



District/LEA: 097-131 SWEET SPRINGS R-VII Year: 2022-2023

Funding Application: Plan - School Level - 4020 SWEET SPRINGS ELEM. 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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4020 SWEET SPRINGS 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	Amanda Marks	
2	Teacher	Clarissa Huston	
3	Principal	Melanie Davis	
4	Teacher	Connie Dohrman	
5	Teacher	Stephanie Crank	
6	Other Administrators	Tara Merrick	
7	Parent	Jessica Grisham	
8	Others	Virginia Mapes	
9	Parent	Kal Mapes	
Plan Development Meeting Dates			
1	Meeting Date		
		04/12/2022	

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)	Melanie Davis	Principal/Federal Programs
2	Title II.A	Melanie Davis	Principal/Federal Programs
3	Title IV.A	Melanie Davis	Principal/Federal Programs

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

Positive Behavior Approach to managing student behavior and attending to needs. We use several strategies that are utilized in the PBIS and BIST program. We conduct monthly data/collaboration meetings as well as vertical planning day during school year. Data meetings utilized to discuss students below target needing further intervention. Interventions are determined and implemented to boost student growth.

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

Teachers utilize curriculum aligned with the Missouri Learning Standards to teach students. Curriculum offers differentiated opportunities to meet needs of all students. Tier 1 and Tier 11 Interventions are implemented as needed for students not successful with core instruction only.

Whole group and small group instruction
 one on one conferencing
 review learning groups
 differentiated instruction
 updated curriculum and evaluations conducted
 cooperative learning
 before school and after school classroom tutoring as needed
 Title 1 teachers and regular ed teachers collaborating during monthly meetings
 Sped and regular ed teachers collaborating during monthly meetings
 Needs assessment surveys conducted
 Student surveys conducted in grades 3 thru 6
 Online accessibility of curriculums and materials
 Hands-on learning experiences

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

Description of how strategy/strategies will strengthen

The research based strategies identified above will help all students learn including subgroups of students according to their individual needs. Students will be progress monitored and provided further intervention above and beyond core classroom instruction as to assist them with specific learning needs. By utilizing a wide range of teacher strategies students are able to grasp concepts based on their individual learning style.

- 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

Teachers utilize curriculum aligned with the Missouri Learning Standards to teach students. Curriculum offers differentiated opportunities to meet needs of all students including opportunities for enrichment. Curriculum is updated and evaluated.

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

Tier 1 and Tier 11 Interventions are implemented as needed for students at risk and not successful with core instruction only with meeting the Missouri Learning Standards. Students will be progress monitored and provided further intervention above and beyond core classroom instruction as to assist them with specific learning needs. By utilizing a wide range of teacher strategies students are able to grasp concepts based on their individual learning style. At-risk students receiving Title 1 services and implementing Wilson's Foundations Program, Leveled Literacy Intervention (LLI), Implemented Wilson's Foundations Program in Kindergarten, First Grade, and Title 1 during the 19-20 school year. Wilson's Foundations is a multisensory and systematic phonics, spelling, and handwriting program that benefits k-3 students. During the 2021-2022 school year, Wilson's will be implemented in grades k-3, Title 1, and Sped. Upgraded current DIBELS 6th ed. universal screener to DIBELS 8th ed.

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

In district professional development and Out of district professional development opportunities based on needs identified.

I-70 Conference Professional Development offers specific training in differentiation, classroom management, parental involvement, technology, promoting on-task behavior, positive classroom behavior, motivating students, etc. Foundations training for staff.

Dyslexia Training PD offered a range of intervention activities and teacher strategies that assist students struggling

Observation of other teachers in district and out of district

Ongoing evaluations and feedback focused on teacher strategies and impact on student learning

Identify strengths and needs professionally offer suggestions support and PD needs as identified to teachers

Professional development offered for implementation of new curriculum

Monthly data/collaboration meetings discussing research based strategies

Faculty meetings- teachers sharing new strategies/ideas learned at PD conferences

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Competitive salary schedule- increased salaries for the 21-22 school year by 2 percent increase

2 year mentoring program

reduced class sizes

New Staff Orientation day

Reimbursement for obtaining higher level education

In district and out of district professional development opportunities

Ongoing feedback focused on teacher strategies and impact on student learning

Teacher exit surveys

UCM/MU Job fairs attended yearly by administration

Advertise job openings on Mo Teaching Jobs and school website

Technology access- 1:1 technology for K-12

Assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities

Kindergarten Transition Day

Kindergarten Teachers and preschool staff collaboration meetings

Preschool Parent meetings

Open House Night

Elementary Building tour

Kindergarten Summer School

Parent teacher conferences

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

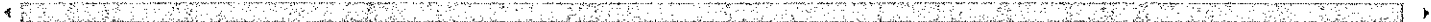
- Title I,D Delinquent
- Title II,A
- Title III EL
- Title III Immigrant
- Title IV,A
- Title V,B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity 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.



District/LEA Comments

LEA changed date of Needs Assessment from 04/07/21 to 04/07/22. This was a typo on the LEA's part on initial submission. In addition, LEA was advised to remove the three outside skills identified in schoolwide program (counseling, specialized instructional support services, and mentoring services) due to being required to budget for these items on line 3900. The LEA is not budgeting for these items as these outside skills are not an additional expense for the LEA. 9/1/22 LP

DESE Comments

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Ver.