



District/LEA: 101-105 WINONA R-III Year: 2020-2021

Funding Application: Plan - School Level - 4020 WINONA ELEM. Version: Revision 1 Status: Submitted

| All check boxes and/or radio buttons marked i | this plan and policies indicate an assurance on the | part of the LEA and school. |
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School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy Show

Comprehensive Needs Assessment Show

Schoolwide Program Hide

4020 WINONA 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)

| | S | choolwide Program Pla | an Development | |
|---|------------------|-----------------------|---------------------|--|
| | | Team Member | | |
| | Team Member Role | | Team Member Name | |
| L | Parent | | Samantha Hodges | |
| | Teacher | | Eugenia Blunk | |
| 3 | Principal | | Jana Williams | |
| | Teacher | <u> </u> | Brenda Roberts | |
| | Teacher | V | Angelia McAfee | |
| | | Plan Development M | eeting Dates | |
| | Meeting Date | | 06/17/2020 | |

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 | |
| | Head Start ✓ | Sherry Keeling | Coordinator | |
| | Others V | Mika Lindsey | Local Business Owner | |

STRATEGIES TO ADDRESS SCHOOL NEEDS Section 1114 (b)(7)(A)

| V | raket The following strategies will be implemented to address prioritized school needs: (ch | eck all that apply) |
|---|---|---------------------|
| | Supplemental instruction | |

| Sı | ubject areas and grade levels to be served (mark all that apply) | |
|-------------------------|--|--|
| 1 🕢 Math | K ♥ 1 ♥ 2 ♥ 3 ♥ 4 ♥ 5 ♥ 6 ♥ 7 ♥ 8 □ 9 □ 10 □ 11 | |
| 2 Reading | K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 | |
| 3 English Language Arts | K 1 2 3 4 5 6 7 8 9 10 11 | |

| Delivery of Title I funded supplemental instruction services Preschool Pull out/resource classroom Push in/regular classroom Push in/regular classroom Tother Instructional personnel Teachers Paraprofessionals Other Supplemental Reading Supplemental Reading Supplemental Inglish Language Arts Supplemental Mathematics Supplemental Science Illother Class size reduction | 5 Other | K 🗆 1 | | □ 7 □ 8 □ 9 □ | 10 11 | |
|--|---|--|--|---------------------------------------|------------|--|
| Preference classroom Pull out/resource classroom Summer School Tutoring (before-or-after-school) Other Trachers Paraprofessionals Supplemental Reading Supplemental Science Supplemental Reading Supplemental Science Supplemental Reading Supp | S Other | 12 | | | | |
| Instructional personnel Teachers Paraprofessionals Others Supplemental English Language Arts Supplemental English Language Arts Supplemental Mathematics Under Class size reduction Class size redu | ☐ Preschool ✓ Pull out/resource classroom ✓ Push in/regular classroom ☐ Summer School ✓ Tutoring (before-or-after-school) | | | | | |
| Supplemental Reading Supplemental English Language Arts Supplemental English Language Arts Supplemental Science Other | | | - Commission of the American Market Commission of Association (Association Commission Co | | | |
| Supplemental Reading Supplemental English Language Arts Supplemental English Language Arts Supplemental Science Other | | | | | | |
| Supplemental Reading Supplemental English Language Arts Supplemental Mathematics Supplemental Mathematics Supplemental Science Supplemental Reading Suppleme | Instructional personnel | | | | | |
| Supplemental English Language Ats Supplemental Mathematics Supplemental Science | Supplemental Reading | | | Others | | |
| Arts Supplemental Mathematics Supplemental Science Other | | | | | | |
| Supplemental Science | Arts | | | | | |
| | | | <u> </u> | | | |
| Class size reduction Grade Levels | | | | T | | |
| Grade Levels | 1 Other | | | | | |
| Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards. Description of how strategy/strategies will provide Push in small group guided reading groups and pull out small group instruction. Description of how strategy/strategies that strengthen the academic program in the school. Description of how strategy/strategies will strengthen Pull out and tutoring programs to work on missing skills and to support classroom instruction. Increase the amount of learning time Extended school year Before-and/or after-school programs Summer program Other | Math Instruction Only K | 1 2 3 4 1 2 3 4 | 5 6 7 7 8 9 | | 2 [] | |
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