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 Hide

4060 BRIDGEWAY ELEM.

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

- [x] 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.

Parents are invited to suggest meaningful revisions to the policy at the annual Federal Programs meeting or at the annual Title I meetings held at each school. Parents are encouraged to contact their child's school or the district Federal Programs Coordinator with questions or concerns regarding the policy. Information is obtained from each family during the district's enrollment process yearly.

- [x] Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

- [x] The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

- [x] 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)*
- [x] The agenda reflects that the purpose of the meeting is
  - [x] To inform parents of their school's participation in the Title I.A program
  - [x] To explain the requirements of Title I.A
  - [x] To explain the right of parents to be involved.

  Section 1116 (c)(1)

- [x] The school offers a flexible number of meetings. *Section 1116 (c)(2)*

- [x] Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
  - [ ] Transportation
  - [ ] Child care
  - [ ] Home visits
  - [x] Funds will not be utilized for these purposes

  Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

- [x] 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 are involved in developing the Title I.A/Schoolwide program plan through participation in School Improvement Team planning meetings, the annual Title I.A parent meeting and the annual Federal Programs evaluation meeting. In addition, parents are invited to participate in an annual Federal Programs survey to provide meaningful feedback each 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.

The parent and family engagement policy was jointly reviewed by parents and representatives from the LEA at the annual federal programs meeting held on April 3, 2024.

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.

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. The purpose of the meeting is to inform parents of their school's participation in the Title I.A program, explain the requirements of Title I.A and explain the right of parents to be involved. The parent and family engagement policy, parent/school compact, notification of teacher qualifications and School Improvement Plan, which contains the school-wide Title I.A plan, are disseminated through hardcopy and posted on the school website.

☑ 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.

Each Title I.A school uses a variety of means to disseminate information regarding curriculum, academic assessments and MAP achievement levels to parents. Curriculum and academic assessments are reviewed at the annual Title I.A meeting at the beginning of the school year and at parent/teacher conferences, as appropriate. The curriculum is also made available via the district's website. Letters regarding assessments are sent home at appropriate times throughout the school year. MAP Individual Student Reports are disseminated in accordance with the guidance provided by DESE.

☑ 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)*

At Bridgeway, parents are expected to be actively involved in their child's education. Both parents and teachers should work together and communicate any concerns they may have in order to help the child be successful. As a result, parents are expected to attend a parent/teacher conference twice a school year. Parents should also encourage their child to read daily and complete all homework assignments. If a student is unable to read, parents should read to them. Teachers will also provide regular newsletters to communicate what activities are occurring within the classroom as well as the school. Email addresses will also be given to parents as a means of communication.

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

Bridgeway works to support each student's academic success through differentiated instruction and a personalized approach. By providing staff with quality, researched based materials, additional resources and professional development, they will be better prepared to support students. When regular classroom instruction leads to limited progress, students will be given weekly support outside of the classroom in either a small-group or one-to-one setting.

☑ 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.

Bridgeway provides assistance to parents and families in understanding the Missouri Learning Standards, the Missouri Assessment Program, local formative and interim assessments, and progress monitoring efforts through curriculum nights, parent/teacher conferences, school newsletters, the school website, and the annual Title I.A parent meeting. These regular and frequent forms of parent/school communication help parents and educators work together for the benefit of their children.

☑ 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.

Materials and training are provided on a regular and frequent basis to parents, so they may assist with their child's schoolwork. The most effective means of communication is parent/teacher conferences as well as the newsletters & emails teachers send to parents containing specific curricular objectives and websites parents may access. Curriculum nights, school newsletters, the school website, and the annual Title I.A parent meeting are also opportunities the school uses to share with parents.

☑ 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.

Bridgeway hopes all staff will appreciate the value and utility of contributions of the parents and strategies when working with students. The principal, counselors and instructional coach provide appropriate professional development during early dismissal days and regular conversations throughout the school year to their teachers and support staff in order for them to effectively communicate with parents, treat them as equal partners in the education of their children, and to build lasting ties between parents and the school. The Parent-Teacher Organization provides opportunities for parent involvement and training in order to strengthen the home-school relationship.

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

- [x] 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 principal, instructional specialsts, and specialized staff, in partnership with the Parent-Teacher Organization, coordinate and integrate parent involvement programs and activities with other school and district programs regardless of the funding source. Parents are encouraged to volunteer in the school and classroom in educationally meaningful ways as tutors, readers, and small group helpers. Parents are encouraged to be an active part of the school Parent-Teacher Organization.

- [x] 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)*
- [x] 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,

- [x] Provides opportunities for the informed participation of parents and family members, including:
  - [x] Parent and family members who have limited English proficiency.
  - [x] Parent and family members with disabilities.
  - [x] Parent and family members of migratory children.
- [x] Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment Hide

4060 BRIDGEWAY ELEM.

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

2/27/2024

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:

Bridgeway School serves 461 K-5 students. The following ethnicities are represented: Asian, less than 2.4%; Black, 27%; Hispanic, 18%; Multi-racial, 12%; and White, 40%. The attendance rate for the 2022-2023 school year was 81.6%. While enrollment remains steady, student mobility is a concern. 47% of the student population is considered economically disadvantaged. The discipline incident rate, as reported to DESE, is 1%. 21% of the school's enrollment is considered Limited English Proficient.

Weaknesses:

Student mobility is a concern.

Indicate needs related to strengths and weaknesses:

On-going support for academic and socio-emotional needs.

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)
- [ ] Other performance indicators used in analysis:

Summarize the analysis of data regarding **student achievement**:

Strengths:

Bridgeway School does perform above the state average in English Language Arts, and Mathematics. In 2023, 46.9% of Bridgeway students scored proficient or advanced in ELA compared with 43.5% of students statewide. 36.1% of students counted in subgroup data score proficient or advanced in ELA compared with 26.3% of students statewide.

50.1% of Bridgeway students scored proficient or advanced in Mathematics compared with 40.5% of students statewide. 40.3% of students counted in subgroup data score proficient or advanced in Mathematics compared with 22.7% of students statewide. 40.3% of Bridgeway 5th grade students score proficient or advanced in Science compared with 39.1% of students statewide. 25.3% of students counted in subgroup data score proficient or advanced in Science compared with 21.5% of students statewide

Weaknesses:

At Bridgeway School, areas identified for improvement include black, Hispanic, and English learner (EL) cohort populations in the content areas of mathematics and science.

Indicate needs related to strengths and weaknesses:

At Bridgeway School, continue implementation of mathematics and current reading intervention strategies with identified cohort populations. Teachers will implement at least one additional personalized learning strategy in their classroom.

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:

Pattonville School District employs a defined curriculum writing process where classroom teachers and other interested staff examine learning standards and set expectations for each content area. An instructional program is designed for each content area and implemented at each school taking into consideration student demographics and trend data from interim and summative assessments. Instructional materials are identified and purchased through a defined materials adoption process involving classroom teachers and other interested staff. Instructional technology is included as an integral part of this process. Instructional support staff, including Reading Specialists, EL Specialists, Library and Technology Specialists, Instructional Specialists, Intervention Specialists and paraprofessionals, are positioned for maximum impact on the overall instructional program. Professional development is specifically designed to meet instructional goals throughout the year. Data teams are heavily used by schools to focus on instructional goals.

Weaknesses:

Continued professional development for competency-based learning as an instructional strategy.

Indicate needs related to strengths and weaknesses:

Hire qualified academic intervention teachers and paraprofessionals to provide reading and math intervention for identified students.
Provide relevant instructional training and support for classroom teachers in competency-based learning to support growth in reading and math skills for students.

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:

At Bridgeway
- 78.2% of the certified staff have earned an advanced degrees
- Certified staff have an average of 13.5 years of teaching experience
- All professional staff are appropriately certified for the courses they are assigned to teach.
- Pattonville School District adopted a revised five year Comprehensive School Improvement Plan to direct the overall improvement of educational programs and services.

Weaknesses:

Continue to recruit and retain highly qualified minority teachers.

Indicate needs related to strengths and weaknesses:

Continue to evaluate ways to recruit and retain high quality teaching staff.

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:

Pattonville School District and Bridgeway School surveys parents and families regarding various opportunities for engagement, including the annual Federal Programs parent and family engagement survey, exit surveys from school events and through the school Parent-Teacher Organization. The school communicates on a regular and frequent basis through school newsletters, parent-teacher conferences (held twice per year), e-mail, social media and school sponsored events. Data is collected, retained and analyzed to improve communication processes. The Board of Education communicates policy changes through district publications of various forms. Bridgeway hosts various opportunities for parent education, such as STEM and literacy nights. Students with special needs or who are traditionally viewed as underserved are provided services through Special School District or from the district. Data is also collected, retained and analyzed in the form of test scores, observational checklists, care team agendas and minutes, Individualized Education Plan meetings, and other forms of information. This information directly guides principals, instructional coaches, reading or EL specialists in making informed decisions regarding a child's education. The Bridgeway school nurse collects, retains, and analyzes student health information in a secure database. The school nurse works directly with parents and families as appropriate.

Weaknesses:

Continuing to improve communication between school and families.

Indicate needs related to strengths and weaknesses:

Revise parent surveys to reflect parent needs and concerns.

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:

The Bridgeway School Improvement Team, Parent-Teacher Organization, teaching and support staff in cooperation with the district's Comprehensive School Improvement Team review and revise the school's mission and vision as appropriate. The Board of Education and district Human Resources department work closely with Bridgeway's principal to maintain average class sizes as dictated by district policy. School climate is measured through an annual school climate survey with parents, families, staff and community members responding. The data collected is retained and analyzed as appropriate. The Board of Education and Superintendent govern and manage the district based on data collected from parents, families, and the community. The office of Student Services surveys parents, families, students and staff members regarding student discipline policies. Principals review student discipline data each month at Principal's meetings. At Bridgeway, the Tier 2/ Tier 3 committee and the PIC team analyze data monthly to determine if further supports are needed for individual students. Continuing to analyze and address the social and emotional needs of students is important for the building care team process. Data collected and reported to DESE indicates no major disciplinary incidents at Bridgeway.

Weaknesses:

Growing need for incentives to support Tier 1 interventions at the building level.

Indicate needs related to strengths and weaknesses:

Providing incentives for students to support Tier 1 interventions. Staff will implement restorative practices, including circles, by utliizing common language to build relationships and to repair harm.

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	Use academic intervention teachers to support supplemental ELA and math intervention for identified students.
2	Use academic intervention paraprofessionals to support supplemental ELA and math intervention for identified students.
3	Provide Literacy and Math Supplies along and Sensory and Behavior Supports to increase literacy, math & social emotional/behavior skills in order to increase student achievement

Schoolwide Program Hide

4060 BRIDGEWAY 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	Jamie Poplar	
2	Teacher	Dan Derby	
3	Principal	Leslie Jones	
4	Paraprofessionals	Aaron DeMarco	
5	Teacher	Stacey Hill	
6	Teacher	Stephanie Appel	
7	Specialized Instructional Support Personnel	Christina Curts	
Plan Development Meeting Dates			
1	Meeting Date	04/03/2024	

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	Odetta Smith	Director	
2	Title IV.A	Odetta Smith	Director	

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	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**

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

Bridgeway school carries out regular meetings to analyze data. From these meetings, additional intervention services are provided in the areas of Mathematics and the English Language Arts. Issues with scheduling, goal setting and academic objectives are determined for EL and SSD students who need additional support to create cohesive programming across classrooms. Discussions also determine if the basic needs of students in poverty are being met. If not, action steps are developed and carried out in addition to the small group academic interventions.

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

Description of how strategy/strategies will strengthen

☐ 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

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

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**

- [x] **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**
  - [x] Delivery of professional development services
  - [x] Instructional coach
  - [ ] Teaching methods coach
  - [ ] Third party contract
  - [ ] Other
  - [x] Professional development activities that address the prioritized needs

    Describe activities

    At Bridgeway, professional development is determined by analyzing data during principal, counselor and instructional specialists meetings, problem solving teams, and data teams. All staff members are provided professional development on the research and best practices in the areas of trauma, engagement, social/emotional lessons, English as a Second Language as well as Mathematics and English Language.

- [ ] **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.

Save Comments | School Level Plan Home | Print | Cancel Print Mode

District/LEA Comments

The reading specialist at .34 FTE for Drummond Elementary has the appropriate certifications. The teachers are supplemental ELA and math teachers providing interventions for students.

DESE Comments

Email: alaina.downing@dese.mo.gov

Current User: OSmithAP