

## Schoolwide Program Plan (Building Level)

**Implementation Year(s): 2013-14 - 2015-16**

### **ODESSA R-VII (054041) - MCQUERRY ELEM. (4040)**

Team Members:	Daniel Armstrong	Assistant Principal and incoming Principal	darmstrong@odessa.k12.mo.us	816-633-5396
	Larry Hol	McQuerry Elementary Principal	lhol@odessa.k12.mo.us	816-633-5334
	Beth Wagner	Reading Intervention Specialist/Literacy Coach	bwagner@odessa.k12.mo.us	816-633-5334
	Lynnette White	Reading Intervention Specialist	lwhite@odessa.k12.mo.us	816-633-5334
	Wendy Courtway	Reading Intervention Specialist	wcourtway@odessa.k12.mo.us	816-633-5334
	Abby Volmer	Federal Programs Director	avolmer@odessa.k12.mo.us	816-633-5316
	Jackie Vochatzer	1st Grade Teacher	jvochatzer@odessa.k12.mo.us	816-633-5334
	Tammi Grubb	Kindergarten Teacher	tgrubb@odessa.k12.mo.us	816-633-5334
	Pam Smith	2nd Grade Teacher	psmith@odessa.k12.mo.us	816-633-5334
	Alicia Gust	Parent		816-217-4207
	Rex Gust	Parent		816-217-4207
	LaVonna Palmer	Parent		816-935-7979
	Alena Bromley	Parent		816-263-2228

The No Child Left Behind Act of 2001 (NCLB) states any eligible school that desires to operate a schoolwide program shall first develop, in consultation with the local educational agency (LEA) and its school support team or other technical assistance provider, a comprehensive plan to be reviewed by DESE for reforming the total instructional program in the school that shall include the following components.

**(a) Use of Funds for Schoolwide Programs**

(1) In General – An LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which at least 40 percent of the children are from low-income families, or at least 40 percent of the children enrolled in the school are from such families

(2)(B) Supplemental Funds – A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency

1. **Planning & Review Team: Name and Title**

Plan is developed with parent and community involvement including teachers, principals, and administrators. The team is charged with developing a comprehensive plan to reform the school's total instructional program.

Larry Hol-McQuerry Elementary Principal, Daniel Armstrong-McQuerry Elementary Assistant Principal and Incoming Principal, Abby Volmer-Federal Programs Director Beth Wagner-Reading Intervention Specialist/Literacy Coach, Wendy Courtway-Reading Intervention Specialist, Lynnette White-Reading Intervention Specialist, Tami Grubb-kindergarten teacher, Jackie Vochazter-first grade teacher, Pam Smith-second grade teacher, Alena Bromley-parent, Alicia Gust-parent, Rex Gust-parent, LaVonna Palmer-parent.

---

2. **I. Needs Assessment - Schoolwide Program Plan.**

A comprehensive needs assessment of the entire school, including the needs of migrant children, that includes children's achievement in relation to Missouri's Learning Standards

Summarize strength and needs of the school's current educational program. As a result of this current comprehensive needs assessment, list by priority the specific areas of need and objectives to be addressed. The needs assessment review includes an examination of:

Student achievement data that clearly identifies areas of low achievement;

LEA strengths and weaknesses that have been identified through a drilldown process of the achievement data as well as hypothesized root causes for the data; and

The resulting, prioritized improvement needs and goals.

List by priority the specific areas of need to be addressed in the plan. Prioritized needs must be addressed in the plan.

Analyzed data sources included in this needs assessment include Odessa Upper Elementary (OUE) Annual Performance Report (APR), English Language Arts (ELA) results, third grade Missouri Assessment Program (MAP) ELA proficiency levels, Terra Nova scores from grades 1 & 2, Benchmark Book (BMB) reading assessments grades 1 & 2, and Writing Prompt benchmark assessments grades 1 & 2. Odessa R-VII's Annual Performance Report (APR) data from Odessa Upper Elementary (OUE) assessment scores were used as qualifying data because third grade begins state-wide assessment data reporting. Additionally, the Free and Reduced (F&R) lunch subgroup data was analyzed since this is the largest qualifying population in the Super Subgroup category.

The OUE English Language Arts APR total student data showed a Normal Curve Equivalent (NCE) of 57.8%, 12.5% up from 45.3% in 2014. The APR data from OUE subgroup students was at 59.8%, showing a gain in the NCE of 18.6%. The status level of ELA, however, remained at Approaching. Proficiency levels of total OUE students on the MAP test in ELA was at 61.7%, up from 47%, showing an increase of 14.7% from 2014. OUE F&R subgroup proficiency level on the same test was at 56.6%, up from 37.3%, showing an increase of 19.3% from 2014.

McQuerry Elementary Terra Nova Reading results for the second grade total student population showed a NCE of 62.5% with a gain of 1.1% from the previous year. First grade's Terra Nova Reading results for overall students showed a NCE of 54.9% with a deficit of 2.9%. A longitudinal cohort comparison of overall students showed a growth rate of 10.5%. McQuerry's second grade F&R subgroup showed a Terra Nova reading NCE of 55.1% up from 45.9% giving an increase of 9.2%. The first grade F&R subgroup showed a Terra Nova reading NCE of 46.7%, down from 48.6%, exhibiting a deficit of 1.9%. A longitudinal cohort comparison of F&R subgroup students showed a growth rate of 6.5%.

McQuerry Elementary School's current Benchmark Book (BMB) reading assessment scores showed an overall student proficiency rate of 63.5%, equal to the previous year of 63.5%. Second grade overall student proficiency was at 67%, down from 68%, with a deficit of 1%. The first grade overall student BMB proficiency was at 60%, up from 59%, with a gain of 1%. A longitudinal cohort comparison of

overall students showed a growth rate of 8%. McQuerry Elementary Benchmark Book (BMB) reading assessment showed a F&R subgroup student proficiency rate of 54%, up from the previous year of 49%, with a gain of 5%. Second grade subgroup student proficiency was at 57%, up from 49%, with an 8% gain. The first grade subgroup student proficiency was at 51% up from 0% with a gain of 51%. A longitudinal cohort comparison of subgroup students from first to second grade showed a growth rate of 57%.

McQuerry Elementary Writing Prompt assessment showed an overall student proficiency rate of 54% in 2015 up 2% from the previous year of 52%. Second grade overall student proficiency was at 61% up from 44% with a gain of 17%. The first grade overall student proficiency was at 47% down from 60% with a deficit of 13%. A longitudinal cohort comparison of overall students shows a growth rate of 8%. McQuerry Elementary Writing Prompt assessment showed a subgroup student proficiency rate of 54% up from the previous year of 52% with a gain of 2%. Second grade subgroup student proficiency was at 57% up from 49% with an 8% gain. The first grade subgroup student proficiency was at 51% up from 0% with a gain of 51%. A longitudinal cohort comparison of subgroup students shows a growth rate of 57%.

A summarization of the data shows that students in both overall populations and subgroup populations are usually making year-to-year progress on reading and ELA assessments. The growth rate of the subgroup data is generally higher than the growth rate of the overall students in a majority of the assessments. However, the subgroup data continues to show a lower performance rate than overall students' performance.

Based on the findings, the planning team hypothesized multiple root causes for performance gap differences. The team determined that the higher growth rate in subgroup data above overall data was based on the application of intensive interventions both in the pull out and push in Title I.A. instruction. Highly qualified specialists supplement instruction for those students with the greatest literacy deficits. The root cause underlying the gap in performance rate between overall students and the subgroup population reflects a high percentage of Low Socio-Economic Status (LSES) population determined by identified Free and Reduced Lunch students. McQuerry Elementary LSES student population is 55.7% as compared to the state average of 51.7%. Additionally, there has been a decrease in McQuerry professional development for both reading specialists and classroom teachers in the area of literacy. Finally, a different version of the Terra Nova was administered in 2015 than 2014. There was a change in the copyright material and there were fewer subtests administered in 2015 than in 2014.

Based on the root cause analysis, the following prioritized needs were determined:

1. Build the capacity of teachers to more deeply analyze individual, classroom, grade level, and building-wide data. Provide teachers time to collaboratively analyze the data and determine appropriate interventions to address varying performance gaps.
  2. Increase professional development for reading specialists, new and veteran staff, and increase collaboration time between staff members.
  3. Increase professional development for classroom teachers through the modeling and co-teaching components of the push-in model of Title I.A. reading specialists.
  4. Continue implementation of research-based differentiated instructional and reading strategies through a systematic method inside the context of a tiered instructional support system.
-

3. **II. Schoolwide reform strategies**

Identify how the building will provide opportunities for all children to meet the State's proficient levels based on the building's APR. Use effective methods and instructional strategies based on scientifically based research (SBR) that –

Strengthen the school's core academic program

List the evidence-based practices that will be implemented to strengthen the school's core academic program.

- Professional Learning Communities. Date of implementation

1999-Present

Grade Level Data Teams:

McQuerry Elementary teachers will utilize data that is gathered throughout the school year to identify students in need of instructional support. Data will be disaggregated by grade level, free/reduced lunch, minority, students currently receiving intervention support, and students receiving special education services. This data will be used to develop flexible target groups of students that are in need of additional support. The Intervention Team will also meet to analyze student data, give the classroom teacher support and guidance, and develop a plan of intervention for students. Students that fall into the basic and below basic categories will also be given the opportunity to receive after-school tutoring and/or additional instruction during summer school.

Whole Group, Vertical, and Collaborative PLCs:

Teams meet across district and building levels for the following purposes: vertical curriculum alignment, student focus studies, data analysis to drive instruction, book studies, student work/assessment analysis

- Schoolwide Positive Behavior Support. Date of implementation

- Tiered instructional support such as Response to Intervention. Briefly describe the process used.

Tier One: Classroom teachers are provided intervention strategies by the Intervention Team as well as professional development using best practices such as reading and writing workshop.

Tier Two: Students qualifying for Title I.A services are eligible to receive the following: small group pull-out, push-in, and/or one-on-one services. Highly qualified reading specialists provide instruction. Student data is regularly monitored for progress in order to maintain flexible grouping

Tier Three: Students who do not show adequate progress through tiered interventions are tested for special education. Qualifying students receive specialized instruction based upon Individual Education Plans (IEP) or 504 plans.

- Other: List planned intervention(s) and briefly describe.

McQuerry Elementary teachers will utilize data that is gathered throughout the school year to identify students in need of instructional support. The following reflect examples of interventions designed specifically to student needs.

clapping syllables, rhyming, beginning consonant, one-to-one matching, Concepts About Print, pushing sounds, sight word recognition, hearing and recording sounds, cut-up sentences, ten-minute intervention lessons, student generated books, high interest/ low readability books, ABC chart-identification, phoneme cluster charts

Title I.A Sources:

The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader

Leveled Literacy Intervention,

Marie Clay - theories and practices

Scholastic News

Oral Language Acquisition Inventory

Scholastic Guided Reading Short Reads

Jan Richardson Next Step Guided Reading Assessment

- 
4. List the high-quality student academic assessments, in addition to the Missouri Assessment Program (MAP), which will be used to assist in diagnosis, teaching, and learning in the classroom enabling low-achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents and students on progress made; and to determine what revisions are needed:

McQuerry Elementary will use results obtained from the Benchmark Reading Assessment, running records, writing prompt data, local common assessment results, CBTE-Terra Nova, Concepts About Print, Letter Identification, Benchmark Phonological Assessment, and the Words Their Way-Primary Spelling Inventory. These assessments will be given at the beginning, middle, and end of the year, each six week grade reporting period, or kept daily in an individual student assessment notebook. Data from informal, formative assessments will be recorded in assessment notebooks and analyzed by classroom teachers and support staff as well as the Intervention Team. During collaborative team meetings the data will be discussed and information about student performance will be placed on the Electronic Assessment Wall. A comprehensive analysis of all students will be done using the Electronic Assessment Wall and assessment notebooks where individual information has been compiled. This data will be used to formulate classroom teacher lesson plans. McQuerry Intervention Team will also use the data to identify strategies for additional instruction. After multiple instructional opportunities, the Team will reconvene to determine whether the strategy was successful and determine if any additional supports are needed. The data will also be used to develop flexible targeted groups of students that will be a part of either a Tier 1 or Tier 2 Intervention.

- 
5. Increase amount and quality of learning time, and help provide an enriched and accelerated curriculum

- extended school year
- before-and after-school tutoring
- summer programs and opportunities
- other:

- 
6. Identify strategies for meeting the educational needs of historically underserved populations. Include strategies to address the needs of all children in the school, particularly of low-achieving children and those at risk of not meeting Missouri's Learning Standards who are members of any program's target population that is included in the schoolwide program, which may include –
- (aa) counseling, pupil services, and mentoring services
  - (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies
  - (cc) integration of vocational and technical education programs.

Each student's essential needs beyond classroom instruction must be met. Because of the high percentage of students who qualify for free and reduced lunch, McQuerry Elementary works closely with local churches and community organizations to provide backpacks of food and supplies to those students in need. The school social worker develops close relationships with many families to encourage school attendance and serves as a liaison for various community outreach efforts. McQuerry Elementary also maintains a relationship with the Brighter Futures consortium that works to provide mental health therapy to students of families with limited insurance and transportation availability. A+ students provide mentoring and tutoring for students. Health and vision screenings are used to identify possible learning interferences.

- 
7. Address the assessment measures the school will use to determine if student needs are met.

School attendance, behavior, and participation in designed outreach programs will be reviewed every six weeks. Partnerships with the Brighter Futures consortium will be reviewed annually. Assessment data is regularly monitored to determine academic needs.

- 
8. Indicate how teachers are included in the decisions regarding the use of MAP and other assessments to provide information on and to improve the achievement of individual students and the overall instructional program.

McQuerry Elementary utilizes a Grade Level Data Team for examining student work and developing instructional plans that are targeted to groups of students at different achievement levels. The Grade Level Data Team consists of regular classroom teachers, supplemental teachers, special education teachers, and administration. Grade Level Data Team meetings are held regularly and systematically analyzes student work, develops targeted lessons and evaluates the effectiveness of instruction. The Grade Level Data Team is also utilized to revise curriculum and assessments. Team Meeting time is used every six days for teachers to examine student work, receive in-house embedded professional development, review and revise curriculum and assessment, discuss effective instructional strategies, and develop viable instructional plans.

- 
9. Activities to ensure students who experience difficulty mastering proficient levels of Missouri's Learning Standards shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information to base effective assistance. Define what assistance will be offered:

Assessments and Team Meetings will be scheduled in advance and placed on the building assessment calendar. Flexible targeted groups will be designed based on the periodic assessment results. The Electronic Assessment Wall will be used to show individual, group, and grade level results on assessments. The Electronic Assessment Wall will be updated every six weeks after assessments have been given. During collaborative team meetings the data will be discussed and information about student performance will be placed on the Electronic Assessment Wall. A comprehensive analysis of all students will be done using the Electronic Assessment Wall and assessment notebooks where individual information has been compiled. This data will be used to formulate classroom teacher lesson plans. McQuerry Intervention Team will also use the data to identify strategies for additional instruction. After multiple instructional opportunities, the Team will reconvene to determine whether the strategy was successful and determine if any additional supports are needed. The data will also be used to develop flexible targeted groups of students that will be a part of either a Tier 1 or Tier 2 Intervention. After-school tutoring will be offered to those students that are either achieving at a basic level or have been determined to be below basic. Support teachers will be used to assist in instruction based on the Electronic Assessment Wall analysis.

- 
10. Individual student MAP results will be provided in a language parents can understand through:

- A translated version or by a translator
- Parent-teacher conferences
- Parent meetings/trainings to understand MAP and interpret results
- A detailed explanation sent home to parents
- Other:

This building does not administer the MAP test. McQuerry Elementary provides instruction to kindergarten, first grade, and second grade students.

---

11. **III. Instruction by highly qualified teachers**

The school is meeting the requirement regarding instruction by highly qualified teachers by:  
(check all that apply):

- Teachers are highly qualified with documentation on file
- Paraprofessionals hired with Title I funds (including all instructional paras in a Schoolwide program) have at least 60 semester hours, a two-year certificate, or have passed the ParaPro Assessment with documentation on file.
- Other:

---

12. How will federal funds be used to help teachers meet the highly qualified requirements?

- The district has documentation to verify teachers are highly qualified. Documentation may include teacher certificates, praxis scores in the content areas, or Staff Assignment Report.
- The district uses federal funds for teachers to become highly qualified including materials needed to prepare for the Praxis, the costs of the Praxis, needed coursework, etc
- Other:

---

13. **IV. Professional development**

Describe the high-quality and ongoing professional development for teachers, principals, and paras, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet Missouri's Learning Standards

McQuerry provides intensive, on-going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP) and Title I.A. needs assessments. All staff members will participate in professional development, an integral part of their job responsibilities and expectations. McQuerry Elementary will collect and utilize information regarding the effectiveness of its professional development in improving instruction and student achievement. The professional development opportunities will occur on school professional development days built into the regular school calendar. The professional development will also be embedded within the daily master schedule by giving teachers opportunity to collaborate every six days during Team Meeting. The professional development will be delivered by highly qualified instructors and center around identified areas of needed growth for the staff.

Specific professional development for the 2016-2017 year include the following: small in-depth study groups will more deeply examine previously studied best practices (i.e. analysis of running records, writing workshop, guided reading, Words Their Way, comprehension), Title I.A. teachers will meet monthly to (1) provide collaborative support around specific student needs; and (2) to deepen understanding of specific areas of literacy. Additionally, out-of-district Title I.A. conferences will provide current research and best practice professional development around literacy.

- 
14. Provide a clear strategy to attract high-quality highly qualified teachers to high-need schools

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. An indicator of the effectiveness of the retention of high-quality teachers at McQuerry Elementary is that 78% of the staff are tenured. This percentage indicates that McQuerry is able to retain a significant number of highly qualified staff.

- 
15. **V. Parent involvement**  
Provide clear strategies and action steps the building will use to increase parental involvement, such as family literacy services. (Include parents other than just school employees in planning and participation.)



- Parents are involved in planning activities
- Parents are involved in implementing and evaluating activities
- Parents are involved in school decisions
- Parents are provided with meetings and notifications concerning student progress
- Other steps the building will use:

Parents at McQuerry Elementary are offered multiple opportunities to be involved the life of the school. Family Activity Nights are sponsored by the school and the Parent Teacher Organization of McQuerry Elementary. These nights are centered around students, curriculum, and developing a partnership with families. Another activity will be the One Book, One School program offered to students and families. Each family in the building will be given the same copy of a book with a reading schedule. Parents will be encouraged to read with their student each night. During the school day various activities, readings, and support will center around the book. BINGO for Books will provide families with an opportunity to receive free books to build home libraries. Home and School Connections will be sent home monthly to provide parents with activities that reinforce learning. Classroom teachers will regularly send home classroom newsletters to inform parents of classroom instructional objectives being taught. The school office will monthly send home an event calendar of upcoming activities and events. The district text alert will provide reminders to participating parents of upcoming school-wide events. The school marquee will be utilized to provide parents with upcoming events as well. The computer instructional programs will be accessible for students at home. Annually, Title I.A. parent meetings will provide parents the opportunity to provide input and feedback regarding the Title I.A program. Parents will also be provided a Title I.A. survey to provide feedback and reflections on the Title I.A program. A Title I.A. brochure will be provided to parents during fall Parent/Teacher conferences and on an as needed basis. A Title I.A. tab on the district website will provide home communication. Book Fairs sponsored by Title I.A. will provide opportunities to build home libraries. Annually, parents read and sign a Title I.A. Parent Compact. Additionally, Federal Programs Complaint Procedures are published in the Bulldog Bulletin sent to all district families, the student handbook, and the local newspaper. The 2016-2017 year will provide Title I.A families of identified struggling learners with an opportunity to attend workshop/s, gain a deeper understanding of Title I.A, provide home learning strategies, and to provide parents of struggling learners a support community.

16. The district will coordinate and integrate the following federal, state and local services and programs to support the school's efforts:

McQuerry Elementary will coordinate and integrate Title I.A funds with other funds including: funds for children with disabilities, neglected or delinquent youth funds, homeless student funding, and local funds to provide continuous support for all students. Utilizing an intervention model of support and instruction, all students will be provided teaching based on analysis of student data. McQuerry Elementary will utilize a consistent assessment schedule, a collaborative analysis of data through Team Meetings and common planning times, and assistance from the Intervention Team to provide the appropriate level of support for students.

17. Describe how the plan is made available to the LEA, parents, and the public, and in an easily understandable and uniform format.

Public notice of the schoolwide plan is located on the district website. If parents want access to the full document, they are instructed to contact the Director of Federal Programs who will give them a copy and talk them through the document.

18. **VI. Preschool Transition**  
Identify steps the building will use for assisting preschool children in the transition from early childhood programs, such as Head Start, or Missouri Preschool Project, to elementary school programs.

McQuerry Elementary will provide a pre-Kindergarten Summer School Program. Every pre-Kindergartner will be invited to attend a half-day session throughout Summer School. An orientation night will be held for kindergartners and their parents. At the orientation everyone will be provided with a tour of the school building, classrooms, lunchroom, gym, school bus, and playground. Classroom and grade level expectations will then be discussed. Parents as Teachers works with many families in the school district prior to kindergarten. Local pre-schools will be provided information about kindergarten expectations and curriculum so they can assist in the preparation of students entering kindergarten. Programs such as Head Start provide schools with data so that early interventions can begin with students.

---

19. A schoolwide program may use funds to establish or enhance Pre-K programs for children below the age of 6.

The preschool will not be included as part of the Schoolwide Program.

The preschool will be included as part of the Schoolwide Program. Explain how the preschool programs will be incorporated.