

OUE Title I Building Plan 2023-24

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

School Parent and Family Engagement Policy

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.A 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.

If Co-vid restrictions still apply in 2022-2023, the meeting will be held via Zoom.

Describe how parents are involved in the planning, review and improvement of the Title 1.A program and if applicable Schoolwide program in the school.

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.

If Co-vid restrictions still apply in 2022-2023, the meeting will be held via Zoom.

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. 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.

If Co-vid restrictions still apply in 2022-2023, the meeting will be held via Zoom.

Describe plans to provide information about Title 1.A programs

An annual meeting is held during Open House to provide parents information about Title 1.A program including: What is a Title 1.A school? Who is eligible to participate in the Title 1.A program, Parent

involvement/shared responsibilities, Parents right to know, What you can do to help, and How Title 1.A funds are used. Regular updates on reading progress for reading intervention students are shared with parents. Fall and spring conferences are held yearly. Title 1.A information is shared on the district website. Title 1.A newsletters will include information about the Title 1 program and ways parents can support students. Information on the Title Program, games for math and reading and reading strategies will be provided to parents at the building Math and Reading Night.

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, Dyslexia screening, classroom assessments, and content assessments. Quarterly student progress reports are sent to parents; reading levels, performance on grade level expectations. Contact is made with parents through conferences, progress reports, and phone contact when applicable. Some classroom teachers provide updated curricular information on private classroom Facebook pages, DOJO, Remind, newsletters, and Google classroom for additional parent contact.

Shared Responsibility For High Students Achievement

Describe ways in which all parents will be responsible for supporting their children's learning.

Make sure they are in school every day possible
Check that homework is completed.
Monitor the amount of screen time.
Volunteer in my child's classroom/ school when possible.
Be aware of my child's extracurricular time and activities.
Stay informed about my 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.

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 to discuss student progress.
- Discuss the compact as it relates to the child's achievement
- Examine the child's achievement at the end of each quarter of attendance.

Provide parent with frequent reports on their child's progress as follows;

- Quarterly academic information and suggestions on how parents/guardians can provide support. Progress reports are sent home by the school and Title 1 teachers.

Be accessible to parents through:

- Phone calls, person to person meetings, or emails.
- Scheduled consultation before, during or after school.
- Scheduled school observations.

Provide parents opportunities to volunteer and participate in their child's class, and observe classroom activities as follows (contingent upon COVID guidelines)

- 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.

Building Capacity for Involvement

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, upcoming classroom events and ways to improve the achievement of their children. Title 1.A teachers send home quarterly newsletters. Students are given books for their home libraries to improve reading achievement. Links to websites for academic games and activities are included in Google classrooms and school website.

Describe plans to provide material and training.

Title 1.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 schools' website.

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). Principal's work individually providing support and guidance on parent involvement and communication.

Building Intervention Team meets to discuss and provide interventions to students that are falling below the grade level expectation. Parents are informed about district interventions and plans for success.

Describe plans to educate school personnel regarding working with parents.

Faculty meetings will have a designated time for providing teachers with information on working with parents. The building Team Representative meetings held monthly with team leaders from each grade level discuss ways to disseminate information to parents.

Describe plans to coordinate and integrate.

The building will have a curriculum night where school partners with parents to provide information on math and reading. Title sent home summer reading books along with parent information for reading with their child, ways to praise children, and how to monitor online sites. District open house will provide parents with information on Title 1 program.

Odessa Upper Elementary

Comprehensive Needs Assessment (School Level)

Need Assessment School Profile

Summarize the analysis of data regarding student demographics:

Strengths

Attendance rate was 94% schoolwide. This is up from 93% for 2022-23 school year.

Attendance for Reduced lunch students 95%.

Weaknesses

We do not feel there is a weakness in demographics. We had a decrease of Out of School suspensions from 45 to 16 Out of School Suspensions. We do not feel ethnicity, socioeconomic status or LEP are weaknesses, but rather a snapshot of who we are.

Attendance for Free Lunch students is 91%, English Language Learners is 89% and students on an IEP is 92% is lower than the school average.

Indicate needs related to strengths and weaknesses;

The In School Suspension (Recovery Room) position will be made into a certified position for the 23-24 school year.

How to increase attendance for Free Lunch students IEP students and ELL students.

Attendance prizes are given each month for students with perfect attendance.

Individual classrooms provide incentives to students for attendance.

Student Achievement

Strengths

- Third Grade Dyslexia scores indicated that 46% of students screened at the beginning of the year that were considered at-risk by their classroom teacher. This score is down from 52% for the 21-22 school year.
- Third grade students with Advanced and Proficient scores on the Fountas and Pinnell Benchmark Assessment increased from 61% at the beginning of the year to 73% for the middle of the year. Fifth grade increased from 71% to 76% in the same area.
- Title students increased in Advanced/ Proficient levels in all three grades.

- All grade level Advanced/Proficient scores using the Fountas and Pinnell Benchmark Assessment were increased from 21-22 school year using the computer based Freckle.
- The district provided LETRS training for three teachers in the district.

Weaknesses

- ELL scores for Advanced/Proficient were 12%.
- MAP scores in 3rd grade ELA were 25.6 Below Basic and Math MAP scores in 5th grade Math were 38.2
- The largest grouping for all MAP scores was Basic in both reading and math. How to get students from Basic to Proficient.
- How to have better correlation between students reading at Advanced/ Proficient level and scoring Advanced/Proficient on the MAP test.

Indicate needs related to strengths and weaknesses:

- We went back to using the Fountas and Pinnell Benchmark Reading Assessment for all students. This increased reading level scores and gave a better picture of student ability in the area of reading.
- The district is looking for a new Reading program, however, a decision has not been made due to the state not giving districts a list of approved programs.
- Comprehension and critical thinking skills still prove to be a weakness.
- The district will provide more teachers with LETRS training to help with reading instruction.

Curriculum and Instruction

Summarize the analysis of data regarding curriculum and instruction:

Strengths

Teacher produced curriculum based on Missouri Learning Standards common to all teachers in a grade level. Written curriculum is the taught curriculum. Analysis of data from common assessments drives curricular modifications. Two Title 1 reading teachers provide interventions across the grade levels. Ongoing purchase of new materials based on learner needs in reading and writing common assessments based upon Fountas & Pinnell Benchmark Assessment System, Science of Reading, and LETRS program for Phonological Awareness. Chromebooks are available for each student to utilize. Chromebooks are also available for students if the need for virtual learning becomes necessary. A building Intervention team provides strategies for students not performing at the grade level standards. The district added a Math Interventionist to address students not meeting expectations. The addition of Math Intervention has provided the district with more small group instruction and data for intervention.

Weaknesses

Lack of an consistent streamline reading program and assessment. While the curriculum in each grade level accurately addresses the MLS, there is a variance in instructional methods and materials between grade levels. The district is looking for a new Reading program, however, a decision has not been made due to the state not giving districts a list of approved programs.

Indicate needs related to strengths and weaknesses:

A need for a consistent literacy program.

Summarize the analysis of data regarding high quality professional staff:

Strengths

Odessa Upper 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

No instructional/literacy coach. Consistency needs to occur in literacy instruction across the three grade levels. Special education teacher training in content areas.

Indicate needs related to strengths and weaknesses:

Needs for common reading program across grade levels. Monthly half days will be used for data analysis and curriculum adjustments.

Family and Community Engagement

Strengths

Parents at Odessa Upper Elementary will be offered multiple opportunities to be involved in the life of the school. Parent - Teacher Organization (PTO) Nights will be sponsored by the school and the PTO of Odessa Upper Elementary. These nights will be centered around students, curriculum, and developing a partnership with families. Parents will be encouraged to attend many other events in the life of the school- including carnivals, book fairs, field trips, after school club events (Theater Troupe, Spinners Performances) Reading and Math Night. Parental feedback on Title I, school, and parent policies will be solicited for evaluation purposes. Additionally, parents will be encouraged to be service volunteers. While parent involvement as mentioned above will always occur, the format or context will be dependent upon Covid guidelines.

Weaknesses

While there are high turnouts for, field trips, grade level curriculum nights, parent/teacher conferences and book fairs, there is generally markedly low turnout for Title I and curriculum workshops.

Indicate needs related to strengths and weaknesses:

Turnout rate for Title 1 meetings will be addressed through online Zoom and access to information will be available online. Title 1 informational video will be placed on school website for parental access.

School Context and Organization

Strengths

Class Size: Due to Title II. A Class Size Reduction limits of 22 students per class, third grade remains 21 or lower. Reduced 5th grade class size Management and Governance: school counselor, school outreach worker shared with other elementary School Climate: a variety of positive student rewards, secure building, clean and attractive building.

Average class size (April 3, 2023): 3rd grade 19, 4th grade 19, 5th grade 20.

The District updated the school mission and vision statements.

Weaknesses

Adoption of a new Reading Curriculum. This process has been halted due to lack of an approved list by DESE.

Provide Professional Development time to analyze student data to more efficiently provide student interventions.

Indicate needs related to strengths and weaknesses:

Continued class size reduction in 5th and 3rd grade.

Needs Assessment: Identifying Priorities

Create or adopt a consistent 3-5 reading instruction and curriculum that builds upon each grade level but shares structure.

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 performance gaps focusing specifically on special education students and Title reading students.

