



District/LEA: 054-041 ODESSA R-VII Year: 2022-2023

Funding Application: Plan - School Level - 4040 MCQUERRY ELEMENTARY Version: Revision 1 Status: Submitted

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. Parents are invited to attend by note and follow-up emails are sent to families. The policy is reviewed and parental input is solicited. Food and childcare will be provided if the annual meeting is face to face. Notes are taken and revisions are made to the parent and family engagement policy. We plan to offer a virtual option for parents to attend the meeting as well.

- ☒ 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 to review and revise the Title I program and building action plan.
The Title 1 program components and instruction, student achievement data, and the schoolwide program plan are reviewed and revised for omissions, additions, and revisions.

- ☒ 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 and parental input is solicited.
Notes are taken and revisions are made to the parent and family engagement policy.
We plan to offer a virtual option for parents to attend the meeting as well.

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 conferences are held yearly.
Title I.A information is shared on the district and school website.
Title I.A. newsletters include information about the Title I.A. program and ways parents can support students.
The building and classroom newsletter will include Title I.A information as well.
If Covid restrictions still apply in the 2021-2022 meeting it will be delivered via Screencastify videos on the school website.

- ☒ 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. Assessments include the Fountas and Pinnell Benchmark reading assessment, Concepts About Print assessment, Shaywitz Dyslexia Screening tool, McQuerry's phonological awareness screening tool, McQuerry's writing prompt assessment, Words Their Way Primary Spelling Inventory, 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.

- ☒ 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 attend school every day possible.
Check that homework is completed.
Monitor the amount of their child's 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 their child's education by reading all communications from the school and responding appropriately.
Communicate with the teacher(s) about any concerns or questions

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

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning 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:
- 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, email, or Zoom
- Scheduled consultation before, during, or after school
- Scheduled school observations
- Provide parents opportunities to volunteer and participate in their child's 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 available on the district/school website.

- ☒ 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. Short informational screencastify videos will be created and shared 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). Title 1 will provide a fall and spring professional development workshop for local daycare workers and early childhood educators around early literacy, in accordance with Covid restrictions.

- ☒ 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](#)

4040 MCQUERRY ELEMENTARY**COMPREHENSIVE NEEDS ASSESSMENT (school level)**

Section 1114(b)(6)

- ☒ A comprehensive needs assessment of the entire school has been conducted.
- ☒ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

3/17/2022

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 93.15% for the total population. IEP attendance is 90.09%
 IEP attendance is slightly lower to total population attendance
 Discipline - 3 total suspensions of 3 students with less than 1% of population
 with 0 expulsions this is 3 fewer than last year.

Weaknesses:

Our attendance has decreased slightly from the year before.

Indicate needs related to strengths and weaknesses:

We don't see a priority need in student demographic

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:

Kindg.
 2015-2016: NA
 2016-2017: NA
 2017-2018: 65% proficiency (mid-year)
 2018-2019: 41% proficiency (mid-year)
 2019-2020: 47% proficiency (mid-year)
 2020-2021: 50% proficiency (mid-year)
 2021-2022: 45% proficiency (end-year)

1st
 2015-2016: 60% proficiency
 2016-2017: 59% proficiency
 2017-2018: 52% proficiency (mid-year)
 2018-2019: 56% proficiency (mid-year)
 2019-2020: 47% proficiency (mid-year)
 2020-2021: 43% proficiency (mid-year)
 2021-2022: 48% proficiency (end-year)

2nd
 2015-2016: 67% proficiency
 2016-2017: 77% proficiency
 2017-2018: 67% proficiency (mid-year)
 2018-2019: 64% proficiency (mid-year)
 2019-2020: 49% proficiency (mid-year)
 2020-2021: 42% proficiency (mid-year)
 2021-2022: 69% proficiency (end-year)

Subgroup F/R Kindg.
 2015-2016:
 2016-2017:
 2017-2018: 47% proficiency (mid-year)
 2018-2019: 38% proficiency (mid-year)
 2019-2020: 29% proficiency (mid-year)
 2020-2021: Not available due to USDA funding of all school meals for all students
 2021-2022: Not available due to USDA funding of all school meals for all students

Subgroup F/R 1st Grade
 2015-2016: 51%
 2016-2017: 49%
 2017-2018: 38%
 2018-2019: 27% proficiency (mid-year)
 2019-2020: 35% proficiency (mid-year)
 2020-2021: Not available due to USDA funding of all school meals for all students
 2021-2022: Not available due to USDA funding of all school meals for all students

Subgroup F/R 2nd Grade
 2015-2016: 57%
 2016-2017: 71%
 2017-2018: 71%
 2018-2019: 52% proficiency (mid-year)
 2019-2020: 40% proficiency (mid-year)
 2020-2021: Not available due to USDA funding of all school meals for all students
 2021-2022: Not available due to USDA funding of all school meals for all students

LEP (English Language Learners)
 2017-2018 - 2 students (MOY)
 Kindergarten
 reading level A/1 (below basic), writing score 15 (basic) & letter identification score 12 (below basic)
 Second grader
 reading 0/34 (advanced) writing score 25 (proficient)

2018-2019 - 2 students (MOY)
 Kindergarten
 reading level C/4 (advanced), writing score 25 (proficient) & letter identification score 50 (proficient)
 First Grader
 reading level D/6 (below basic) & writing score 18 (basic)

2019-2020 -3 students (MOY)

Kindergarten

S1 -reading level 0 (below basic), writing score 17 (basic) & letter identification 53 (advanced)

1st grade

reading level H/16 (advanced) & writing score 25 (proficient)

2nd grade

reading level E/10 (below basic) & writing score 14 (basic)

Subgroup Special Education (any student on an IEP) K-2

Data Not Collected

2020-2021

Kindergarten (20 IEP's/4 proficient) 20%

1st Grade (10 IEP's/2 proficient) 20%

2nd Grade (17 IEP's/3 proficient) 17%

2020-2021 - 7 students = 3 virtual & 4 inseat (MOY)

Kindergarten

S1 reading level B/2 (proficient), writing score 16 (basic) & letter identification score 52 (proficient)

S2V reading level 0 (below basic), writing score 8 (below basic) & letter identification no score out of the country for 1 month

S3 reading level 0 (below basic), writing score 13 (basic) & letter identification 27 (below basic)

1st Grade

reading level E/8 (below basic) (T1 G/12) & writing score 29 (proficient)

2nd Grade

S1 reading level C/4 (below basic) (T1 C/4) & writing score 1 (below basic)

S2V reading level P/38 (advanced) (T1 M/28) & writing score 27 (proficient)

S3V reading level A/1 (below basic) (T1 B/2) & writing score NA

2021-2022

Kindergarten (9 IEP's/3 proficient) 33%

1st Grade (24 IEP's/2 proficient) 21%%

2nd Grade (11 IEP's/3 proficient) 27%

2021-2022 - 6 Students (EOY Data)

Kindergarten

No students identified

1st Grade

S1 reading level 6/D (below basic), writing score 30 (proficient)

ELL - 4/C

S2 reading level 12/G (below basic), writing score 31 (proficient)

ELL - 12/G

S3 reading level 2/B (below basic), writing score 11 (below basic)

ELL - 2/B

2nd Grade

S1 reading level 34/O (advanced), writing score 31 (proficient)

ELL - 38/P

S2 reading level 12/G (below basic), writing score 29 (proficient)

ELL - 14/H

S3 reading level 14/H (below basic), writing s

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

Strengths:

The 1st grade cohort had a kn dg. 2020-2021: 50% proficiency (mid-year) compared to 2021-2022: 45% proficiency (end of year). This is a decrease considering the lack of preschool from March to Sept. due to the pandemic and 28 students virtual for half of the school year and 12 virtual for the full year.
The 2nd grade cohort had a 1st grade 2020-2021: 43% proficiency (mid-year) compared to 2021-2022: 69% proficiency (end of year). This is a significant increase due to inseat the entire year and after school tutoring.
Majority of students have made more than a years growth

Kn dg. Growth
1st Grade Growth
2nd Grade Growth
2021-2022
20 students made a year's gain or more in reading
2021-2022
87 students made a year's gain or more in reading
2021-2022
98 students made a year's gain or more in reading

Weaknesses:

Loss of embedded professional development time during the school day.
Kindergarten group was not exposed to outside educational/social opportunities due to COVID.
We no longer have a vision program.
We've gotten away from deep discussion within grade levels and core groups to problem solve.
Loss of Title I funds due to purchase of on-line program
Even though it's below state expectations, a 22:1 ratio for class size does not allow for quality instruction.
Comparison of mid-year data to end-of-year data, vs. mid-year to mid-year data.

Indicate needs related to strengths and weaknesses:

We need literacy instruction to have more embedded professional development to reinforce quality instructional practices.

We need to reinforce flexible grouping versus static literacy groups. Informal data should be analyzed every 4-6 weeks to re-establish groups.

We need consistency with small group planning utilizing the Jan Richardson lesson plan model, small group word study, small group writing and running records.

We need to utilize the Literacy Coach in the classroom, for professional development and team meetings.

We need to focus the meetings with the literacy coach for professional development around data evaluation, planning, and literacy instruction.

We need to create consistency in our Comprehensive Literacy Model by supporting teachers with resources and instructional practices.

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.

Literacy

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.

A majority of classrooms incorporate guided literacy groups.

A majority of classrooms use Heggerty Phonemic Awareness for a phonological supplement

A majority of classrooms Words Their Way for differentiated word work.

Title I teachers use The RISE Framework (The Next Step Forward in Reading Intervention) by Jan Richardson and Ellen Lewis for grades 1 and 2.

Math

Tier 2 math interventionist hired

Math curriculum has been aligned to resource

Content

Content curriculum is aligned to the Missouri Learning Standards

Weaknesses:

Overall
Absence of embedded professional development that continues to focus on improving instruction to help students make successful gains

Literacy
Absence of consistency with instructional language and the components of our literacy process
One teacher functions part time as a literacy coach/ELL/Title I teacher
Literacy groups generally stay static throughout the year
Writing prompt common assessments should be analyzed at grade levels
Absence of special education students are not consistently receiving classroom literacy group instruction or assessments in the regular classroom when applicable.
Absence of consistent flexible grouping across classrooms

Math
Grade card needs to be updated to match current math curriculum
Absence of consistency in teaching grade appropriate student vocabulary

Indicate needs related to strengths and weaknesses:

Overall
Teachers need coaching with a focus on new hires, 2nd and 3rd year teachers, and transitioning teachers

Literacy
Teachers need embedded professional development to focus on improving instruction to help students make successful gains in literacy
Teachers need professional development on the use of Jan Richardson guided reading/writing lesson plans, word study and running record books.
Teachers need a review of research-based literacy components utilizing Next Steps in Guided Reading and Next Step Forward in Intervention, Next Steps in Word Study and Next Step Forward in Running Records
Teachers need a review of administering literacy assessments
Classroom and Special Education teachers need to work together to plan for IEP students to meet literacy instruction goals and give assessments.

Math
Teachers need to administer Benchmark Math Assessments regularly
Teachers need embedded professional development to focus on improving instruction to help students make successful gains in math
Classroom and Special Education teachers need to work together to plan for IEP students to meet math instruction goals and give assessments.

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:

Strengths
McQuerry Elementary employs teachers that hold a certification in the area in which they will be serving students.
Student-teacher ratio is below state mandate
Title I math interventionist

Weaknesses:

Weaknesses
 Absence of Title pre-school
 Three Title literacy teachers share between three grade levels, ELL students and literacy coaching
 One speech and language pathologist for three grade levels and is shared with high school.
 No building instructional technology coach
 Highly competitive salary schedule and full benefits extended to all full-time employees.

Indicate needs related to strengths and weaknesses:

We need a modified schedule for the Educational Specialist to be able to coach new teachers, 2nd and 3rd year teachers and teachers who have moved grade levels. We need to go back to the Educational Specialist working with 3 grade level groups (one per grade level), ELL students and coaching teachers in class and professional development meetings.
 We need to have regular grade level professional development built into the day for literacy, math, & data work.
 We need a highly competitive salary schedule and full benefits extended to all full-time employees.

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 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 and developing partnerships with families.
 Parents are encouraged to attend many other events in the life of the school including field trips, class parties, field day, kindergarten graduation and Title I.A. parent meeting
 Parents receive communication through 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.
 Parents will be encouraged to be service volunteers. Opportunities are structured based upon Covid protocols.
 Although Covid produced many barriers to parent participation, the district provided multiple opportunities to participate in school events within the contexts of Covid protocol.

Weaknesses:

Low turnout for end of year Title 1A Parent Evaluation Mtg.
Covid produced barriers for participation
Curriculum oriented parent night did not occur due to Covid protocol.

Indicate needs related to strengths and weaknesses:

Need to find a way to bring parents into Title IA Parent Evaluation Mtg.
Need to continue to find ways to work through family engagement barriers due to Covid protocols

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 22:1
School counselor, school outreach workers shared with other elementary
A positive climate with a variety of student rewards,
A secure, clean building
Hyperlinks attached into our quarterly newsletter around reading, writing and word work strategies.

Weaknesses:

Aging building
Inconsistent communication at the building and district level
Absence of building and district committees meeting infrequently--advisory, safety, etc.

Indicate needs related to strengths and weaknesses:

Priority will be given to highest facility needs and district budget
We need Wednesday after school meetings
We need regular communication from central office
We need committees that are represented by each grade level and core group - district and building

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

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

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

Prioritized needs

1	
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We need to ensure instructional consistency with language and the components of our Comprehensive Literacy Model process across grades with a focus on Jan Richardson's lesson plan pages, word study, guided reading/writing and running records.

We need to utilize the Educational Specialist as a ½ time Title 1 teacher and ½ time Literacy Coach as in previous years.

We need to incorporate at minimum monthly professional development meetings for classroom teachers, optimal would be bi-weekly with each grade level.

We need to develop common math assessments to identify strengths and weaknesses of students.

We need to utilize Edulastic math as a beginning, middle and end

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	Marie Huffles	
2	Teacher	Elizabeth Wagner	
3	Principal	Daniel Armstrong	
4	Teacher	Jennifer Smith	

Plan Development Meeting Dates			
	Meeting Date		
1	04/08/2022		

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title II.A	Dave MacLean	Director of Teaching & Learn
2	Title II.A	Dave MacLean	Director of Teaching & Learn
3	Title IV.A	Dave MacLean	Director of Teaching & Learn

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 checked="" type="checkbox"/> English Language Arts	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"/>	
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 checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

☐ Class size reduction

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 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 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

Literacy

Teachers will build literacy instruction capacity through coaching and professional development

Teachers will implement the new curriculum and utilize Jan Richardson guided reading/writing lesson plans, word study, and running records

Teachers will utilize Freckle math for beginning, middle and end of year data and for writing intervention team student plans

Teachers will regularly implement Number Talks

Teachers will refer students to the intervention team if students are working below basic

Students will be assessed for Missouri Learning Standards knowledge through screenings, teacher observations, and local assessments

Students whose assessment scores and teacher observations meet criterion qualifications, will receive targeted literacy instruction in Tier 1 or Tier 2. Students in Title 1 literacy groups will be routinely assessed to determine whether they should continue interventions, move to Tier 1, or be referred to Tier 3 testing.

Students determined to be struggling and who do not meet criterion for Tier 2 will be offered before and/or after school tutoring.

Math

Teachers will provide relevant math resources for classroom instruction that will meet current Missouri Learning Standards and provide teachers with effective math instructional strategies.

Teachers will be provided professional development on implementation of math resources.

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

Teachers will administer local common math assessments and utilize Freckle for Beginning, Middle and End of year assessing and these will be analyzed during professional development.

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 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 literacy coach will be utilized in professional development to analyze data, observe student work and make recommendations for instructional improvement. The intervention team will provide guidance on intervention strategies in both math and literacy

- ☒ 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

Students will be assessed for Missouri Learning Standards 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 and quality math instruction
 Students working below basic and at-risk of failure or struggling in class will be referred by either a teacher or parent to the Intervention Team. This will happen after the 2nd, 3rd and 4th 6 weeks grading period.
 Students whose assessment scores and teacher observations meet qualifications, will receive targeted supplemental reading instruction in Title 1 reading.
 Students in Title 1 reading will be routinely assessed to determine whether they should continue interventions, move to Tier 1, or be referred to Tier 3 testing.
 Students in math will be routinely assessed to determine whether they should receive or continue interventions
 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

The Education Specialist will provide embedded professional development on literacy instruction at least two times a month.
 The Title I teachers will provide yearly, 1 hour dyslexia training to regular & special education teachers.
 Math professional development will provide teachers with effective strategies and implementation of resources.
 The Education Specialist will provide literacy data analysis once a month
 The Education Specialist will provide Writing Prompt data analysis to identifying strengths and weaknesses to help improve instruction
 The Education Specialist will provide Reading Benchmark data analysis identifying strengths and weaknesses to help improve instruction
 Math Benchmark data analysis identifying strengths and weaknesses to help improve instruction

Virtual professional development will be accessed for all teachers. Targeted choices will be provided.

☒ **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 mentor opportunities will be structured based upon Covid protocols.
 Move up day opportunities will be structured based upon Covid protocols.
 Vertical teacher teaming opportunities will be structured based upon Covid protocols.

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.

Save Comments

School Level Plan Home

Print

Cancel Print Mode

District/LEA Comments

DESE Comments

Email: joann.mcgowan@dese.mo.gov

Current User: dmaclean

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