



District/LEA: 115-926 THE BIOME Year: 2023-2024

Funding Application: Plan - School Level - 6905 THE BIOME Version: Initial Status: Approved

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

School Level Plan Home Print Cancel Print Mode

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6905 THE BIOME

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	Toni Leopold	
2	Teacher	Meghan Jones	
3	Principal	Julie Harris	
4	Parent	Chantee Johnson	
5	Parent	Reggie Brooks	
6	Specialized Instructional Support Personnel	Carolyn Jordan	
Plan Development Meeting Dates			
1	Meeting Date	03/14/2023	

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 I School Improvement (a)	Julie Harris	Principal
2	Title II.A	Julie Harris	Principal
3	Title IV.A	Julie Harris	Principal
4	Spec. Ed. Part B Entitlement	Meghan Jones	Director of Student Services
5	State and Local Funds	Julie Harris	Principal
6	McKinney-Vento	Shari Pittman	McKinney Vento Liaison

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 checked="" type="checkbox"/> Math	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input checked="" type="checkbox"/> Science	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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 <input type="checkbox"/>

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Supplemental Science	<input checked="" type="checkbox"/>	<input checked="" 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"/> 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 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	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 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	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 <input type="checkbox"/>

- Professional Learning Communities**
- Schoolwide Positive Behavior Support**
- Response to Intervention**
- Other**

The Biome has developed a Student Success Team (SST) that regularly monitors student needs through an MTSS framework and collaborates to develop effective intervention plans. Members of the SST implement interventions that include but are not limited to push-in, pull-out, small group, and one-on-one academic, SEL and/or behavioral support.

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

Teachers will utilize Scope and Sequence documents, aligned to the Missouri Learning Standards, in reading, mathematics, social studies, and science to ensure that the MLS are addressed, with appropriate pacing and focus.

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

Description of how strategy/strategies will strengthen

The academic program at The Biome is strengthened by instructional strategies focused on phonics, guided reading, MTSS plans, differentiated instruction, and data-informed lesson plans and practices that are engaging for students. Academics have further been strengthened by benchmark testing in reading, writing, and math at the end of each quarter, as benchmarking allows teachers to further assess student learning and make informed decisions about instruction. For students with significant reading challenges, The Biome uses The Barton System, which provides targeted reading instruction for students most in need.

- Increase the amount of learning time

- Extended school year
 Before-and/or after-school programs
 Summer program
 Other

Recognizing the need to close learning gaps in math, the math block for all grade levels will remain at 90 minutes. Daily, 60 minutes will be designated for instruction, and 30 minutes will be utilized for enrichment, remediation, and skill development. Furthermore, several grade levels will have lunch and recess back-to-back, which will significantly cut transition time, allowing more time for learning.

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

The Biome utilizes fluid, ability-based math groups, which allow for differentiation across all learning levels. For groups that have attained mastery of specific grade level standards, teachers may use utilize materials that enrich and accelerate learning.

For students reading above grade level, they have access to classroom texts which enrich their experiences as readers.

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

All learners are given diagnostic assessments three times a year, which provide information about their academic strengths and challenges. These assessments help educators determine the degree to which students have mastered the grade-level Missouri Learning Standards and provide a basis for making decisions about whether to implement intervention strategies or enrichment experiences. For students struggling to meet the MLS, individual or small group support, targeted instruction, and/or interventions as outlined as part of the MTSS process are implemented.

Interventions used at The Biome for students most at risk of not meeting the MLS include one-on-one time with a reading specialist, the math interventionist, and/or the Director of Learner Accountability, as well as the Barton System for reading – a targeted intervention program for students showing characteristics of dyslexia.

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

To improve students' skills outside of the academic subject areas, The Biome implements the following:

- Research based strategies and activities to address emotional regulation, social-emotional learning, and behavioral needs; needs are identified as part of the MTSS process
- Individual as well as small group social-emotional learning opportunities
- Behavior plans

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

When staff attend professional development sessions outside of the school, they are encouraged to share their experiences and newly acquired knowledge with the instructional staff.

Biome Professional Learning Groups (PLGs) provide leadership in specific focus areas, and PLG team members provide targeted presentations during professional development sessions. During the 2022-2023 school year, the instructional staff engaged in a process for identifying a comprehensive literacy program for The Biome. Their work included professional development opportunities in which The Biome staff explored the different offerings, which included discussions about the strengths and challenges of each program. Several different literacy programs were piloted as part of our process.

At the end of each quarter, students are given benchmark assessments in reading, writing, and math. At the end of each quarter, teachers work in grade-level teams to analyze the benchmark data and use it to plan. Teaching teams also work together to review and analyze data from the i-Ready diagnostic assessments; teams present their data to the staff during a designated professional development period.

Professional development activities that address the prioritized needs

Describe activities

One of our prioritized needs is to provide professional development offerings that allow teachers to develop and refine their instructional skills and to deepen their understanding of the content at both their grade level and the grade level immediately above. To meet this need, we will build time into our professional development schedule for teams in consecutive grade levels to meet.

Another prioritized need is to ensure that professional development offerings are meeting the needs of all teachers, whether they are brand new to the field, have years of experience, or teach specialty courses (i.e., music, art, physical education). We do a nice job with new teachers (e.g., the mentor program), but we need to be more intentional about professional development work for more tenured teachers and for teachers who teach specials courses. To better meet the needs of these teachers, we will implement days (or portions of days) for staff to observe similarly positioned teachers in other schools.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Our hiring process, which includes a screening interview with the principal, an interview with the leadership team, and in many cases, an interview with The Biome's President/CEO, has positioned The Biome to identify teachers who are effective classroom leaders.

Though educators must implement the designated curricula, Biome teachers have the autonomy to develop classroom experiences that will be interesting and engaging for their students. As well, teachers work on grade-level teams and Professional Learning Groups, which encourage leadership and motivate instructional improvements.

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

Describe activities

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: alaina.downing@dese.mo.gov

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