



District/LEA: 115-911 CITY GARDEN MONTESSORI Year: 2025-2026

Funding Application: Plan - School Level - 6956 CITY GARDEN MONTESSORI EAEC Version: Initial Status: Returned to LEA

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](#)

6956 CITY GARDEN MONTESSORI EAEC

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.

The EAEC seeks and obtains parent agreement through a structured annual review process. Families participate in fall and spring Title I Building-Level Meetings, where the Parent and Family Engagement Policy is presented, discussed, and revised based on parent input. Draft revisions are shared with families through Infinite Campus and at Curriculum Events to ensure broad access and opportunity for feedback. The updated policy is finalized each spring and implemented the following school year. Parent agreement is documented through the annual online registration process, during which families review and acknowledge the Parent and Family Engagement Policy and the School-Parent Compact.

To disseminate information about the parent and family engagement policy, we utilized various channels, including written materials, our LEA/school website, newsletters, and presentations during the aforementioned meetings. Our goal was to present the information in a clear and accessible manner, using language that parents could easily understand, free from unnecessary jargon or technical terms.

During the meeting, we facilitated a feedback session where parents had the opportunity to ask questions or express concerns. We wanted to ensure that every parent had their inquiries addressed to their satisfaction. Additionally, parents were encouraged to reach out to the principal or any network official directly for further clarification and assistance.

In alignment with the parent and family engagement policy, all participating families were asked to sign the parent-family compact. This compact serves as a reflection and commitment to the principles outlined in the policy.

To promote inclusivity, we recognized and accommodated the diverse needs and preferences of our parents. We offered alternative methods for agreement, such as electronic submission and print options, ensuring that the process was fair and equitable for all families. The compact will be integrated into the enrollment process for the 24-25 school year.

Through our proactive measures, including effective communication, addressing concerns, and obtaining formal agreement, we have successfully fulfilled the requirements outlined in Title I.a of the Every Student Succeeds Act. Our collaborative approach aims to establish a strong partnership between our school and parents, creating a supportive environment that nurtures student success and achievement.

☒ 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.

Parents participate in the planning, review, and improvement of the EAEC Title I program through multiple structured opportunities each year. The school holds fall and spring Title I Parent Meetings where families review the current Title I Schoolwide Plan, provide input on the use of pooled Title I funds, and discuss program effectiveness based on academic and attendance data. Feedback from these meetings is documented and used to revise priorities for supplemental reading and mathematics supports, family engagement activities, and communication practices. Families are also invited to provide input during Curriculum Events, Principal Coffees, and conference periods, ensuring that updates to the Schoolwide Plan reflect broad parent perspectives. The revised plan is shared with all families through Infinite Campus before implementation each school year.

- ✓ In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

Parents review and provide input on the EAEC Parent and Family Engagement Policy each year during the fall and spring Title I meetings. At these meetings, families receive the current policy, discuss how engagement practices are working, and identify areas needing clarification or improvement. Parent feedback gathered through these meetings—along with comments from Curriculum Nights, Principal Coffees, and conferences—is used to update priorities related to communication, academic support, and family participation. Any revisions to the engagement policy are incorporated into the next year's Title I materials and shared with all families through Infinite Campus and at the building's annual orientation events.

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.

Information about the EAEC Title I program is shared with families through multiple formats to ensure clarity and access. The school provides an annual Title I meeting each fall and spring, where families receive an overview of the pooled Title I structure, academic goals, supplemental supports, and how resources are used to strengthen instruction. Key information is also communicated through Infinite Campus email and text messages, the weekly principal newsletter, classroom updates from Guides, and materials sent home from Curriculum events.

Families receive plain-language explanations of how Title I supports reading and mathematics, including how supplemental small-group instruction, before-school supports, and progress monitoring work within the schoolwide model. The Parent Compact, policy, and annual notifications are posted and distributed electronically through Infinite Campus, and paper copies are available upon request.

- ☑ 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.

The EAEC provides families with clear, accessible information about the school's curriculum, academic assessments, and Missouri Learning Standards (MLS) expectations. At the beginning of each school year, curriculum overviews for each grade band are shared during Fall Orientation and revisited in curriculum events held throughout the year. Curriculum events throughout the year offer hands-on demonstrations of Montessori lessons, examples of follow-up work, and explanations of how Montessori materials align with the MLS.

Families receive regular updates on academic assessments through the principal's weekly newsletter, teacher communication, and Infinite Campus messages. These updates include explanations of i-Ready diagnostics, assessment windows, and how growth data is used to adjust instruction. During parent-teacher conferences, teachers review each child's reading and math performance, including classroom assessments and i-Ready reports.

MAP achievement levels (Below Basic, Basic, Proficient, Advanced) are explained in plain language during spring Title I meetings, parent conferences, and through school newsletters. Families receive their child's MAP report along with an interpretive guide that outlines performance levels, areas of strength, and areas where additional support may be needed. This combination of in-person sessions, written communication, and one-on-one conferences ensures families have a full understanding of curriculum content, assessment practices, and achievement expectations.

- ☑ 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)*

As a Parent, I will support my child's education in the following ways:

- Encourage respectful behavior
- Support the efforts of the school by ensuring regular and timely attendance at school, whether in person or virtually
- Attend Parent-Teacher Conferences and other school sponsored activities (in-person or virtually, depending on safety considerations)
- Ensuring student(s) has necessary equipment and internet access to participate in virtual lessons
- and/or contact City Garden for support in acquiring these items
- Stay informed about student progress

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

The City Garden Staff will:

- Provide certified teachers, develop appropriate high quality curriculum and instruction, and create an effective in-person or virtual teaching and learning environment specifically designed to ensure maximum student performance.
- Host an orientation (in-person or virtually, depending on safety considerations) for new City Garden families prior to the start of school to inform parents of expectations, procedures, policies, report card review, and exploration of curricula.
- Host annual curriculum nights (in-person or virtually, depending of safety considerations) in literacy, math, and/or science.
- Provide many and varied opportunities (in-person or virtually, depending on safety considerations) for parent involvement and education scheduled at mutually convenient times to support parents efforts to take responsibility for high student performance.
- Maintain communication with parents through newsletters, conferences, telephone calls, notes, emails, virtual meetings, and the Parent/Student handbook.
- Provide written evaluations to parents informing them of their students academic performance, attendance, and social-emotional development.
- Conduct a yearly survey that allows parents to evaluate curriculum, programs, and provides an opportunity for them to make suggestions or comments.

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

- ☒ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- ☒ Issuing frequent reports to parents on their children's progress
- ☒ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ☒ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ☒ Provides assistance to parents, as appropriate, in understanding
 - o the Missouri Learning Standards,
 - o the Missouri Assessment Program,
 - o local assessments,
 - o how to monitor a child's progress, and
 - o how to work with educators to improve the achievement of their children.

Section 1116 (e)(1)

Describe plans to provide assistance.

The EAEC provides families with ongoing assistance to understand academic expectations and to partner effectively in supporting their child's progress. Support is offered through multiple formats to ensure accessibility for all families.

- Missouri Learning Standards (MLS): During Curriculum Nights, classroom presentations, and fall/spring conferences, Guides and instructional leaders explain how Montessori lessons align with MLS expectations in reading, mathematics, science, and social studies. Grade-band curriculum overviews written in plain language are provided at Orientation and shared electronically.
- Missouri Assessment Program (MAP): Each spring, families receive a clear explanation of MAP testing, including what the assessment measures, how achievement levels (Below Basic, Basic, Proficient, Advanced) are determined, and how the results are used to support instruction. MAP score reports are reviewed with parents during conferences or via scheduled follow-up calls.
- Local Assessments (i-Ready and classroom-based tasks): Families receive written guides and conference-based explanations of i-Ready diagnostic reports, growth monitoring, and domain performance. Teachers communicate classroom assessment expectations and rubrics through weekly newsletters and conferences.
- Monitoring a child's progress: Parents are shown how to access grades, attendance, and assignment information through Infinite Campus. i-Ready family reports are shared at least three times per year, and teachers provide specific next-step goals during conferences. The school encourages ongoing communication with Guides for clarification or updates.
- Working with educators to improve achievement: Families are invited to attend before- and after-school Title I information sessions, curriculum events, and Principal Coffees where educators share strategies to support home reading, vocabulary, math fluency, and study habits. Families of students receiving supplemental services or intervention are offered individualized meetings with reading specialists, the classroom teacher, or the Assistant Principal to review progress and identify home supports.

These structures ensure that every family receives the information and tools needed to understand academic expectations, monitor their child's progress, and partner with school staff to improve student learning outcomes.

- ☒ 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.

The EAEC provides families with materials and training that equip them to support learning at home in ways that reinforce classroom instruction.

- Academic family events: Throughout the year, the school hosts reading, math, and curriculum-focused family nights where educators model Montessori lessons, demonstrate high-yield routines (phonics practice, vocabulary strategies, number sense activities), and provide take-home guidance.
- i-Ready MyPath access at home: All EAEC students have access to i-Ready MyPath outside of school hours. Families receive instructions on how to log in at home, how lessons are selected based on diagnostic data, and how to encourage consistent use. Printed and digital guides are provided in plain language.
- Supplemental learning materials: Families receive optional practice resources aligned with classroom instruction, such as lists for sight words and academic vocabulary, fluency activities, numeracy games, and strategies to support comprehension. Materials are available at events, through classroom newsletters, and on request.
- Individualized supports for intervention students: For students receiving additional reading or math support, reading specialists and classroom teachers provide targeted materials—decodables, practice routines, vocabulary lists, number sense activities—along with brief training during conferences or scheduled check-ins.
- Technology and platform support: Staff provide assistance to families on how to access Infinite Campus, i-Ready reports, and teacher communications so parents can monitor progress and respond to instructional needs.

These supports ensure that every family has accessible tools and clear routines that align with the school's instructional approach and help strengthen student learning at home.

- ☒ Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

The EAEC ensures that school personnel have the knowledge and tools needed to communicate effectively with parents and support constructive school-home partnerships.

- Annual training for all staff: Each fall, educators and support staff are trained on Title I family engagement requirements, effective communication practices, and ways to support parents as partners in student learning.
- Integration into coaching and team meetings: The Principal, Assistant Principal, Instructional Coordinator, and Montessori Implementation Coach incorporate family-engagement expectations into coaching cycles, collaborative planning sessions, and lesson study. Teachers receive guidance on maintaining consistent communication routines and responding to parent questions about student progress.
- Use of parent input: Information from Title I annual meetings, family surveys, and participation data is reviewed with staff during professional development. Teams use this feedback to strengthen communication, adjust outreach efforts, and improve clarity in classroom updates.
- Clear and accessible communication practices: Staff receive guidance on preparing plain-language messages, providing translated documents when needed, and following consistent schoolwide procedures for sending newsletters and Infinite Campus updates.
- Coordination with student-support personnel: Teachers are informed of available school-based supports—such as attendance follow-up, health coordination, and student support services—so that they can provide accurate information to families and make timely referrals when appropriate.

Through these structures, the EAEC maintains a staff-wide approach to engaging parents as partners in their child's learning and ensuring equitable access to information about instruction and student progress.

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.

The EAEC coordinates parent-involvement activities across programs to ensure families receive consistent information and support throughout the year.

- **Alignment across Federal, State, and Local Programs:** The Principal and LEA Federal Programs Coordinator align Title I parent-engagement activities with resources supported through Title II, Title IV, and local funds. Events such as parent information sessions, curriculum nights, and conferences are designed to meet statutory requirements while reinforcing the schoolwide instructional program.
- **Collaboration with Early Learning and Community Partners:** When feasible, the EAEC collaborates with its sister early childhood program, community health partners, and the Family Resource Coordinator to provide families with information about transitions, available supports, and services for students who may need additional academic or attendance assistance.
- **Family Resource Coordination:** The Family Resource Coordinator integrates school-based efforts with community programs that offer basic-needs assistance. This ensures families have access to supports that reduce barriers to school engagement and student learning.
- **Mental and Physical Health Services:** The BJC nurse and mental-health clinician coordinate with the school to provide information and referral pathways for health needs that may impact attendance or academic progress.
- **Use of Shared Communication Platforms:** Infinite Campus, campus newsletters, and schoolwide family events are used to ensure that updates from various programs are communicated consistently, helping parents navigate supports related to instruction, attendance, and student well-being.

Through these coordinated efforts, the EAEC provides families with clear, connected opportunities to participate in their child's education and remain informed about available supports.

- ☒ 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 [Show](#)

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)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Celeste Ocana	
2	Teacher	Katie Keller	
3	Principal	Markisha Young	
4	LEA Representative	Mike Flohr	
5	Other Administrators	Cathy Bain	

Plan Development Meeting Dates		
	Meeting Date	
1	05/28/2025	

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 II.A	Mike Flohr	LEA Federal Programs C
2	Title IV.A	Mike Flohr	LEA Federal Programs
3	Spec. Ed. Part B Entitlement	Cathy Bain	LEA Special Education C

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

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

☐ Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input 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 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 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 type="checkbox"/>	<input 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 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

Classroom-based Tier II remediation leveraging high-yield instructional strategies in mathematics and reading. Leadership, coaches, and professional development will be aligned to ensure that these instructional practices and teacher moves are fully implemented to support learning and uphold high expectations for all students—particularly those eligible for Free and Reduced Lunch (FRL) or performing in the 25th percentile and below.

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

The EAEC instructional program ensures that all students—including economically disadvantaged students, English Learners, and students with disabilities—have multiple, equitable opportunities to meet the Missouri Learning Standards. Remedial instruction is provided through a combination of classroom-based small groups, targeted pull-out reading support (funded through other sources), and extended-day tutoring (funded through other sources).

- Classroom-Based Remediation Instruction (Regular Classroom)

Teachers provide additional small-group lessons beyond Tier I instruction to reinforce foundational literacy and numeracy. These flexible groups allow educators to reteach, pre-teach, or deepen skills using MLS-aligned routines, ensuring every student receives instruction matched to their current level of readiness.

- Pull-Out Supplemental Reading Services (Funded through other sources)

Licensed reading specialists deliver targeted Tier 2 and Tier 3 interventions for students demonstrating significant reading needs. These sessions use structured, evidence-based materials that support decoding, fluency, vocabulary, and comprehension—skills central to MLS mastery.

- Before-/After-School Tutoring Led by Certified Teachers (Funded through other sources)

Extended-day tutoring increases instructional time for students who need additional practice to meet grade-level expectations. This setting reinforces key MLS-aligned reading and math competencies and provides accelerated support for students in the 25th percentile and below.

- Response to Intervention (RTI) Framework

The EAEC's Child Study process integrates assessment data, progress monitoring, regrouping, and instructional adjustments. This ensures students receive the right support at the right time, independently of demographic group.

Together, these strategies ensure that all students have equitable access to supplemental instruction grounded in the Missouri Learning Standards and that academic supports are delivered coherently alongside Montessori core instruction.

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

Description of how strategy/strategies will strengthen

The EAEC strengthens its academic program by combining high-quality Montessori Tier I instruction with structured, MLS-aligned Tier II remediation supports. These supports increase instructional consistency, close achievement gaps, and accelerate growth for students performing below benchmark.

- ☐ 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

Implementation of the Montessori Reading Remediation Pathway provides an enriched and accelerated curriculum by rebuilding foundational literacy through concept-based, multisensory instruction aligned with Montessori philosophy and the science of reading. The pathway allows students to progress at their individual pace toward mastery while integrating phonetic, morphological, and comprehension skills within meaningful reading and writing experiences. Through this individualized, interdisciplinary approach, students performing below grade level accelerate growth while remaining fully engaged in the enriched Montessori curriculum.

- ☒ 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

Professional development and coaching at the EAEC are intentionally designed to strengthen Tier I instruction and Tier II classroom-based interventions, ensuring that students most at risk of not meeting the Missouri Learning Standards receive high-quality, responsive support. Teachers, paraprofessionals, and instructional staff engage in job-embedded professional learning that builds capacity in lesson internalization, data interpretation, and evidence-based instructional strategies.

The Instructional Coordinator and Montessori Implementation Coach provide continuous classroom-based coaching, including modeling lessons, facilitating lesson study cycles, and guiding educators in analyzing assessment data to identify students requiring additional small-group instruction or targeted intervention. This ongoing support enables teachers to plan and deliver precise instructional adjustments based on progress-monitoring data and to maintain instructional consistency across classrooms.

Through these activities, core teaching practices are strengthened, supplemental materials are used more effectively, and instructional responses become more timely and data-informed. As a result, all students—and particularly those performing below benchmark or within the 25th percentile and lower—receive targeted, high-quality instruction aligned with the Missouri Learning Standards, supporting both academic growth and equity in outcomes.

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

Professional development at the EAEC is strategically designed to address the school's prioritized needs by strengthening instructional practice, increasing staff capacity to use data effectively, and ensuring educators are well prepared to deliver high-quality Tier I and remediation instruction aligned with the Missouri Learning Standards.

Educators engage in a blend of job-embedded coaching, scheduled professional development days, and targeted training sessions aligned with the Schoolwide Improvement Plan. Staff are supported in completing required state licensure, the Beginning Teacher Assistance Program (BTAP), and Montessori Elementary I or II credentials through a MACTE-accredited program.

In-house professional learning emphasizes data literacy, lesson study protocols, and the Child Study process to enhance teachers' ability to interpret assessment data and plan responsive instruction. Training on core instructional systems—including Panorama Student Success, MRX, and the i-Ready Teacher Toolbox—ensures consistent use of progress-monitoring tools and supplemental instructional resources.

The Instructional Coordinator and Montessori Implementation Coach provide ongoing coaching cycles, model lessons, and guide teachers through lesson preparation and internalization practices. This blended model—combining formal professional development with daily job-embedded support—directly addresses identified needs, strengthens instructional consistency across classrooms, and supports the school's goal of accelerating growth for students performing below benchmark.

☐ **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

Based on DESE's second review, the LEA clarified that pull-out tutoring/intervention supports are funded externally. Title I funds now focus on classroom-based Tier II remediation, coaching, and professional development to strengthen Tier I instruction and ensure compliance and coherence.

DESE Comments

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