

# Consolidated Federal Programs Plan

## General Provisions

All check boxes marked in this plan indicate an assurance on the part of the LEA and schools.

## SCHOOL PARENT AND FAMILY ENGAGEMENT (need one for each Title I served school)

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program:

- ☒ Schoolwide  
☐ Targeted

- ☒ This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children. (Required) *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy:

Meetings are held at the beginning and end of the school year that include at least one parent to review, discuss, and make recommendations to the parent and family engagement policy. The Annual Title I meeting was held remotely. Title I Information was also shared in-person during Parent Orientation Night giving families opportunities to share feedback and ask questions about the Title I Program. The Evaluation Meeting of Title I programming is held at the end of the year, and again feedback from parent(s) for recommendations to the parent and family engagement policy is collected. Additionally, families are invited to complete Title I schoolwide surveys to improve the school's Title I programs including the improvement of parent and family engagement. During monthly PTA meetings the Principal Report includes gaining feedback from the Parent Advisory Board on issues involving decisions made by the school. The parent and family engagement policy plan is included on our school website.

- ☒ Parents are notified of the policy in an understandable and uniform format. (Required) *Section 1116 (b)(1)*
- ☒ To the extent practicable, the school parent and family engagement policy is provided in a language the parents can understand. (Required) *Section 1116 (b)(1)*

**School Parent and Family Engagement Policy:**

**POLICY INVOLVEMENT**

- ☒ 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. (Required) *Section 1116 (c)(1)*
- ☒ The agenda reflects that the purpose of the meeting is
  - ☒ To inform parents of their school's participation in the Title I.A program (Required)
  - ☒ To explain the requirements of Title I.A (Required)
  - ☒ To explain the right of parents to be involved. (Required) *Section 1116 (c)(1)*
- ☒ The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- ☐ Using Title I.A funds, to promote parental involvement the school provides (check all that apply) :
  - ☐ Transportation
  - ☐ Child care
  - ☒ Home visits
  - ☒ Funds will not be utilized for these purposes *Section 1116 (c)(2)*

**POLICY INVOLVEMENT (continued)**

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

- ☒ In the planning, review, and improvement of the Title I.A program and/or Schoolwide program plan in the school. (Required) *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and/or Schoolwide program plan in the school:

Title 1 Parent Orientation which includes review/feedback of current Parent Involvement Plan, parent survey forms, and the Annual Parent Involvement Committee meeting. These opportunities take place every year.

- ☒ In the planning, review, and improvement of the school parent and family engagement policy. (Required) *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy:

Annual Title 1 Informational Meeting, Annual Parent Involvement Committee meeting, parent surveys, and Annual Evaluation of Parent Involvement Plan Committee. These are all opportunities to review, discuss, and make revisions.

The school provides parents of participating children:

- ☒ Timely information about the Title I.A programs. (Required) *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 Title 1 Meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. The agenda reflects the following points: Who are Prairie Point's interventionists, discusses Prairie Point's participation as a Title I school as well as Title 1 requirements of our school, discusses how Title I helps children, explains the Teacher/Student/Parent/School Compact, discusses other notifications and parents' rights to be involved: Parent Right to Know, Parent Notification, and Complaint Procedure, shows school website access and navigation for parent information, offers opportunities to get involved with our Title 1 program, and provides parents with contact information.

- ☒ 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. (Required)  
*Section 1116 (c)(4)(B)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels:

Parent-teacher conferences, individualized progress reports, assessment data, report cards, PTA meeting updates from Dr. Todtfeld.

- ☒ Opportunities, as appropriate, to participate in decisions relating to the education of their children. (Required)  
*Section 1116 (c)(4)(C)*

- ☒ Responses to their suggestions as soon as possible. (Required)  
*Section 1116 (c)(4)(C)*

School Parent and Family Engagement Policy:

## **SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT**

### **School-Parent Compact (Need one for each Title I Served Building)**

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. (Required)

The school-parent compact:

- ☒ Describe the ways in which all parents will be responsible for supporting their children's learning. (Required)  
*Section 1116 (d)(1)*

We, as parents/guardians and other family members, will support our child's learning in the following ways:

1. Spend time with my child on schoolwork:
  - Talking about class activities and new learning
  - Checking work for neatness, correctness, completeness
  - Practicing math facts
  - Reading to or with my child
2. Care for the physical needs of my child by having him/her:
  - Get eight (8) or more hours of sleep
  - Eat healthy foods
  - Play or exercise outdoors
  - Ensure good physical health
3. Set aside a quiet time for my child to complete schoolwork and to read with some supervision and help
4. Limit the amount of time my child spends watching TV and playing video games.
5. Be sure my child attends school on time every day
6. Communicate with my child's teachers by:
  - Engaging in conferences
  - Checking and signing AVID Binder, reading newsletters, permission slips, and other school-related items, if applicable
  - Keeping teacher informed about events in child's life which may impact their day
7. Attend school activities and encourage my child to regularly use the library services

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

Prairie Point Elementary School will:

1. Provide extra communication to parents/guardians by:
  - Telephone calls
  - E-mail
  - Written notes
  - Progress reports
  - Title I Parent/Family nights
2. Regularly check-in with the student about his or her academic progress
3. Provide additional help in class such as developing organizational and problem-solving skills
4. Provide a quality curriculum including teaching AVID strategies
5. Provide an effective learning environment
6. Collaborate with other teachers for ideas and assistance
7. Implement appropriate research-based interventions

- ✓ 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 (required for elementary schools) (Required)
- ✓ Issuing frequent reports to parents on their children's progress (Required)
- ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities (Required)
- ✓ Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable in a language that family members can understand (Required)

Section 1116 (d)(2)(A) (B),(C),(D)

School Parent and Family Engagement Policy:

### **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 (Required)
- ✓ the Missouri Learning Standards,
  - ✓ the Missouri Assessment Program,
  - ✓ local assessments,
  - ✓ how to monitor a child's progress, and
  - ✓ how to work with educators to improve the achievement of their children.

Section 1116 (e)(1)

Describe plans to provide assistance:

Meetings and schoolwide events are held during the year inviting and encouraging parents to attend to share information, and opportunities to ask and answer questions about the Missouri Learning Standards, the Missouri Assessment Program, district and local assessments including NWEA assessments, the Park Hill curriculum, assistance with how to monitor their child's progress, how to work with educators to improve the achievement of their children, and the Teachers/Students/Parents/School Compact. Additionally, in-home visits, electronic and hardcopy information is sent to parents, as appropriate to understand the items referenced above. Our school website, school newsletters, PTA meetings, conferences, student showcase, family reading events, progress reports, and report cards are additional opportunities to provide assistance.

- ☒ Provides materials and training to help parents work with their children to improve achievement. (Required)  
*Section 1116 (e)(2)*

Describe plans to provide materials and training:

Meetings are held during the year to let parents know that as equal partners and by working together, we will maximize the learning potential of their child. At these meetings, from other forms of communication, and using survey data, the school employs recommendations to provide educational resources, materials, and trainings, virtually and in-person to the extent feasible and appropriate, to parents/families to use together with their children. The Annual Title 1 meeting, classroom newsletters, school newsletters, Facebook page, school website, Twitter, reading informational events, and conferences are some of the examples of when these trainings are offered and materials are provided.

- ☒ 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. (Required)  
*Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents:

Professional development opportunities for teachers and staff are delivered to enhance their understanding of effective parent/family involvement strategies. This professional development is delivered in-person, in staff newsletters, in the staff handbook, and is on our vision and mission.

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:

- ☒ 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. (Required)  
*Section 1116 (e)(4)*

Describe plans to coordinate and integrate:

The school will inform parents of district- and school-provided activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities.

- ☒ 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, to the extent practicable, in a language the parents can understand. (Required)  
*Section 1116 (e)(5)*
- ☒ Provides reasonable support for parental involvement activities under this section as parents may request. (Required)

*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)*

**School Parent and Family Engagement Policy:**

**ACCESSIBILITY**

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- ☒ Provides opportunities for the informed participation of parents and family members, including:
  - ☒ Parents and family members who have limited English proficiency. (Required)
  - ☒ Parents and family members with disabilities. (Required)
  - ☒ Parents and family members of migratory children. (Required)*Section 1116 (f)*
- ☒ Provides information and school reports in a format and, to the extent practicable, in a language parents understand. (Required) *Section 1116 (f)*

# COMPREHENSIVE NEEDS ASSESSMENT- SCHOOL LEVEL (need one for each Title I served school)

Section 1114(b)(6)

- ☒ A comprehensive needs assessment of the entire school has been conducted.
- ☒ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date Completed:

4/8/2022

## NEEDS ASSESSMENT: SCHOOL PROFILE

### Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- ☒ Enrollment (Required)
- ☒ Grade level (Required)
- ☒ Ethnicity (Required)
- ☒ Attendance (Required)
- ☒ Mobility (Required)
- ☒ Socioeconomic status (Required)
- ☒ Discipline (Required)
- ☒ Limited English Proficiency (Required)

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

Strengths:

Prairie Point has a year to date attendance of 94.48% compared to the district at 94.53%. We have had almost all of our students return to in person learning this year which has helped us fill in learning gaps.

Weaknesses:

We have 19 students who moved into the school after 1<sup>st</sup> quarter and a majority of them come to us with gaps in their learning.

If indicated, state need(s) identified pertaining to **student demographics**:

### Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- ☒ MAP results by content area and grade level, including multi-year trends (required)

- ☒ 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:

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

Strengths:

In 2018-19 school year, 42% of the school met their growth goals in math on NWEA. In Winter 2021 that percent increased to 47%. In our most recent assessment, 52.3% of kids met their math growth goals. In Reading 55% of the school met their growth goals compared to 46% in the winter.
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Weaknesses:

We had one grade level stand out that did not meet their projected growth goals. Although it is only 1 grade level, we will focus on 3 <sup>rd</sup> grade moving forward.
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If indicated, state need(s) identified pertaining to **student achievement**:

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## Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- ☒ Learning expectations (Required)
- ☒ Instructional program (Required)
- ☒ Instructional materials (Required)
- ☒ Instructional technology (Required)
- ☒ Support personnel (Required)

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

District approved curricula can be found on our Park Hill Website. The district provides strong curriculum for all subject areas as well as instructional frameworks. Our staff ensures that the curriculum is implemented with fidelity within the instructional frameworks. This year the focus has been on math achievement and meeting our growth goals. Our building goal is 55% of students meeting their growth goals in the area of mathematics.
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Weaknesses:

Providing consistent math interventions is an area of weakness. We have procedures in place for reading interventions, but math interventions are an area where growth is recommended.
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If indicated, state need(s) identified pertaining to **curriculum and instruction**:

Grade level meetings will continue to focus on the learning continuum and address gaps in student achievement in the area of mathematics.

## High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high-quality professional staff**:

- ☒ Staff preparation (Required)
- ☒ Core courses taught by appropriately certified teachers (Required)
- ☒ Staff specialists and other support staff (Required)
- ☒ Staff demographics (Required)
- ☒ School administrators (Required)

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

More than 70% of certified staff members have advanced degrees in education; Our district provides monthly early release time for professional development. Our building PD has been focused on BSIP goals related to Culturally Relevant Education AND PBIS.

Weaknesses:

A continued weakness for Prairie Point Elementary is our staff's diversity does not mirror the student population. We have begun doing some equity work, but this is a continued weakness.

If indicated, state need(s) identified pertaining to **high quality professional 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:

- ☒ Parental involvement (Required)
- ☒ Communication with parents (Required)
- ☒ Policy involvement (Required)
- ☒ Parent education (Required)
- ☒ Support for special needs and underserved (Required)
- ☒ Health services (Required)

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Our building balance score card does a great job of identifying family's thoughts on family and community engagement. 90% (up from 70% last year) of our families answered positively when it came to the climate of our school and 74% (up from 60% last year) responded favorable to school fit.

Weaknesses:

Family engagement continues to be an area that needs to improve. Only 21% of families responded favorably related to family engagement. This has increased but is still significantly lower than we would hope to see. Now that school is opening up again, we expect this number to rise.

If indicated, state need(s) identified pertaining to **family and community engagement**:

## 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:

- ☒ School mission/vision (Required)
- ☒ Average class size (Required)
- ☒ School climate (Required)
- ☒ Management and governance (Required)
- ☒ Student discipline policy (Required)

Summarize the analysis of data regarding **school context and organization**:

Strengths:

Prairie Point's Mission and Vision are posted throughout the building and are always reviewed at the beginning of all staff meetings. On our building score card, there was a lot of success - According to the Panorama Ed Staff Feedback Survey, 81% of the staff responded favorably regarding school climate, on educating all students, and support staff rated our climate in the 99%.

Weaknesses:

One weakness that noted was student survey response on safety. 66% of students responded that they felt the school was meeting their safety needs.

If indicated, state need(s) identified pertaining to **school context and organization**:

## 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: One need must be identified with the option to add up to two more needs

1. Our school needs to continue working to support students with diverse background through PBIS and our DEI work.
2. Our school will benefit from working to improve the systems behind MTSS.

3. Supplemental reading instruction in the areas of phonemic awareness and phonics.

## SCHOOLWIDE PROGRAM PLAN (need one for each Schoolwide building)

All check boxes marked in this plan 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 Plan Development	
Role	Team Member
Parent (Required)	Tammy Franco
Parent (Required)	Caitlan Cook
Parent (Required)	Sarah Porter
Parent (Required)	Karisa Davis
Teacher (Required)	Jeannie Bolger
Principal (Required)	Danny Todtfeld
Other School Leaders	Sarah McQuinn
Paraprofessionals	
Other Administrators	
LEA Representative	
<b>IF APPLICABLE:</b>	
Specialized Instructional Support Personnel	Maria Walsh - Reading Interventionist Melissa Potter - Reading Interventionist
Technical Assistance Providers	
School Staff	
Students	
Others	
Meeting Date(s) must indicate dates for schoolwide plan	August 27, 2021 December 6, 2021 March 25, 2022

## 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):

<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"/>
<input checked="" type="checkbox"/> Reading	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"/>
<input type="checkbox"/> English Language Arts	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"/> 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"/>
<input type="checkbox"/> Other: _____ +	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 (check all that apply): If Supplemental instruction above is checked at least 1 delivery of services must be checked below.

☐ Preschool  
☒ Pull out/resource classroom  
☐ Push in/regular classroom  
☐ Summer School  
☐ Tutoring (before-or after-school)  
☐ Other: \_\_\_\_\_ + if checked then must have text on line

Instructional personnel:

	Teachers	Para-professionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
Other: _____ +	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐ Class size reduction:

Grade levels: \_\_\_\_\_ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐  
 Other: \_\_\_\_\_ +

☐ Professional Learning Communities

☐ Schoolwide Positive Behavior Support

☒ Response to Intervention

☒ Other: Peer to Peer Coaching

These 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...:

Part of the Prairie Point BSIP addresses how to improve in the area of DEIB (Diversity, Equity, Inclusion and Belonging). The school started this journey during the 21/22 school year and will continue next year. This incorporates learning in all areas of the building including the specials classrooms.

The Reading Interventionists will provide professional development every quarter to general education teachers on the topics of phonemic awareness and phonics. The students in these subgroups are generally the students who struggle with these foundational skills.

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

Description of how strategy/strategies will strengthen...:

As part of our AVID work, Prairie Point prioritizes using WICOR strategies. These are learning strategies that support all types of learners. Most specifically, we have a focus on C – collaboration. Focusing on instructional strategies based on collaboration help move students from being dependent learners to independent learners.

The Reading Interventionists will use Pathways to Reading, Dr. Kilpatrick's research, as well as Heggerty, and Kid Lips Sound Walls to provide professional development in the areas of phonemic awareness and phonics to strengthen these foundational skills.

- ☐ 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...:

- ☒ 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...:

Students in minority subgroups are sometimes the students not meeting expectations across the grade level. As part of our Equity work, grade level teams work to lesson plan engaging opportunities that help students feel safe and at ease in the classroom. Texts used do a better job mirroring students' lived experiences which helps them find an easier way to engage in content-area learning.

The students in these subgroups are generally the students who struggle with the foundational skills of phonemic awareness and phonics, therefore struggle to read. There is a great deal of research that shows most of these students need systematic and explicit instruction in the areas of phonemic awareness and phonics to close their learning gaps. The Reading Interventionists are key in delivering this instruction through our Response to Intervention program.

Activities will include: *(mark all that apply)*

- ☐ Improving students' skills outside the academic subject areas If checked then must check at least one checkbox below
  - ☐ 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: +
- ☐ Implement a schoolwide tiered model to prevent and address problem behavior, and early intervening services
- ☐ 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: Reading Interventionists
- ☒ Professional development activities that address the prioritized needs

Describe activities:

Two major drivers in our school-wide professional development are increasing culturally responsive education and increasing Tier 1 instruction. This comes from our work with AVID and will primarily be addressed through at least 3 early release days next year, pre-service AND grade-level team meetings. The final aspect will be a book study which digs deep into Culturally Relevant Instruction.

The Reading Interventionists will provide professional development every quarter to general education teachers on the topics of phonemic awareness and phonics. The students in these subgroups are generally the students who struggle with these foundational skills. The Reading Interventionists will be teaching from Pathways to Reading which will include vowel

practice which will cover Vowel Town which is pneumatic to learn the vowel sounds. We will also review rivers, ladders, spot the vowel flashcards, word reading lists, and decodable books which will put their phonics learning into practice. Dr. Kilpatrick's One Minute phonemic awareness lessons will be an area of focus as well along with Heggerty and Kid Lips Word Walls.

- ☐ Activities to recruit and retain effective teachers, particularly in high need subjects

Describe activities:

- ☐ Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities: