Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

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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School, Parent And Family Engagement Policy   Show

Comprehensive Needs Assessment   Show

Schoolwide Program   Hide

4020 OSAGE CO. 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)*

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**

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

We will follow the Osage R1 Reading Literacy plan developed last year to screen all students in grades K-6 for essential reading skills, as well as administer required state K-3 reading assessment. We will analyze gathered data to identify which students need additional instruction in specific areas such as: letter naming fluency, rapid automatic naming, phonemic awareness, phonics, oral reading fluency, spelling, and/or reading comprehension. We will provide identified students with targeted interventions by classroom/Title 1/SPED teachers. We will perform routine progress monitoring to measure each student's response to the intervention provided and to guide decisions about further interventions
Phonics benchmark and progress monitoring students in reading. A new math series will be researched and implemented (such as Bridges). Training on the product will be required to properly implement.

RTI schedules will be developed to be more effective and efficient for student success.

ESGI Program will help teachers use benchmark assessments aligned to MLS. These tests will provide data to create differentiated instruction for the students.

Data teaming will continue with ELA. Teachers will use DIBELS, Core Phonics, Wilson, Istation etc to collect data. Consultants will assist staff in interpreting data and developing instruction based on data.

Instructional resources aligned with Science of Reading such as CKLA, Wilson, and Hegerty will be incorporated into instruction.

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

Description of how strategy/strategies will strengthen

The SPED and Title 1 teachers will continue to help students develop phonics, decoding, and reading skills by using the Wilson Fundations Reading system, Heggerty, CKLA. Classroom teachers will work with struggling students one-on-one or in small groups providing differentiated instruction based on what each student needs. Routine progress monitoring checks will ensure that all students are making sufficient progress with the current intervention provided.

Bridges in Math will be implemented. This will be the first year. Instructional training in mathematics will be provided by RPDC.

Staff will be training on developing assessment capable learners, and improve the use of learning targets with students.

Programs aligned to science of reading such as Wilson, and LIPS will be implemented in the elementary. Geodes Classroom Library Sets will accompany Wilson Fundations instruction.

Staff development will occur in collaborative teams and data based decision making. Teachers will strengthen their understanding of priority standards, learning targets, and collaborative activities to improve teacher efficacy.

☑ 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

Grade level teachers meet with small (tiered) groups of students daily in ELA and math to provide instruction based on data related to skill development.

Classroom teachers provide centers of varying degrees of difficulty so that all students find an activity that match their ability level.

Librarian provides STEM lessons and activities to all students so that all students are being challenged and exposed to additional learning opportunities.

Classroom teachers provide various STEM activities/lessons each semester in which students work cooperatively to use critical thinking skills to solve problems.

Read/Write/Run club meets weekly for students to get some physical exercise and then practice skills to help struggling students become more proficient in reading and writing; but also to challenge more successful students to stretch through various educational activities.

Online programs are also used by individual students to provide individualized instruction/lessons based on each child's ability level including an accelerated curriculum.

XTra Math provides addition and subtraction practice on students' individual levels of fact fluency and adjusts their facts accordingly.

Moby Max (used in every subject area) provides interventions as well as accelerated lessons based on each student's ability level which adjusts as needed during their sessions.

Building Blocks (students are leveled according to grade level and work at their own pace).

Math supplemental resources provide additional learning opportunities based on individual or group mastery of certain concepts.

Before and After School Programs will focus on both enrichment and programs for struggling learners.

The summer school will be offered for extended and accelerated learning opportunities.

ESGI is a program designed to test students on MLS. Teachers can also modify tests or create tests based on student needs.

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

Title 1 teachers will continue to help students develop phonics, decoding, and reading skills by using the Wilson Fundations Reading system.

Classroom teachers will work with struggling students one-on-one or in small groups providing differentiated instruction based on what each student needs.

After-school program designed to help struggling students improve skills to meet Missouri Learning Standards.

The school will provide opportunities for professional development in social and emotional learning to help find resources and materials for students with emotional needs.

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

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Reaching and Teaching Students with Dyslexia at RPDC -METC --MO Education
Technology Conference

Student Engagement

Formative Assessments

STEM  Activities

Bridges and other math instructional strategies

Developing Assessment Capable Learners-Implementing Learning Targets,
Collaborative Teams, and DBDM.

Identifying priority standards and assessing those standards.

Differentiated Instruction training

Daily 5 training webinar

Barton training

LiPS Training

Visualizing and Verbalizing Training


School culture and climate to improve student performance.

Science of Reading- LETRS, Wilson, CKLA.
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☐ **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