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 | Print | Cancel Print Mode

School, Parent And Family Engagement Policy Show

Comprehensive Needs Assessment Hide

4100 CHOUTEAU ELEMENTARY

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

4/16/2026

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:

```
 Asian: 4.2%
Black: 23.2%
Hispanic: 13.3%
Muliracial: 11.7%
White: 46.7%
ELL: 21.99%
Free and Reduced Lunch: 75.59% (preliminary data)


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:

- [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)
- [ ] 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)
- [x] Other performance indicators used in analysis:

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

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:
60% of 3rd - 5th graders will be proficient/advanced on the district year-end reading benchmark in the 2026-2027 School Year
35% of 3rd graders were proficient or above on the 2024-2025 district year-end math benchmark.
26% of 4th graders were proficient or above on the 2024-2025 district year-end math benchmark.
37% of 5th graders were proficient or above on the 2024-2025 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.
In addition, we will decrease the % of students scoring below 15% on the Spring FastBridge ELA assessment from 15.8% to 12%.

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 distric 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:

- [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:

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**:

- [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:

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. Specifically in math.
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:

- [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:

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 asocial 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:

- [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:

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.
5	Professional Development opportunites in math. subs to support facilitation of PD

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	☑ 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 SOCIAL EMOTIONAL LEAR	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**

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.

- [x] 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

- [x] Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Summer school programing 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)

- [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

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)

- [x] **Improving students' skills outside the academic subject areas**
  - [x] Counseling
  - [x] School-based mental health programs
  - [ ] 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 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.

School Level Plan Home | Print | Cancel Print Mode

District/LEA Comments

Email: donisha.ray@dese.mo.gov
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