

# **BROOKFIELD ELEMENTARY SCHOOLWIDE TITLE I PLAN**

## **2022-2023**

developed 6/15/2022

*(as submitted in the ESEA Consolidated Application)*

The Brookfield Elementary Schoolwide Program will be coordinated and integrated with the following federal, state and local programs: Special Education State and Local Funds, Title IIA, Title IVA, and State and Local Funds.

The Schoolwide Program will provide supplemental instruction in Reading and English Language Arts students in all grades K-4. Title I funded supplemental services will be delivered to the Preschool and through both pull out (resource classroom) and push in (regular classroom) models. Instructional personnel associated with the Title I program include teachers in the area of supplemental reading and supplemental English Language Arts, as well as a paraprofessional providing support in the area of supplemental English Language Arts. Brookfield Elementary also provides support through participation in Schoolwide Positive Behavior Support (PBS) and Response to Intervention.

Supplemental instruction provided to students using a combination of push-in/ pull-out delivery models will provide students who are experiencing difficulty meeting learning standards with multiple intervention opportunities. Using the push-in model, implementation of evidence-based whole class intervention strategies will impact student performance for all students, regardless of their achievement level. Similarly, implementation of the Response to Intervention model by incorporating an RTI block into the master building schedule will assist all students in improving proficiency levels. Utilization of a supplemental ELA paraprofessional provide support for those students who are unable to participate meaningfully within the classroom environment without modifications due to social/emotional/behavioral concerns that are adversely impacting academic progress.

The implementation of PBS within the building provides students with a learning environment that promotes cooperation, academic excellence, respect, and safety. With less disruption to the learning environment, students have a greater opportunity to receive quality instruction and attain mastery of learning standards. Utilizing practices such as developing assessment capable learners, common formative assessments, collaboration, and the data team process, teachers are able to implement effective educational practices that will improve educational outcomes for all students.

Activities that address the needs of those students at risk of not meeting the Missouri Learning Standards will include:

- Implementation of supplemental instruction programs and increased accessibility to intervention resources (both digital and traditional) will provide students at risk of not meeting the Missouri Learning Standards more effective instruction designed to address specific achievement gaps based on individual student needs. Educational practices and

strategies acquired by teachers through additional training opportunities will impact their effectiveness in meeting the educational needs of all students.

- Provision of specialized instructional support services to improve students' skills outside the academic subject areas
- The implementation a schoolwide tiered model to prevent and address problem behavior, and early intervening services (PBS)
- Delivery of professional development services for teachers, paraprofessionals, and other school personnel to improve instruction and use of data, based on the prioritized needs of the building
  - Title I personnel assist in providing professional development activities that focus on the use of common formative assessments and data team process to increase effectiveness of instruction and improve opportunities for students to demonstrate mastery of learning standards. Professional development activities also include training regarding instructional strategies that positively impact reading/ELA proficiency levels. Title I and elementary teachers collaboratively participate in training to identify appropriate interventions to support students who may have experienced traumatic stress that has impacted their ability to make academic progress, as well as interventions to assist students whose struggles with other social/emotional/behavioral concerns have had a negative impact on their ability to make appropriate progress in reading/ELA.
- Assisting preschool children in the transition from early childhood education programs to local elementary school programs
  - To assist with the transition of preschool students to kindergarten, district Parents as Teachers, preschool, kindergarten, special education, and Title I staff collaborate with Head Start and any local preschool/daycare providers to help prepare students to enter school ready to learn. Collaborative activities involving both the district preschool and Head Start students are scheduled throughout the year, which includes opportunities to visit the elementary building. Parents as Teachers, preschool teachers, kindergarten teachers, and other staff work together to screen students in the spring prior to entering kindergarten, and to provide a day-long experience for all incoming student to participate in a typical kindergarten day. The district preschool incorporates similar procedures and practices that are implemented within the K-4 building, including but not limited to the implementation of collaborative data teams and SW-PBS. Similar assessment practices that complement K-4 assessments are also incorporated when applicable to the preschool program. Preschool teachers participate with K-4 teachers on building level advisory/curriculum teams that identify building-wide instructional needs and review instructional practices to ensure consistency for students to aid in the transition to the elementary program.