

Richmond R-XVI Schoolwide Program Plan

Dear Elementary

2019-2020 School Year

The Schoolwide Program Plan was developed with the involvement of two parents, one community leader, four Title 1.A teachers, four Elementary teachers, Title 1.A coordinator, Director of Special Services, and Elementary Principal. The plan has also been developed in coordination with Title II.A, Head Start, McKinney Vento Act, Parents as Teachers, and Lil Spartans Preschool.

Strategies to Address School Needs:

1. Supplemental reading instruction in Kindergarten to 1st grade.
 - a. Delivery of supplemental instruction services:
 - Preschool
 - Pull out/resource room
 - Push in/regular classroom
 - Summer school
 - Tutoring (before-or after-school)
 - b. Supplemental Reading Teacher
2. Class size reduction
3. Professional Learning Communities
4. Schoolwide Positive Behavior Support
5. Student Support Teams

The strategies will provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards. Strategies of supplemental instruction will give more opportunity for all children to meet the challenging Missouri Learning Standards. Dear Elementary will provide opportunities for all children to meet the State's proficient levels by providing tiered instructional support as determined by Pathways to Reading program. Effective methods and instructional strategies using scientifically based research that strengthens the school's core academic program will be developed through Professional Learning Communities. Schoolwide Positive Behavior Support is provided for all staff members and is supported by a social worker, housed at Dear. Student Support Teams identify struggling students and develops academic interventions to address the areas of weaknesses.

Supplementary instruction and the various deliveries of supplemental instruction services will strengthen and increase students' level of reading and help meet Missouri Learning Standards. Another strategy is to increase the amount of learning time through before-and/or after-school programs and a summer program.

Dear Elementary staff members are trained in the curriculum, Pathways to Reading (aligned with Missouri Learning Standards), and how to use the assessment to identify areas of strengths and concerns. Pathways to Reading is a tiered approach to reading, identifying the strong readers

and those needing supplemental instruction. Title 1.A teachers are well-versed with the Pathways to Reading program and they supplement instruction provided by the classroom teachers.

The strategies of the supplementary instruction and services, Professional Learning Communities, Schoolwide Positive Behavior Support, Student Support Teams, and scientifically research-based curriculum will benefit all students especially those at risk of not meeting the Missouri Learning Standards. All of the strategies guide instruction and provide interventions including increased time in learning for those students performing below expected grade-level targets.

Counseling, school-based mental health programs, and specialized instructional support services are provided to improve students' skills outside the academic subject areas. These services are available to all students to meet their needs especially those at risk. Throughout the district, a schoolwide tiered model is implemented to prevent and address problem behavior, and early intervening services. It looks different across the school buildings but it addresses the needs of all students.

Another component to meet the needs of students is to help them prepare for and become aware of opportunities for postsecondary education and the workforce. This is addressed through career/technical education programs and access to coursework to earn postsecondary credit (Advanced Placement courses and Dual Credit courses).

Professional development activities are on-going for teachers, paraprofessionals, and other school personnel to improve instruction and use of data. The school district has a yearly schedule of professional development services and the Elementary buildings share an instructional coach. The professional development activities are identified and prioritized by surveying all staff members. Professional Development Committee plans throughout the school year and during Summer Institute activities addressing prioritized needs.

Activities to recruit and retain effective teachers, particularly in high need subjects include administrators attending teacher placement days in the surrounding colleges and universities. Job postings are listed on the district's website, MO-REAP, and with surrounding colleges and universities. New teachers are assigned a mentor teacher and attend a two day workshop for teachers new to teaching and /or to the Richmond School District prior to school starting. Teachers new to the school district are assigned a buddy teacher. Richmond School District has a strong teacher evaluation program to assist teachers to become more efficient and stronger in their teaching field.

A strategy for assisting preschool children in the transition from early childhood education programs to local elementary programs is the Kindergarten Blast-Off program held in August prior to school starting. It is a four day program held in the mornings to assist preschoolers to transition to Kindergarten. Preschoolers are also screened in the spring before entering Kindergarten to identify school readiness.