



District/LEA: 028-102 CRAWFORD CO. R-II Year: 2020-2021

Funding Application: Plan - School Level - 4020 CUBA ELEM. Version: Initial Status: Approved

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, Parent And Family Engagement Policy [Show](#)

Comprehensive Needs Assessment [Show](#)

Schoolwide Program [Hide](#)

**4020 CUBA ELEM.**

**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)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Jill Kleinigger	
2	Teacher	Kelly Hatton	
3	Principal	Joe Cross	
4	Principal <input type="button" value="v"/>	Heather Allen	
5	Teacher <input type="button" value="v"/>	Paula McGinnis	
6	Teacher <input type="button" value="v"/>	Lynn Rardin	
7	Parent <input type="button" value="v"/>	Tara Moody	
Plan Development Meeting Dates			
1	Meeting Date	03/10/2020	

**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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title I School Improvement (a) <input type="button" value="v"/>	Marie Shoemaker	Middle School Principal
2	Title II.A <input type="button" value="v"/>	Curt Graves	Assistant Superintendent
3	Title IV.A <input type="button" value="v"/>	Curt Graves	Assistant Superintendent
4	Title V.B <input type="button" value="v"/>	Curt Graves	Assistant Superintendent
5	Spec. Ed. State and Local Funds <input type="button" value="v"/>	Vicki Gorsich	Special Education Direct

**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



1	<input type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
2	<input type="checkbox"/> Reading	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"/>	
3	<input checked="" type="checkbox"/> English Language Arts	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 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 type="checkbox"/> Other <input type="text"/>	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"/>	

Delivery of Title I funded supplemental instruction services

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)
- Other

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Class size reduction**

<input checked="" type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- Professional Learning Communities**
- Schoolwide Positive Behavior Support**
- Response to Intervention**
- Other**

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

We are providing the following services to help with students achievement.  
 \* Push-in and Pull-out Title services  
 \* Time for individualized interventions each day  
 \* After school tutoring 2 days a week

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

Description of how strategy/strategies will strengthen

PBIS - through positive supports and building wide expectations we are able to provide students with consistency. We are also able to look at discipline and identify students that need additional supports to be successful.  
 Steering Team - focus on collaboration and student data - what's best for kids  
 DBDM - provide interventions for students to provide more time to master essential learning targets

- 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

Teachers work on differentiated instruction in their classrooms as well as provide lessons with more rigor to challenge the students that have already mastered skills.

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

Steering data teaming using Evaluate formative assessment data to identify deficiencies, assist lesson planning, and develop interventions such as Pride time.  
  
 Use of Evaluate and STAR assessment data to facilitate exceptional use of Title Reading program to target students not on track and needing additional assistance and support.

Activities will (mark all that apply)

- Improving students' skills outside the academic subject areas**
  - Counseling
  - School-based mental health programs
  - Specialized instructional support services
  - Mentoring services
  - Other

- Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- Career/technical education programs
- Access to coursework to earn postsecondary credit
  - Advanced Placement
  - International Baccalaureate
  - Dual or concurrent enrollment
  - Early college high schools
  - Other

- Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

- Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- Delivery of professional development services
- Instructional coach

- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

Based from administrator observation, PD Council feedback, district improvement committee, teacher demographics, and district-wide PD assessment, we will provide PD activities regarding: high impact instructional strategies through the instructional academy, 1/2-day PD training sessions, and DBDM Wednesdays: suicide prevention training will be per building during the beginning days of school; and vertical alignment work will be completed using subs and during PD 1/2-days.

- Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

CCR2 implemented a stronger beginning teacher assistance program during the 2018-19 school year including a 2-day teacher induction program and a more comprehensive mentoring process. That plan continued and was added to during the 2019-2020 school year, and will continue during the 2020-2021 school year.

CCR2 has begun an instructional academy to support veteran teachers.

CCR2 is implementing PLC's district-wide, promoting teacher feedback and input into the decision making process to give increased autonomy and increase self-efficacy through survey methods regarding PD, calendar, etc... A district improvement committee comprised of teachers from each building also provide feedback and a sounding board monthly to district office.

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

Describe activities

Imagination Library provides books to requesting families of pre-school aged children and supports reading and literacy at early age levels.

CCR2 continues a parents-as-teachers program and works with local daycares and preschools.

Pre-K students can attend summer school allowing transition to full-day kindergarten in the fall.

### 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: [kathleen.schwartz@dese.mo.gov](mailto:kathleen.schwartz@dese.mo.gov)

Current User: cgraves71

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