assess their child's progress at home. Family and Community Engagement (FACE) department attend family events to provide resources.

- [x] 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.

Our school level family engagement team will present family engagement survey data to staff and provide in-service on supporting family partnerships and two way communication.

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

- [x] 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.

Family engagement opportunities will be held twice annually. Promote district wide- opportunities as well. Family Lunch and Learn events will be held.

- [x] 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)*

- [x] 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)*

- [x] Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*

- [x] 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,

- [x] Provides opportunities for the informed participation of parents and family members, including:

  - [x] Parent and family members who have limited English proficiency.
  - [x] Parent and family members with disabilities.
  - [x] Parent and family members of migratory children.

- [x] Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment Show

Schoolwide Program Show

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District/LEA Comments

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

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	☑	☐		
Supplemental English Language Arts	☑	☐		
Supplemental Mathematics	☐	☐		
Supplemental Science	☐	☐		
1 Other	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

☐ **Professional Learning Communities**

☑ **Schoolwide Positive Behavior Support**

☐ **Response to Intervention**

☑ **Other**

Professional Development

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

*Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards
*All students receive rigorous reading instruction 5 days/week with a consistent schedule for students.
*Clear delineation between reading and ELA
Equitable across the department
.6 Literacy Coach will teach Tier 1 reading strategies and foundational reading to staff, support reading in the content areas, as well as support student intervention.
Supplemental Instruction Reading: Increased rigor through explicit instruction
Pull out & Push in
Reduce student-to-staff ratio
*In additional to pull out & push in supplemental instruction, full time
*Interventionists will support the consistent implementation of iReady through teacher-assigned lessons
*Increase the amount of learning time by securing a reading interventionist for ESY.
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
Additional training for MAP-A staff adapting reading training for staff to help families know where there students are based on benchmarks and current class offerings, take home activities to fill gaps
*Offerings outside of standardized tests
*Use of Exact Path

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

Description of how strategy/strategies will strengthen

The reading interventionists will:
Work individually or with small groups of students to close the gap between their performance and grade-level expectations.
Implement a variety of research-based strategies in reading
Encourage teachers to use various teaching strategies or approaches, specific math manipulatives or reading materials and the curricular tools available to them.
Regularly communicate with families and provide resources to aid them in helping their child become more proficient.
Celebrate academic successes with students, staff and families.
Collaborate with the reading teachers of the students on caseload to promote the sharing of ideas, strategies and the generalization of concepts taught during intervention.
Regularly seek feedback from both students and their teachers as to the effectiveness of the Title I Reading in order to make real-time improvements.

- [ ] Increase the amount of learning time
  - [ ] Extended school year
  - [ ] Before-and/or after-school programs
  - [ ] Summer program
  - [ ] Other
- [ ] Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- [x] 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

How it could work:
Reading Interventionist would teach reading classes in their respective classrooms
Move toward providing reading instruction as a Tier 1 support
Reading Interventionist would assign iReady lessons to students to maximize the effectiveness of the program
As students become more proficient decoders, students would focus more on reading in the content area
Celebrate Achievements with Exact Path

Activities will (mark all that apply)

- [x] **Improving students' skills outside the academic subject areas**
  - [ ] Counseling
  - [ ] School-based mental health programs
  - [x] Specialized instructional support services
  - [ ] Mentoring services
  - [ ] Other
- [ ] **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

Description of external providers and services provided

☐ **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

```
Professional Development
Empowering all teachers to view themselves as reading teachers
Greater focus on reading in ALL content areas
Focus on how to teach vocabulary
```

☐ **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

☐ **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

☐ Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- ☐ Title I.A (required)
- ☐ State and Local Funds (required)
- ☐ Title I School Improvement (a)
- ☐ Title I.C Migrant
- ☐ Title I.D Delinquent

- [ ] Title II.A
- [ ] Title III EL
- [ ] Title III Immigrant
- [ ] Title IV.A
- [ ] Title V.B
- [ ] School Improvement Grant (g) (SIG)
- [ ] Spec. Ed. State and Local Funds
- [ ] Spec. Ed. Part B Entitlement
- [ ] Perkins Basic Grant - Postsecondary
- [ ] Perkins Basic Grant - Secondary
- [ ] Workforce Innovation and Opportunity Act
- [ ] Head Start
- [ ] McKinney-Vento
- [ ] Adult Education and Family Literacy
- [ ] Others

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- (•) Yes
- ( ) No

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

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District/LEA Comments

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