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

4080 COMMONS LANE ELEMENTARY

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	☐ 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**

Continuous Classroom Improvement following the Plan/Do/Study/Adjust model.
Behavior support using Character Strong and PBIS teaching, re-teaching and incentives

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

Reading interventionist for students who struggle to meet MLSs.
ELA supplemental tutoring.
Teaching Methods Coach to support teacher improvement in strategies, management, etc
Supplemental ELA and Math resources to support whole and small group instruction.
PLCs to identify, progress monitor, and plan instruction for students.
Character Strong Curriculum - to support behavior conducive to learning.
Response to Intervention - to match supports to students.
Supplemental technology to include Chromebooks, locked carts, and Smartboards for student engagement
Reading and Math Intervention software - IXL

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

Description of how strategy/strategies will strengthen

SIPPS program and/or our new ELA curriculum to bridge the gap in reading.
Supplemental Reading teacher for small group support
Supplemental ELA tutors for afterschool support
Provide explicit, systematic instruction in letter naming recognition, phonemic awareness, decoding, encoding, and oral reading fluency through daily small-group intervention support.

Utilize UFLI routines to strengthen students' foundational phonics skills, sound-symbol correspondence, blending, and decoding abilities to improve overall reading proficiency.

Implement SIPPS intervention lessons to provide differentiated support for students performing below grade level and accelerate growth in foundational literacy skills.

Continue targeted support from the Reading Specialist to provide individualized intervention, monitor student progress, and adjust instruction based on student needs and performance data.

Increase opportunities for repeated reading, guided practice, and fluency development to build student confidence and reading accuracy.

- [x] Increase the amount of learning time
  - [ ] Extended school year
  - [x] 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)

- [x] 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

Those students struggling with Rdg and or Math will be identified. The reading interventionist will establish a caseload and monitor their progress at all times. S/he will implement the SIPPS Intervention Program and/or the intervention program provided by the new curriculum.

Activities will (mark all that apply)

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

- [x] **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

Description of external providers and services provided

IXL custom-built skill plans explicitly aligned to the Missouri Learning Standards (MLS). Teachers assign individual modules that directly mirror state exam expectations.

- [ ] **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

- [x] **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
  - [ ] Instructional coach
  - [x] Teaching methods coach
  - [ ] Third party contract
  - [ ] Other

  - [x] Professional development activities that address the prioritized needs

    Describe activities

Instructional Support Leader/Coaching support will strengthen the academic core instruction of teachers and support student achievement.

Intensive training for all teachers on the implementation and best practices of the Math Program, new ELA Curriculum and the Science of Reading (LETRS training).

Utilizing Google surveys we will work to ensure the Title I and IIA professional development resources are meeting the needs of the classroom teacher so that academic progress is met by students. NEE resource for teacher evaluation ensures that tier 1 instruction is meeting the needs of all students and providing adequate differentiation, scaffolding and appropriate enrichment opportunities in the general education and intervention-based classroom spaces.

Training to create a positive and powerful school climate. Funding after school stipends for teachers to review data and plan.

Literacy, instructional strategies, and restorative practices training and resources

- [x] **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

New teacher training and Mentoring, Professional Buddies for 2nd year employees, strong collaboration initiatives, attendance to job fairs for recruitment and screening. Actively participate in hiring fairs, interview teacher candidates,

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

Describe activities

Provide transition activities such as school visits, family orientation events, and classroom tours will help students and families become familiar with school routines and expectations.

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.

School Level Plan Home | Print | Cancel Print Mode

District/LEA Comments