

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

## 4020 BRUNSWICK ELEM.

### SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- Schoolwide  
 Targeted

- This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

The Brunswick R-II School District will seek and obtain the agreement from parents by conducting a Parent and Family Engagement Survey annually to identify strengths/weaknesses of the policy.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

### POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
- To inform parents of their school's participation in the Title I.A program
  - To explain the requirements of Title I.A
  - To explain the right of parents to be involved.
- Section 1116 (c)(1)*

- The school offers a flexible number of meetings. *Section 1116 (c)(2)*

- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- Transportation
- Child care
- Home visits
- Funds will not be utilized for these purposes
- Section 1116 (c)(2)*

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

The Brunswick R-II School District involves parents in the planning review and improvement of the Title I.A program by: surveying; holding a beginning of the year orientation meeting explaining the Title I.A program; involving parents in an annual evaluation meeting; developing School/Parent/Student Compact outlining shared responsibilities; and building a partnership between school and home.

- In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

The Brunswick R-II School District involves parents in the planning, review, and improvement of the School Parent and Family Engagement Policy by: offering programs and activities that involve parents; developing with parents the district's policy; building the school's capacity to engage families; and evaluating policy and practices with parental input.

The school provides parents of participating children:

- Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

The Brunswick R-II School District will provide information about Title I.A program through: newsletters; weekly student folders; Parent/Student Handbook; school website; and upon request.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

*Section 1116 (c)(4)(B)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

The Brunswick R-II School District will use the following methods to provide a description and explanation of the curriculum, academic assessments, and MAP achievement: scheduled family nights; surveys; classroom handbooks; parent/teacher conferences; Open House before school year begins; and Parent/Student Handbook.

- Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*
- Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

## SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

### School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

The Brunswick R-II School District parents will be responsible for supporting their children's learning by: signing and implementing the School/Parent/Student Compact sent home on first day of school; two-way communication encouraged between school and home; volunteering and participating in child's classroom activities; and attending evaluation meeting to review/revise if necessary.

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

The Brunswick R-II School District's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment includes: annual curriculum review and revision if necessary; online curriculum access; relevant, rigorous, standard-based curriculum put into place; and development and implementation of an aligned curriculum scope and sequence.

- Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum
  - Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
  - Issuing frequent reports to parents on their children's progress
  - Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
  - Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand*Section 1116 (d)(2)(A) (B),(C),(D)*

## BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- Provides assistance to parents, as appropriate, in understanding
  - the Missouri Learning Standards,
  - the Missouri Assessment Program,
  - local assessments,
  - how to monitor a child's progress, and
  - how to work with educators to improve the achievement of their children.*Section 1116 (e)(1)*

Describe plans to provide assistance.

The Brunswick R-II School District will provide assistance by: establishing parental engagement activities; having an annual meeting to involve parents in planning, review, and improvement; providing training and resource materials to help parents work more effectively with their children; and offering assistance in understanding of district's programs, standards, and ways to support their child's achievement.

- Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

The Brunswick R-II School District will provide materials and training to help parents work with their children to improve their academic achievement by: providing opportunities for parent to discuss, make suggestions, and participate, as appropriate, in decisions about the education of their children; holding family nights with academic activities for parents to make/take; making available resources/materials that address ways parents can help their child improve academically; signing School/Parent/Student Compact describing their shared responsibility for improved achievement; and providing an Advisory Committee to assist in their child's education.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

The Brunswick R-II School District will educate school personnel regarding working with parents by: providing staff training in how to engage with families effectively to include the Parent and Family Engagement Policy; establishing meaningful expectations and objectives at district level (MLS, SLOs); disseminating pertinent information to school staff on who to reach out to, communicate with, and build ties between; and providing related activities to school staff in regard to working with parents.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

The Brunswick R-II School District will coordinate and integrate parent involvement programs and activities through: coordination with the Parents As Teacher (PAT) program; coordination with Head Start; Family Literacy Nights; coordination with preschool programs; and activities that encourage and support parents in becoming more involved in their child's education.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

#### Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

#### ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:
- Parent and family members who have limited English proficiency.
  - Parent and family members with disabilities.
  - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Hide](#)

#### 4020 BRUNSWICK ELEM.

#### COMPREHENSIVE NEEDS ASSESSMENT (school level)

*Section 1114(b)(6)*

- A comprehensive needs assessment of the entire school has been conducted.

- The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

3/2/2020

## NEEDS ASSESSMENT: SCHOOL PROFILE

### Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- Enrollment (Required)
- Grade level (Required)
- Ethnicity (Required)
- Attendance (Required)
- Mobility (Required)
- Socioeconomic status (Required)
- Discipline (Required)
- Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

1) Consistent/increasing enrollment numbers  
2) Classroom size at preferred levels  
3) Attendance rate high percentage (95%+)

Weaknesses:

1) High percent of students on free/reduced lunches (60%+)  
2) Mobility rate high (10%-15%)  
3) High percent of at-risk students based on district criteria

Indicate needs related to strengths and weaknesses:

None identified

### Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- MAP results by content area and grade level, including multi-year trends (required)
- MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- Completion rates: promotion/graduation rate, retention rates (if applicable)
- Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- Other performance indicators used in analysis:

Summarize the analysis of data regarding **student achievement**:

Strengths:

Data from Annual Performance Report (APR) indicates overall progress/growth in ELA and Math since 2016. District Supporting Data indicates an overall increase in the number of proficient or advanced in ELA in recent years, grades 3-8 for the group, with the exception of grades 3, 4, 5, 6, and 8 in 2018. The percentage of proficient/advanced remains consistent and/or increasing among classes in recent years.

GRADE	2015	2016	2017	2018	2019
3	63.2%	81.3%	76.2%	55.0%	65.0%
4	44.4%	61.1%	88.2%	42.1%	37.5%
5	50.0%	66.7%	70.6%	50.0%	44.4%
6	56.3%	56.3%	81.3%	47.4%	60.0%
7	54.5%	58.8%	58.8%	64.7%	50.0%
8	71.4%	55.0%	68.8%	40.0%	64.7%

Weaknesses:

District Supporting Data indicates an overall decrease in the number of proficient or advanced students in Math in grades 3-6, with the exception of grade 6.

GRADE	2015	2016	2017	2018	2019
3	66.7%	68.8%	61.9%	55.0%	45.0%
4	55.6%	72.2%	64.7%	42.1%	20.8%
5	22.2%	55.6%	35.3%	42.9%	22.2%
6	25.0%	50.0%	75.0%	57.9%	60.0%

Indicate needs related to strengths and weaknesses:

None identified.

### Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

District data indicates: learning expectations, instructional programs, and technology are effective by showing overall increase in ELA and district uses a variety of assessment data (longitudinal, demographic disaggregated, diagnostic, surveys, data reports) to support district-wide decisions regarding curriculum and instruction.

Weaknesses:

District data indicates: learning expectations, instructional programs, materials and technology are not consistent showing an overall decrease in mathematics; need to improve the use of a variety of classroom assessment strategies in ELA and Math to include a combination of multiple choice, constructive response items, and performance events to increase familiarity with new testing formats.

Indicate needs related to strengths and weaknesses:

None identified.

### High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- Staff preparation
- Core courses taught by appropriately certified teachers
- Staff specialists and other support staff
- Staff demographics
- School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

High percentage of staff holds Master's Degrees  
 All classroom teachers are appropriately certified in their area of teaching  
 Building principals are appropriately certified and hold Specialist's Degrees  
 Competitive salary schedule with benefits

Weaknesses:

Professional development in mathematics instruction for less experienced teachers.

Indicate needs related to strengths and weaknesses:

None identified.

### Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- Parental involvement
- Communication with parents

- Policy Involvement
- Parent education
- Support for special needs and underserved
- Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Opportunities for parents to be introduced to assessment, classroom activities, meetings, etc., through a variety of communication sources to include, but not limited to: newsletters, flyers, school website, texts, phone calls, one-on-one conferences, parent/teacher conferences, Parent/Student Handbook, etc.  
 Hosting of two Family Literacy Nights  
 Providing opportunities for parents to participate in afterschool/extended learning activities  
 Promoting open communication between school, parents, and community members

Weaknesses:

Participation by parents needing the most support is low  
 Lack of higher paying jobs in area  
 More materials/resources needed for parents

Indicate needs related to strengths and weaknesses:

None identified.

**School Context and Organization**

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- School mission/vision
- Average class size
- School climate
- Management and governance
- Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

Increasing/steady enrollment  
 Positive working environment  
 Maintaining a well-kept clean workplace and school grounds  
 Provide a variety of materials/resources for and contacts with parents

Weaknesses:

Need to incorporate the mission/vision in regular daily instruction and activities (discipline, academic performance, attendance, etc.)  
 Need to implement more extensive at-risk program at the elementary level

Indicate needs related to strengths and weaknesses:

None identified.

**NEEDS ASSESSMENT: IDENTIFYING PRIORITIES**

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..." (Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

- 1 Development and implementation of electronic curriculum to ensure ongoing student learning.
- 2 Increase communication arts and math scores for all students and subgroups of students.

**4020 BRUNSWICK 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)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Debbie Barnett	
2	Teacher	Amber See	
3	Principal	Heather Sims	
4	Teacher <input type="checkbox"/>	Suzanne Woolston	
5	Paraprofessionals <input type="checkbox"/>	Mary Lou Buie	
Plan Development Meeting Dates			
1	Meeting Date	11/04/2019	
2	Meeting Date	03/02/2020	

**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
1	Title II.A <input type="checkbox"/>	Heather Sims	LEA Representative
2	Title IV.A <input type="checkbox"/>	Heather Sims	LEA Representative
3	McKinney-Vento <input type="checkbox"/>	Heather Sims	Homeless Coordinator
4	Head Start <input type="checkbox"/>	Ruth Cromley	Head Start Coordinator

**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
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
3	<input checked="" type="checkbox"/> English Language Arts	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 checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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
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

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

Supplemental Reading/ELA for 30 minutes daily

Instructional personnel	Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/> Grade Levels	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

The Brunswick R-II School District will provide opportunities to meet the Missouri Learning Standards by: using direct instruction in MLS; continuing data teams to guide instruction at each grade level; using pre/post assessments to determine mastery and need for reteaching; providing before and/or after school tutoring; using community volunteers, high school mentors, staff, and aides to work one-on-one with those who are struggling with ELA and Math skills; developing and implementing lessons to meet the standards; providing in-service early-outs for teachers to work in teams to develop interventions/strategies for the classroom.

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

Description of how strategy/strategies will strengthen

These strategies will strengthen the opportunities for children in the district to meet the Missouri Learning Standards: using direct instruction in MLS; providing early-outs for teachers to work in academic teams on alignment of MLS and SLOs; providing ongoing training to revise and implement curriculum; establishing data teams to improve instruction; encouraging the use of a variety of assessment data; providing additional tutoring; and providing remediation and enrichment activities as needed.

- 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

The Brunswick R-II School District will provide an enriched and accelerated curriculum by: offering before and/or after school tutoring; extending time for reading and mathematics built into the school day; implementation of the Wilson Reading Program for those meeting criteria; and implementation of the Fast Forward Program to increase their literacy skills and numeracy skills for those meeting criteria.

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

The Brunswick R-II School District will address needs of all children in school, particularly the needs of those at-risk of not meeting the Missouri Learning Standards by: providing additional, alternative instruction in reading and math for struggling students; using outside agencies such as: Department of Social Services, Chariton County Health Department, Juvenile Officer, and Division of Family Services to assist with students when deemed necessary; provide school-based mental health services through Burrell Behavioral Health; utilize staff and student aides to provide additional tutoring/mentoring for students; implementing curriculum procedures to prepare students to successfully transition into another grade; using a variety of classroom assessment strategies; and providing counseling services to students who warrant a need as referred by teachers and/or parents.

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 activities that address the prioritized needs

Describe activities

The Brunswick R-II School District will provide professional development activities that address the prioritized students' needs by: establishing a collaborative model (MMD/DCI) which will provide support and assist in ensuring that ELA and Math objectives are being met; providing ongoing training for teachers in writing instruction across curriculum; provide early-outs for teachers to work in academic teams on curriculum alignment to MLS and SLOs; providing a laptop computer, SmartBoard/TV, and projector for each elementary classroom to ensure they have the technology tools to access, collect, store and process necessary assessment data.

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

Describe activities

The Brunswick R-II School District will recruit/retain effective teachers by: developing and implementing a competitive salary schedule and benefits package; provide opportunities for all teachers to participate in high quality professional development; conduct annual teacher observations and evaluations; model positive relationships, professionalism, and collegiality among administration, teachers, and staff; and enhance teacher retention through ongoing offering of a local Career Ladder program.

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

Describe activities

The Brunswick R-II School District will assist preschool children in the transition from early childhood education programs to kindergarten by: providing Parents as Teachers (PAT) services to district children, prenatal to age 3; working with First Steps to transition children who have been identified with a learning disability into our 3-year-old preschool program; providing educational services to 3- and 4 year-olds to work on skills to prepare them for kindergarten; sharing educational services with Head Start and local daycare providers; screening of children in preparation for kindergarten; screening preschool age children with DIAL-4 assessment tool to determine levels.

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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.

**District/LEA Comments**

**DESE Comments**

**Email:** [julie.bock@dese.mo.gov](mailto:julie.bock@dese.mo.gov)

**Current User:** cengelbrec

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