



District/LEA: 096-089 FERGUSON-FLORISSANT R-II Year: 2025-2026

Funding Application: Plan - School Level - 3030 CROSS KEYS MIDDLE Version: Initial Status: Submitted

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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3030 CROSS KEYS MIDDLE

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 | Terrance Roberts | |
| 2 | Teacher | Yolanda Reeves | |
| 3 | Principal | Jontae Govan | |
| 4 | Teacher | Bart Stewarty | |
| 5 | Teacher | Charlie Peterson | |
| 6 | Parent | Karen Jones | |

| Plan Development Meeting Dates | | |
|--------------------------------|--------------|--|
| | Meeting Date | |
| 1 | 04/10/2025 | |

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 I School Improvement (a) | J. Pugh-Walker | Ex Dir of Federal Programs |
| 2 | Title II.A | J. Pugh-Walker | Ex Dir of Federal Programs |
| 3 | Title III EL | J. Pugh-Walker | Ex Dir of Federal Programs |
| 4 | Title IV.A | J. Pugh-Walker | Ex Dir of Federal Programs |
| 5 | Perkins Basic Grant - Secondary | B. Johnson | Dir of Career and Technical E |
| 6 | McKinney-Vento | Y. Rodgers-Garvin | Homeless Liaison |

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**

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

Through ongoing professional development focused on instructional strategies, data-driven decision-making, and curriculum implementation with fidelity, educators are equipped to deliver high-quality, standards-aligned instruction. Targeted support from reading and math interventionists, paraprofessionals, and collaborative planning ensures that all students-including subgroups-have access to rigorous core instruction and engaging, differentiated learning experiences that promote mastery of the Missouri Learning Standards.

Instructional coaches to provide ongoing PD and support
 Summer instructional planning stipends to review data and create lessons
 Social Worker to support attendance and behavioral issues
 Small group ELA, Math, and Science tutoring to increase learning
 Supplemental ELA, Math, and technology materials
 Additional Chromebooks within all ELA classrooms to work on
 MySci hands on Science resource for engagement
 Social worker to determine cause of attendance and behavior issues
 SEL program and resources to decrease behavioral data

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

Description of how strategy/strategies will strengthen

These strategies strengthen the academic program by enhancing instructional quality through professional development, standard alignment, and the use of evidence-based teaching methods. Consistent use of data analysis informs targeted interventions and instructional planning, while fidelity to curriculum ensures coherence and rigor. Support from reading and math interventionists, paraprofessionals, and expanded tutoring opportunities provides personalized support, addressing learning gaps and reinforcing core instruction to boost overall student achievement.

*Additional Chromebook within all ELA classrooms to work on Imagine Reading
 *After School Tutoring in ELA, Math, and Science small groups
 *MySci hands on Science resource
 *Math and English Instructional Support Leaders will provide on going PD
 *Supplemental ELA, Math, and Science resources

- ☒ Increase the amount of learning time

- ☐ Extended school year
☒ Before-and/or after-school programs
☐ Summer program
☒ Other

After-school tutoring in ELA and Math will contain elements of the aforementioned resources. students identified by teachers using CFA, Summative Assessments, and FFSD Benchmarks will be routinely invited.

Providing every 7th and 8th grade student a learning opportunity to decrease the amount of "summer slide." This will occur through providing learning opportunities for practice using workbooks or books.

Having events that support the standards of curricular content (Science Night, Math Night, etc.)

- ☒ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

After-school tutoring in ELA, Math, and Science will contain elements of the aforementioned resources, excluding ISLs; students identified on the FFSD CKMS Title I Eligibility Tracker list will be routinely invited

Providing every 7th and 8th grade student a learning opportunity to decrease the amount of "summer slide." This will occur through providing learning opportunities for practice using workbooks or books.

Having events that support the standards of curricular content (Science Night, Math Night, etc.)

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

These strategies address the needs of all students by providing equitable access to high-quality instruction, while placing a strong emphasis on those at risk of not meeting the Missouri Learning Standards. Through differentiated instruction, targeted interventions from reading and math specialists, strategic tutoring, and data-driven decision-making, educators can identify and respond to individual learning gaps. Collaborative planning and the use of engaging, standards-aligned curriculum ensure that every student-especially those in vulnerable subgroups-receives the support needed to succeed academically.

****After-school tutoring in ELA, Math, and Science will contain elements of the aforementioned resources, excluding ISLs; students identified on the FFSD CKMS Title I Eligibility Tracker list will be routinely invited.**

****Transition opportunities and transportation to get students acclimated for the next level. Science Project Based Learning materials to increase support in the standards.**

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

Social Worker will be used to support students with obtaining coping skills that will create emotional consistency in order for them to flourish within the school environment.

☒ **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

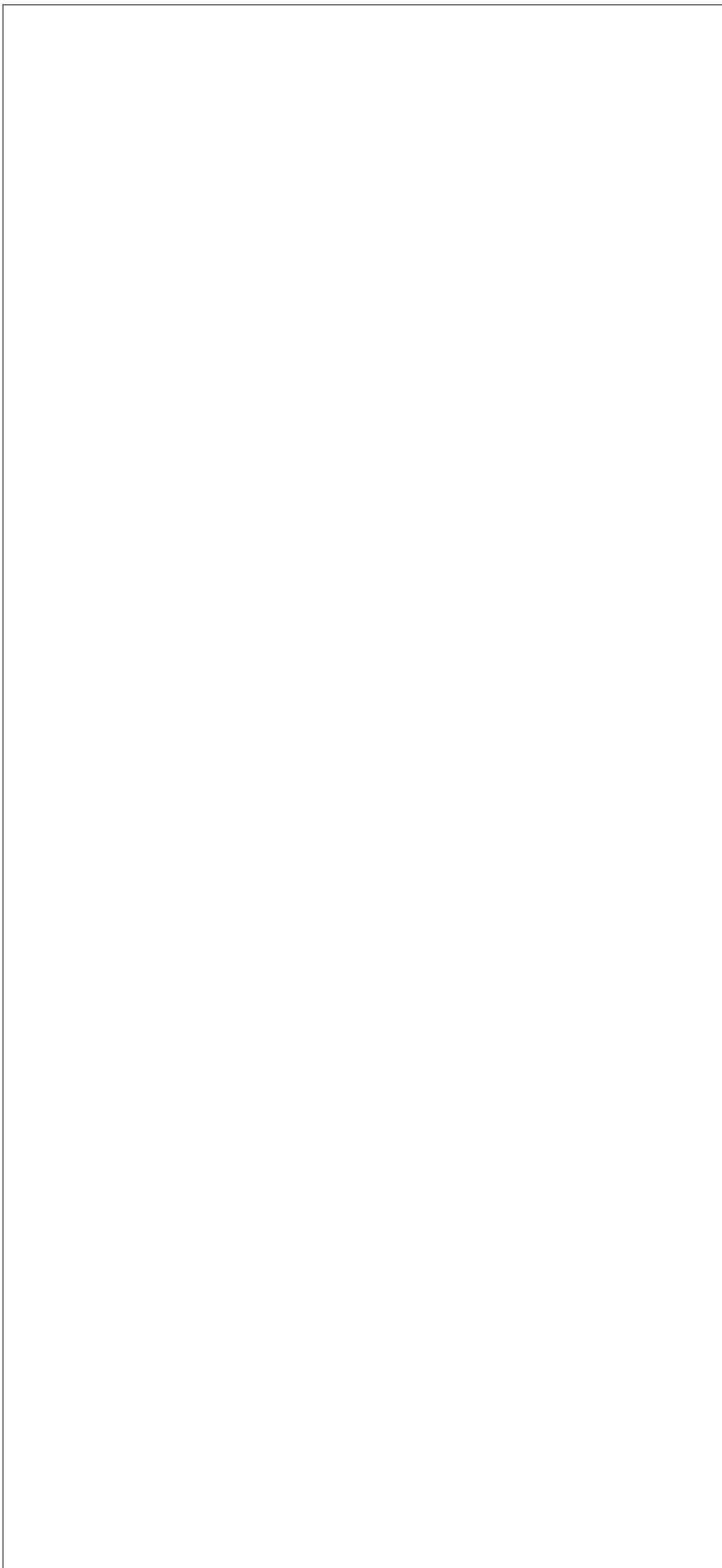
☐ Advanced Placement

☐ 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

**AVID PD to support organization, instructional strategies, academics, etc
 **Stipends for analysis of data and planning after school

☒ Professional development activities that address the prioritized needs

Describe activities

Professional development will focus on data-driven instruction, student engagement, PBIS implementation, and rigorous, standards-aligned teaching. Activities will include strategies from the Ron Clark Academy to build a strong school culture, set high expectations, and implement innovative practices that support all learners, especially those most at risk.

ELA and Math Instructional Support Leader will provide instructional support to teachers in pedagogy, Data Team, collaborative work, and LAST and LASW protocol increasing teacher capacity and driving academic mastery and growth in achievement.

Planning Stipends for standards review and lesson planning.

Leadership Coaching: this will allow leaders the skills to support Tier one instruction by giving specific, powerful, and effective feedback to teachers around teaching, planning, and data representation. PBIS training.

Stipends to support planning

AVID Summer Institute benefits both beginning and experienced educators. Here, educators reevaluate their beliefs and expectations around student potential and learn and practice activities that transform classrooms and campuses. Trainings cover all core content areas and all grade levels in topics such as Culturally Relevant Teaching, Academic Language and Literacy, and Digital Teaching and Learning.

Instructional Support Leader will provide instructional support to teachers in pedagogy, Data Team, collaborative work, and LAST and LASW protocol, professional development and coaching (curriculum/standards development, curriculum/standards training, planning, professional development) increasing teacher capacity and driving academic mastery and growth in achievement. EOY planning stipends for the upcoming year.

PBIS/CI3T coaching

☐ **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**DESE Comments**

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