



District/LEA: 054-041 ODESSA R-VII Year: 2020-2021

Funding Application: Plan - School Level - 4040 MCQUERRY ELEMENTARY Version: Initial Status: Created

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](#)

4040 MCQUERRY ELEMENTARY

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.

An open comprehensive annual meeting is held with key stakeholders: parents, administrators, and Title 1 teachers. The school parent and family engagement policy is reviewed paragraph-by-paragraph and parental input is solicited for each section. Notes are taken and revisions are made to the parent and family engagement 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.

An open comprehensive annual meeting is held with key stakeholders: parents, administrators, and Title 1 teachers. The school parent and family engagement policy is reviewed paragraph-by-paragraph and parental input is solicited for each section. Notes are taken and revisions are made to the parent and family engagement policy.

- 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.

An open comprehensive annual meeting is held with key stakeholders: parents, administrators, and Title 1 teachers. The school parent and family engagement policy is reviewed paragraph-by-paragraph and parental input is solicited for each section. Notes are taken and revisions are made to the parent and family engagement policy.

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.

An annual Title I.A. meeting is held during Open House to provide parents information about the Title I.A. program including the following: What is Title I? Who is eligible to participate in the Title I program? Parent Involvement and Shared responsibilities, Parents Right to Know, What you can do to help, and How Title I funds are used. Regular updates on reading progress for reading intervention students are shared with parents. Fall and spring contact conferences are held yearly. Title I.A information is shared on the district and school website. Title I.A. newsletters will include information about the Title I.A. program and ways parents can support students. Each classroom newsletter will include Title I.A information as well.

- 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.

Curriculum and achievement levels of the MAP assessment are available to parents on the school website along with grade level curriculum maps and APR results. Parents are informed of local assessments and results through conferences, progress reports, and phone contacts when applicable. These include benchmark reading assessments, Concepts About Print, Dyslexia screening, writing prompt assessments, classroom assessments, and content assessments. The dyslexia screening plan goes home for those who qualify. Some classroom teachers provide updated curricular information on private classroom Facebook pages for additional parent contact. In 19-20 parents attended Zoom meetings, were provided video conferences, and distance learning materials either online or hard copied.

- 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)*

Make sure they are in school every day possible.
 Check that homework is completed.
 Monitor the amount of student screen time.
 Volunteer time or resources, as able, in a child's classroom/school.
 Be aware of the child's extracurricular time and activities.
 Stay informed about a child's education by reading all communications from the school and responding appropriately.

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

supportive and effective learning environment.
 Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Show-Me standards as follows:
 Retain highly qualified principals and teachers
 Provide instruction, materials, and high-quality professional development which incorporates the latest research
 Maintain a safe and positive school climate
 Hold annual parent-teacher conferences to discuss the child's progress
 Examine the child's achievement at the spring Parent Contact Meeting
 Provide parents with frequent reports on their child's progress as follows:
 Monthly suggestions from teacher and school
 Progress reports sent home by the school
 Be accessible to parents through-
 Phone calls, person-to-person meetings, or email
 Scheduled consultation before, during, or after school
 Scheduled school observations
 Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 Listen to children read, help with classroom decorations, art projects, etc.
 Present a program on your culture, a different country, etc.
 Assist with holiday programs or parties, educational trips, etc.

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

Describe plans to provide assistance.

Classroom newsletters are shared which include information on the Missouri Learning Standards being taught, ways to monitor their child's progress, and ways to help improve the achievement of their children. Title I.A. teachers send quarterly newsletters. All newsletters are also available online on the district/school website. In 19-20 parents attended Zoom meetings, were provided video conferences, and distance learning materials either online or hard copied.

- 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.

Title I.A newsletters include strategies for improving children's achievement. Students are given books for their home libraries to improve reading achievement. Information and strategies for improving student achievement are discussed at parent-teacher conferences. Links to websites for academic games and activities are included on the school's website. In 19-20 parents attended Zoom meetings, were provided video conferences, and distance learning materials either online or hard copied. Educators, specialized instructional support personnel, principals, and other staff are provided information during a faculty meeting about ways to reach out to parents, communicate with, and work with parents as equal partners. Parent programs are coordinated with the school's Parent Teacher Organization (PTO). Title I.A will provide a fall and spring professional development workshop for local daycare workers and early childhood educators around early literacy.

- 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.

Educators, specialized instructional support personnel, principals, and other staff are provided information during a faculty meeting about ways to reach out to parents, communicate with, and work with parents as equal partners. Parent programs are coordinated with the school's Parent Teacher Organization (PTO).

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.

Title I.A will provide a fall and spring professional development workshop for local daycare workers and early childhood educators around early literacy.

- 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](#)

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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

4/24/2020

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:

Attendance is 94% or above for total population and F/R population. IEP attendance is 92%
 Discipline - 8 total suspensions 1% of population with 0 expulsions
 IEP and F&R attendance is comparable to total population attendance

Weaknesses:

We do not see any weaknesses in demographics. We have a strong attendance record. Our discipline incidents are low and enrollment is fine. Although we have had a drop in F & R lunches from 50.3 to 43., we do not feel socioeconomic status, ethnicity, or LEP are weaknesses. They are just a snapshot of who we are.

Indicate needs related to strengths and weaknesses:

We don't see a priority need in student demographics

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:

Local benchmark reading assessment Mid Year Data
 We only had beginning-of-year data in math.

Due to school closures in spring of 2020, we do not have APR, MAP, or Terra Nova data.

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

Strengths:

Benchmark Reading Mid Year data
 F & R reading subgroup cohort went from 2019 (1st grade) 27% proficient to 2020 (2nd grade) 40% proficient - Gain of 13%

Weaknesses:

Benchmark Reading
 The 2nd-grade cohort had a 1st grade (18-19) proficiency of 56% and 2nd grade (19-20) proficiency of 49%
 1st grade Grade Level 18-19 to 19-20 dropped by 9%
 2nd grade Grade Level 18-19 to 19-20 dropped by 15%
 Benchmark Math
 There is no common math benchmark assessment to collect and analyze data

Indicate needs related to strengths and weaknesses:

We need a systematic data collection process that tracks student achievement in math across grade levels. We need a diagnostic math tool that will provide necessary information for the Intervention Team and teacher instruction. We need a Tier II math interventionist.

ELA instruction needs more embedded professional development to reinforce quality instructional practices. Reinforce flexible grouping versus static reading groups. Consistency with small group planning utilizing the Jan Richardson lesson plan model.

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:

Missouri Learning Standards are common to all teachers in a grade level. The written curriculum is the taught curriculum. Analysis of data from common literacy assessments drive curricular modifications. Three Title I teachers provide interventions across the grade levels. Ongoing purchases of new materials are based on learner needs. Reading levels are based upon the Fountas & Pinnell Benchmark Assessment System. Writing common assessments are analyzed at grade levels. 1st and 2nd grade uses flexible grouping across classrooms. All grades incorporate guided reading groups. All grades use Heggerty for a phonics supplement and Words Their Way for differentiated word work.

Weaknesses:

- Lack of instructional consistency with language and the components of our literacy process
- Lack of embedded professional development that continues to focus us on improving instruction to help students make successful gains
- No classroom literacy coaching other than new staff
- Reading group grouping generally stays static throughout the year

Indicate needs related to strengths and weaknesses:

- Professional development on the use of Jan Richardson lesson plans
- Review of research-based literacy components utilizing Next Steps in Guided Reading and Next Step Forward in Intervention
- Review and revise the literacy curriculum
- Administer Benchmark Math Assessments with differentiated grouping
- Review and Revise Math Curriculum

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:

McQuerry Elementary employs teachers that hold a certification in the area in which they will be serving students. There is a highly competitive salary schedule and full benefits are currently extended to all full-time employees.

Weaknesses:

-There are no Title math intervention teachers
 -There is no Title pre-school
 -Three Title reading teachers share between three grade levels
 -Two speech and language implementers for three grade levels and one is shared with middle school
 -No instructional technology coach
 -Literacy coach duties have evolved to almost full-time Title reading interventionist rather than coaching.

Indicate needs related to strengths and weaknesses:

We need a tier II math interventionist. We need a full time literacy coach.

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:

Parents at McQuerry Elementary are offered multiple opportunities to be involved in the life of the school. Parent Teacher Organization (PTO) Nights are sponsored by the school and the PTO of McQuerry Elementary. These nights are centered around students, curriculum, and developing partnerships with families. Parents are encouraged to attend many other events in the life of the school including breakfasts, carnivals, book fairs, field trips, and Title I.A. parent communication (quarterly newsletter, 6 week progress reports, emails, phone calls, notes, Kndg. information Night, and Title 1 Webpage). Parental feedback on Title I, school, and parent policies are solicited for evaluation purposes. Additionally, parents will be encouraged to be service volunteers.

Weaknesses:

Low turnout for end of year Title 1A Parent Evaluation Mtg.

Indicate needs related to strengths and weaknesses:

Need to find a way to bring parents into Title IA Parent Evaluation Mtg.
 Need to attach a hyperlink into our quarterly newsletter around reading, writing and word work strategies

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:

- Class size student/teacher ratio remains around 18:1
 -School counselor, school outreach workers shared with other elementary
 -A positive climate with a variety of student rewards, secure building, clean and attractive building

Weaknesses:

No assistant principal

Indicate needs related to strengths and weaknesses:

We need an assistant principal

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

Ensure instructional consistency with language and the components of our literacy process across grades with a focus on Jan Richardson's lesson plan pages.

Develop math common assessments to identify strengths and weaknesses of students.

1 Develop strategies to address common misconceptions for math interventions.

More professional development around Number Talks.

Schoolwide Program [Hide](#)

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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	Victoria Barker	
2	Teacher	Jennifer Smith	
3	Principal	Daniel Armstrong	
4	Teacher	Beth Wagner	
5	Teacher	Wendy Courtway	
Plan Development Meeting Dates			
1	Meeting Date	4/27/2020	

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 I School Improvement (a)	Abby Volmer	Federal Programs Director
2	Title II.A	Abby Volmer	Federal Programs Director
3	Title IV.A	Abby Volmer	Federal Programs Director
4	Spec. Ed. State and Local Funds	Amy Mahurin	Special Education Director

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 <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 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"/>
3	<input type="checkbox"/> English Language Arts	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"/>
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 <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 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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input checked="" type="checkbox"/> Grade Levels	K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input 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"/> 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"/> 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

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

ELA

- Students will be assessed for MLS knowledge through screenings, teacher observations, and local assessments
- Students will receive Tier One quality instruction of Comprehensive Literacy differentiated instruction inside the Reading Workshop model. Teachers will utilize the Jan Richardson Lesson Plan pages.
- Students at-risk of failure or struggling in class will be referred by either a teacher or parent to the Intervention Team
- Students whose assessment scores and teacher observations meet qualifications, will receive supplemental reading instruction in Title 1 reading
- Students in Title 1 reading will be routinely assessed to determine whether they should continue interventions, move back to only Tier 1, or be referred to Tier 3 testing.
- Students determined to be struggling will be offered before and/or after school tutoring
- First and second-grade students will be screened three times a year for Dyslexia characteristics. Kindergarteners will be screened twice a year for the same thing.
- Students who are flagged in the Universal screening will be administered more diagnostic assessments for Dyslexia characteristics.
- Students meeting criteria for Dyslexia characteristics will receive Title 1 supplemental services with a focus on systematic phonics instruction.

Math

Provide relevant math resources for classroom instruction that will meet current MLS and provide teachers with effective math instructional strategies.

Provide professional development to teachers on implementation of math resources.

Students will be assessed in math for MLS knowledge through screenings, teacher observations, and local assessments

Math common assessments will be administered for analysis.

Students will receive Tier One quality instruction of math with differentiated instruction inside the Math Workshop model

Students at-risk of failure or struggling in class will be referred by either a teacher or parent to the Intervention Team

Students will be routinely assessed in math to determine whether they should receive or continue interventions.

Students determined to be struggling will be offered before and/or after school tutoring

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

Description of how strategy/strategies will strengthen

-The literacy coach will be utilized in the regular classroom as a model and coach for teachers to promote instructional literacy consistency across the school.
 -The intervention team will provide guidance on intervention strategies in both math and ELA with a particular focus on Free and Reduced lunch 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

1. Students will be assessed for MLS knowledge through screenings, teacher observations, and local assessments
 2. Students will receive Tier One quality instruction of Comprehensive Literacy differentiated instruction inside the Reading Workshop model and quality math instruction
 3. Students at-risk of failure or struggling in class will be referred by either a teacher or parent to the Intervention Team
 4. Students whose assessment scores and teacher observations meet qualifications will receive supplemental reading instruction in Title 1 reading
 5. Students in Title 1 reading will be routinely assessed to determine whether they should continue interventions, move back to only Tier 1, or be referred to Tier 3 testing.
 6. Students in math will be routinely assessed to determine whether they should receive or continue interventions
 7. Students determined to be struggling will be offered before and/or after school tutoring

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

In-house literacy coach will provide embedded professional development on literacy instruction
 Yearly, 1 hour dyslexia training will be provided by Title teachers to regular & special education teachers.
 Math professional development will provide teachers with effective strategies and implementation of resources.
 Once a month literacy data analysis led by coaches and interventionists
 Writing prompt - Analyze data to identify strengths and weaknesses to help improve instruction
 Reading Benchmark - Analyze data to identify strengths and weaknesses to help improve instruction
 Math Benchmark - Analyze data to identify strengths and weaknesses to help improve instruction

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

To retain teachers, they will be provided a competitive salary, professional development, autonomy, inclusion in decision making, mentors, and administrative support.

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

Describe activities

-Peer mentors
 -Move up days
 -Vertical teacher teaming

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

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Current User: avolmer

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