

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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1070 MCCLUER NORTH HIGH

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	Aneisha Shanklin	
2	Teacher	Tim Ryan	
3	Principal	Frank Williams	
4	Teacher	Amy Hancock	
5	Teacher	Ashley Kilcullen	
6	Teacher	Joseph Harter	
7	Teacher	Jennifer Bell	
8	Other School Leaders	Donald Frazier	
Plan Development Meeting Dates			
1	Meeting Date		
		04/16/2021	

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	Joycelyn Pugh-Walker	Director, Federal Programs
2	Title III EL	Joycelyn Pugh-Walker	Director, Federal Programs
3	Title IV.A	Joycelyn Pugh-Walker	Director, Federal Programs
4	State and Local Funds	Laura Modrusic	CFO
5	Perkins Basic Grant - Secondary	Raghib Muhammad	CTE Coordinator
6	Head Start	Shantana Herd	Director of Early Ed
7	McKinney-Vento	Yolanda Rodgers-Garvin	Students-In-Transition and F

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 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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/>
3	<input checked="" type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" 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 checked="" 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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" 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

**Pre-ACT assessment for 10th graders to determine next steps for college and career planning and triangulation of academic targets.

We are excited about the opportunity to provide the AVID program to our students. This program will allow us to capture numerous students who are currently seen in "average" and who not getting supports that are typically dedicated to students in other academic groups.

The power of AVID Secondary is the ability to impact students in the AVID Elective class and all students throughout the campus. AVID Secondary can have an effect on the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students. Teachers can take what they've learned at AVID training back to any classroom to help all students, not just those in AVID, to become more college- and career-ready.

A supplemental ELA teacher and tutors will be used to provide small group pull out instruction for our most at-risk.

A home/school coordinator with a focus on attendance will support 2 way communication and increased attendance.

Supplemental Communication Arts and Math instructional materials and instruction (Tutoring)

*AVID will provide instruction in organization, career guidance, and ELA/Math content strategies for teachers and students.

*Read 180 and System 44 reading intervention programs will support increased fluency and comprehension

*Behavior Intervention Specialist to provide SEL supports for students exhibiting behaviors that affect their learning.

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

Description of how strategy/strategies will strengthen

All students need to learn how to learn. Note-taking, studying, and organizing assignments are all skills that must be taught and practiced to perfect, but are not explicitly taught in schools. With guided, scaffolded support from AVID, educators can teach students how to master these and other academic behaviors that will help them succeed in school and life.

Supplemental teacher and tutors will strengthen the core program by filling instructional gaps.

Supplemental technology and literacy texts will provide students access to a variety of 21st Century knowledge and resources.

*Behavioral Intervention Specialist will strengthen student and family connections to instruction seeking a root cause for behaviors

- 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

Galileo Bench mark data indicates a Percent change of 1.3% in 10th grade ELA; Percent change of 11.7% in Biology; Qualitative survey data also reflects that teachers believe that the AVID program (elective, online resources, and schoolwide initiatives) make it easier for them to provide an extra layer of academic support for students. However, survey results also indicate that the AVID team could do more professional development on what AVID instructional strategies are and how to incorporate them into their classroom.

Survey data reflects that 63% of teachers who responded to the AVID survey found the AVID schoolwide initiative beneficial for their Advisory students.

60% of all teachers at McCluer North indicated that they do not know enough about AVID instructional strategies at the moment.

53% teachers at McCluer North who responded to the survey either strongly agree or agrees that if AVID is implemented with fidelity over a period of time student outcome data will be impacted.

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

AVID programming, supplemental teachers and tutors to support academics, and providing teachers the needed content and instructional strategies professional development will assist us in addressing the needs of the most at risk students.

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

Use of Behavioral Intervention Specialist (social worker) will work with small groups of targeted students to determine root causes of attendance and behavioral concerns. Offer strategies for the student and family.

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

AVID Elective course and college visits

Just Schools PD will engage cohorts of staff in safe authentic conversations, reflections, and interactive activities. The goal is to provide all students a high quality education, free from bias and assure that every student performs a high levels as measured by growth on the student screeners, benchmark assessments, suspension rates and state assessments.

- 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

Coaching training for leaders who oversee or evaluate math, ELA, science or have leadership roles at MN.

Professional development activities that address the prioritized needs

Describe activities

We use our current IB Design Team, as well as other interested teachers, to identify teachers for AVID training.

Connection to our current Candidacy Phase to become an IB school:

International Baccalaureate (IB), by definition, provides educational standards and practices for philosophy, organization, and curriculum that can create and sustain authentic global learning communities.

Like AVID, the IB curriculum is inquiry-based and aims to produce students who are college- and career-ready. Both AVID and IB implementations are directed toward generating a culture shift to college readiness for every student. Many districts nationwide have implemented both programs simultaneously in order to maximize the effect of each.

Connection to our Project Lead the Way Program:

Project Lead the Way (PLTW) is an organization that promotes engineering, technology, and biomedical science courses for elementary, middle, and high schools.

AVID's instructional practices and pedagogy complement the STEM content of PLTW's programs. Additionally, AVID can enhance the PLTW classroom experience by helping teachers become more engaged, providing strategies to manage the classroom environment, and solidifying relationships with students.

Content, feedback, and instructional strategies professional development.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Ongoing professional development

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)

- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.



District/LEA Comments

DESE Comments

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