



**District/LEA:** 010-093 COLUMBIA 93 **Year:** 2023-2024

ePeGS

**Funding Application:** Plan - School Level - 5040 PARKADE ELEM. **Version:** Initial **Status:** Approved

☒ Number☐ Name[Select District](#)

**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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## 5040 PARKADE 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	<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 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"/>
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 checked="" type="checkbox"/> Other <input type="text" value="Reading Recovery"/>	K <input type="checkbox"/> 1 <input checked="" 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 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"/>		

1	Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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☐ **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**

Conscious Discipline

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

Teams will collect and analyze ongoing formative data and make plans for remediation, reteaching, and interventions.  
 Maximize strategic scheduling to ensure increased instructional time  
 Work with Special Education Instructional Mentor to clarify and improve instructional practices and resources in Mathematics

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

Description of how strategy/strategies will strengthen

Teachers are receiving specific professional development in the areas of guided reading , high-yield instructional strategies and data teams.  
Utilizing iReady effect size information to support more strategic teacher professional development plans  
Utilized proficiency scales to clarify the appropriate rigor of lessons to ensure proficiency

☐ 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

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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

We have a very high need for services in our families and often don't have the school resources to meet basic physical and mental health needs. Many of our students have suffered trauma and this affects their ability to work and learn in the classroom. We connect families with outside services but often there are barriers such as transportation that keep families from appointments. There are also limited resources in our community for children with extreme mental health needs.

Prioritization of implementation of Tier 1 instruction through strategic scheduling

Increase in parental involvement in academic needs through PTA revisioning

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 provided in the area of autism/neurodivergent and strategies to support.

- ☒ Professional development activities that address the prioritized needs

Describe activities

Schedule to support 90 minute collaborative blocks for classroom teachers to receive professional development, analyze priority standards and create instructional plans to meet goals.  
Instructional Mentor, Administration, and Leadership Team and work with teachers to improve teaching practices in the area of mathematics in order to improve student achievement. Utilize an Instructional Rounds model  
Providing professional development on the use of the iReady platform, including the following:  
use of iReady lessons to support standards where students are underperforming  
use of iReady diagnostic and progress monitoring assessments to improve student performance and provide interventions.

☒ **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

Creating and maintaining a School Family as defined by Conscious Discipline provides a supportive and strong school culture that is desirable for teachers to continue their educational journeys.

In order to continue to building capacity and culture some teachers to attend Conscious Discipline 1 Conference

Each year, I have a 1:1 meeting with each teacher to check in and look ahead. I am committed to supporting the personal/ professional needs of our staff members.

Providing building professional development in academic areas in order to strengthen teachers confidence and knowledge.

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

Describe activities

Each spring there are numerous events where preschool parents are introduced to elementary school, both at the preschool site and at the elementary. Also, there are transition meetings with preschool and the home schools to make sure critical information about the student is passed on to the new school.

Preschool teachers for the most at risk students are at the home elementary on the first day of school to help with the transition and to assist with parent questions since relationships are stronger with the preschool teacher than the new elementary

Elementary Special Education personnel will attend transition meetings with preschool staff in order to ease the transition of preschool students with a disability to the elementary environment.

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## 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**

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