

District/LEA: 112-101 FORDLAND R-III Year: 2023-2024

Funding Application: Plan - School Level - 4020 FORDLAND ELEM. Version: Initial Status: Approved

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

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Schoolwide Program [Hide](#)

4020 FORDLAND 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	Liz Garber	
2	Teacher	Jennifer Loving	
3	Principal	Stephanie Vickers	
4	Parent	Lacey Axsom	
5	Teacher	Tanya Price	
6	Other School Leaders	Tonia Nunn	
7	Other Administrators	Amber Collier	
Plan Development Meeting Dates			
	Meeting Date		
1	05/04/2023		

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)	Amber Collier	Director of Student Services
2	Title II.A	Amber Collier	Director of Student Services
3	Title IV.A	Amber Collier	Director of Student Services
4	Title V.B	Amber Collier	Director of Student Services

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 checked="" type="checkbox"/> Math	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 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 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 checked="" 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

RTI
Small group instruction
1 on 1 individualized instruction
Formative assessments
Summative assessments
Title 1 ELA
Title 1 Math
Balanced Literacy
Balanced Math
LETRS
Personalized learning through Technology

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

Description of how strategy/strategies will strengthen

RTI
Small group instruction
1 on 1 individualized instruction
Formative assessments
Summative assessments
Title 1 ELA
Title 1 Math
Balanced Literacy
LETRS
Balanced Math
Personalized learning through Technology

- 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

The Fordland District uses the Missouri Learning Standards as their main "big Ideas" The District is currently undergoing a rewrite of the entire school curriculum and must be completed by the 21-22 school year. Along with the curriculum, we have a focus on teaching and learning at the primary levels.

The school will support student learning in the following ways:
 Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards
 Retain highly qualified principals and teachers
 Provide instruction, materials, and high-quality professional development, which incorporates the latest research
 Maintain a positive and safe climate
 Hold annual parent teacher conferences to:
 Discuss the child's progress grades
 Discuss this compact as it relates to the child's achievement
 Examine the child's achievement and pending options
 Provide parents with frequent reports on their child's progress as follows:
 Suggestions from the classroom teacher
 Progress reports
 Quarterly grade cards sent home
 Be accessible to parents through
 Phone calls or person to person meetings
 Scheduled consultation, before, during or after school
 Scheduled school or home visits
 Provide parents opportunities to volunteer as follows:
 Listen to children read
 Help with classroom projects
 Assist with holiday programs, parties, educational trips, 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

The District will use the following to address the needs of the high at risk students:

RTI
 Small group instruction
 1 on 1 individualized instruction
 Formative assessments
 Summative assessments
 Title 1 ELA
 Title 1 Math
 Balanced Literacy
 LETRS
 Balanced Math
 Personalized learning through Technology

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

The District uses data to guide our professional development opportunities. The District uses a Professional Development Survey to see what the teaching staff perceptions are concerning their personal growth. The District also uses the following to guide what resources we use to provide professional development to the staff:

Summative Data - MAP, iReady and classroom assessments
RTI
Small group instruction
1 on 1 individualized instruction
Formative assessments
NEE Data - Teacher Evaluations
Bright Bytes Survey Data

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Teachers are the most important in-school drivers of student achievement. Students with even one highly effective teacher are more likely to graduate. The District focuses on the following areas concerning recruiting and retaining effective teachers:

Salaries and other compensation
Teacher Preparation with local colleges
Induction and support for new teachers
Professional Development
Leadership Opportunities
Resources for teaching and learning

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

Describe activities

In class they are practicing routines, learning how to line up, keep voices at appropriate levels, putting stuff away and working together, waiting to take turns, raising their hand to ask questions, writing their names, appropriate pencil grasp, we are learning to listen with our ears. Consistency in structure helps a child adjust and transition, they know what to expect that way. We use an appropriate voice level chart in my classroom as well as a Conscious Discipline for behavior. Self-help skills are a huge part of the curriculum in this grade level. Many students who come into the ECC Program come in with very little and are expected to leave with most.

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.

DESE Comments

Email: lauren.hardwick@dese.mo.gov

Current User: acollier

Improving Lives through Education

Ver.