

District/LEA: 096-112 UNIVERSITY CITY Year: 2024-2025

Funding Application: Plan - School Level - 2000 BRITTANY WOODS Version: Initial Status: Approved

Number Name

Select District

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home Print Cancel Print Mode

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

Comprehensive Needs Assessment [Show](#)

Schoolwide Program [Hide](#)

2000 BRITTANY WOODS

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 <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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" 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 checked="" 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="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

Implementation of adopted high-quality curriculum Math 9- Alg. 2 to develop teachers' capacity to teach effective lessons.

Implementation of adopted high-quality curriculum Math 9- Alg. 2 to academically prepare students for postsecondary education and careers by pursuing conceptual understanding, procedural skills, fluency and application with equal intensity and confidence.

Implementation of adopted high-quality curriculum Math 9- Alg. 2 to better engage families in their child's secondary mathematics education

Improve instructional practices by focusing teacher development and instructional feedback on meeting students' needs through differentiation with small group instruction.

Design and launch high-quality adult learning structures and support, grounded in a scope and sequence that integrates learning related to all initiatives, as well as a focus on collaborative learning, curriculum and content internalization (including developing teachers and school leaders to meet the social, emotional and wellness needs of their students, including through high-quality professional learning focused on humanizing and personalizing classrooms and schools.)

Intentionally integrate SEL throughout the Pk-12 curriculum. Design and implement a comprehensive set of trauma-sensitive and restorative supports to better meet students' social, emotional and wellness needs and to better humanize and personalize students' learning experiences.

Effectively implement the policies, procedures, practices and supports needed to address racial and other biases to drive educational equity

Continue to strengthen and expand communications and opportunities for parent/guardians to engage both in district and school-level decision making and better equip them to support their students' academic and social emotional learning at home

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

Description of how strategy/strategies will strengthen

Implementation of adopted high-quality curriculum Math 9- Alg. 2 to develop teachers' capacity to teach effective lessons.

Implementation of adopted high-quality curriculum Math 9- Alg. 2 to academically prepare students for postsecondary education and careers by pursuing conceptual understanding, procedural skills, fluency and application with equal intensity and confidence.

Implementation of adopted high-quality curriculum Math 9- Alg. 2 to better engage families in their child's secondary mathematics education

Improve instructional practices by focusing teacher development and instructional feedback on meeting students' needs through differentiation with small group instruction.

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Increase the amount of learning time

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

Students in grades 6-8 are selected to attend "Camp U" based on spring math and reading scores

Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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

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

Data teams will engage once a month on Data Team Monday. The Team will examine academic and social-emotional data. The purpose of the team:
-Collect and review grade level academic and behavioral data with the grade-level or content area team
-Engage in problem solving when grade level or content areas concerns arise that inhibit student outcomes
-Provide ongoing support through the creation of interventions
Data: Grades, screener data, progress monitoring data, panorama, etc.

Quarterly walkthroughs using the Universals Checklist, by C & I, Principals, and Teacher Instructional Leaders, will ensure universal curriculum and instructional practices are being implemented accordingly. Feedback will be used to assist teachers in improving their practices around the universal curriculum.

Principals and Teacher Instructional Leaders will engage in the Transformational Leadership Institute where they receive professional development to improve their leadership around instruction and SEL.

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

Technology for Student and Family Engagement
Caring School Communities
Language Live (6-8 ELA Teachers)
Assessment for Learning
Math Implementation Year II
English Language Development

- 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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