



District/LEA: 058-112 BROOKFIELD R-III Year: 2025-2026

Funding Application: Plan - School Level - 4020 BROOKFIELD ELEM. Version: Initial Status: Returned to LEA ☒ Number ☐ Name

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and

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4020 BROOKFIELD 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 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	☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
2	☒ Reading	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
3	☒ English Language Arts	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
5	☐ Other ELA Paraprofessional	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 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

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	☒	☐		
Supplemental English Language Arts	☒	☒		
Supplemental Mathematics	☐	☐		
Supplemental Science	☐	☐		
1 Other	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

- ☐ **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

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. Title I personnel will also provide more individualized support through small group/pull-out instruction in a resource setting to more effectively meet the needs of students identified as most at risk of not meeting grade-level expectations in reading/literacy/ELA. Utilization of a supplemental ELA paraprofessional provides 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.

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

Description of how strategy/strategies will strengthen

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.

☒ 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

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

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.

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

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 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 meeting ELA standards.

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

Describe activities

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

Describe activities

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. In addition, all incoming students are invited to participate in a structured classroom experience in May, which allows them to become more familiar with the kindergarten teachers and their future classrooms. 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 and curriculum resources that complement K-4 programs are also incorporated when applicable to the preschool program. Preschool personnel will be completing literacy training (Early Childhood LETRS) during the 2025-26 school year to increase consistency in literacy instruction PK-4. 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.

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

The inclusion of an ELA Paraprofessional to assist students to participate meaningfully in the classroom is included in the ESEA Plan narrative. However, funds are not allocated for this position in the submitted Title I budget for this time due to a decrease in the district's overall allocation. It was felt this position would be beneficial and changes in allocation amounts allowed for its inclusion at a future date, and therefore was included in the plan.

DESE Comments

Email: webreplyfedpro@dese.mo.gov

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