

District/LEA: 096-089 FERGUSON-FLORISSANT R-II Year: 2021-2022

Funding Application: Plan - School Level - 4030 BERKELEY ELEMENTARY SCHOOL 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.

School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy [Show](#)

Comprehensive Needs Assessment [Show](#)

Schoolwide Program [Hide](#)

4030 BERKELEY ELEMENTARY SCHOOL

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	Brittney Andrews	
2	Teacher	Tricia Bryson	
3	Principal	Staci Wadlington	
4	Teacher	Rhonda Johnson	
5	Teacher	Elise Brown	
6	Principal	Jen Andrade	
7	Other School Leaders	Victoria Casady	
8	Other School Leaders	Kim Davis	
9	Other Administrators	Deana Kitson	
Plan Development Meeting Dates			
1	Meeting Date	04/15/2021	

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 II.A	Joyce Pugh-Walker	Director, Federal Programs
2	Title III EL	Joyce Pugh-Walker	Director, Federal Programs
3	Title IV.A	Joyce Pugh-Walker	Director, Federal Programs
4	State and Local Funds	Laura Modrusic	CFO
5	Head Start	Shantan Herd	Director of Early Ed
6	McKinney-Vento	Yolanda Rodgers-Garvin	tudents-In-Transition and Fo

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 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"/>
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"/>
6	<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 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 checked="" type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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

SSD - Students will receive daily support according to their Individualized Education Plans created by their teams.
ELL - students will receive daily support from an ELL teacher based on their needs from annual assessments.
Collaborative planning with general education teachers and ELL/SSD teachers will happen weekly.
Daily PBIS lessons will support students emotionally, build social skills and increase the school climate.

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

Description of how strategy/strategies will strengthen

PLCs - These targeted strategies will increase the opportunity for teachers to collaborate, learn and practice teaching strategies, plan lessons focused on state standards and, differentiate instruction to promote success for all learners.

PBIS will also support the instructional mission of the school by increasing the number of students engaged positively in learning activities. Additionally, Tier 2 and 3 services will support students with academics, attendance, and behaviors. Focusing on empathy, communication skills, and self-advocacy will be the goal of the PBIS lessons and supports.

- Increase the amount of learning time

- Extended school year
 Before-and/or after-school programs
 Summer program
 Other

ESY is only offered to SSD students who qualify based on IEP goals. Tutoring for students will happen during the school day and after. We will use an intervention program focused on increasing math and reading foundations.

Summer School will be mandatory for any student one year or more below grade level based on Galileo assessments in math and reading. Students in grade four will be subject to the guidelines of Senate Bill 319. The district policy will be upheld and communication will be provided to all parents for students meeting the criteria for Senate Bill 319.

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Enrichment will be offered during the school day during a scheduled intervention time. Likewise, we will offer remediation.

The Instructional Support Leaders will support teachers in planning for interventions and addressing the needs of all learners.

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

Second Steps social/emotional programming and Bullying Prevention
A reading teacher will provide SIPP instruction for students qualifying for this program.
Administrators and Instructional Support leaders will support teachers in understanding and unwrapping the grade-level standards. This increased understanding will lead to more appropriate planning for students at all levels.

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

Provide programs for bullying, emotional support and positive behavior interventions. Additionally, seek the support of a shared district social worker for attendance, students in transitions and emotional support for families and students.

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

Instructional Support Leaders will create a schedule by grade level to support Tier 2 Math and Reading interventions. Instructional Support Leader will also provide on-going, sustained professional development for all teachers in grades 3-5 in high quality instructional delivery in the core content areas. Instructional Support Leaders will train all teachers on the administration of all assessments in core content areas and the analysis of the data during the PLC process.

- Professional development activities that address the prioritized needs

Describe activities

Instructional planning days for teachers quarterly to plan for high quality instruction. To provide training on unwrapping of state standards and use of district mandated curriculum.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Assisting HR in recruiting
Career Fairs
Providing PD and mentoring for existing new staff

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

Describe activities

Encouraging families with newborn babies or pre-K students to enroll in parents at teachers or preschool. A parent educator will be invited to attend all parent engagement 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.



District/LEA Comments

DESE Comments



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