McQuerry Elementary Title 1 Building Improvement Action Plan, Review, and Policy

2023-2024

Table of Contents

The following report is incomplete due to no meeting with staff representatives. However the survey was sent out in April and 27 staff members provided feedback. Under each category there is feedback for strengths and concerns provided by those who took the survey. The results are also in an Excel sheet that provides where each item scored on a 4 point scale. It is unfortunate that this information is not complete or utilized as a tool to drive building needs and wants.

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

Policy Involvement

- 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.

The school involves parents in an organized, ongoing, and timely way:

- 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 yearly.

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.

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
  - 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.

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.
- Curricular information is available on the website.

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent-Student Agreement

- 📄 **Master McQuerry School Agreement.docx**

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.

- 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 consultations before, during, or after school
  - Scheduled school observations
- Provide parents opportunities to volunteer and participate in their child's 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

Provides materials and training to help parents work with their children to improve achievement Section 1116(e)(2)

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.

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 and in newsletters.
- 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).

MCQUERRY ELEMENTARY COMPREHENSIVE NEEDS ASSESSMENT

Student Demographics

Attendance Rate

2017-2018 McQuerry	2018-2019 McQuerry	2019-2020 McQuerry	2020-2021 McQuerry	2021-2022 McQuerry
● K - 93% ● 1st - 94% ● 2nd - 94%	● K - 95% ● 1st - 95% ● 2nd - 96%	● K-94% ● 1st-95% ● 2nd-95% ● IEP-92% ● F/R-94%	● Overall - 94.34% ● K - 93.82% ● 1st - 95.4% ● 2nd - 94.03% ● IEP- 91.42% ● F/R - Not available due to USDA funding of all school meals for all students	● Overall - 93.15% ● K - 92.61% ● 1st - 92.88% ● 2nd - 93.98% ● IEP - 90.09% ● F/R - Not available due to USDA funding of all school meals for all students
2022-2023 McQuerry ● Overall-91.1% ● K-91.1% ● 1st-90.81% ● 2nd-91.1% ● IEP-87.27% ● F/R-89.51% ● ELL-89.94%				

Summarize the analysis of data regarding student demographics
- **Strengths**
  - Attendance is 91.1% for the total population, this is a 2% drop from last yea . IEP attendance is 87.27%, this is a 2.82% drop from last year.
  - IEP attendance is 87.27% to total population attendance of 91.1%
  - Discipline - ___ total suspensions of ___ students with less than ____% of population with ___expulsions this is ____ fewer than last year.
- **Weaknesses**
  - Our attendance has decreased slightly from the year before.
  - Our sped attendance has decreased slightly from the year before
- **Indicate needs related to strengths and weaknesses:**
  - No meeting was held to discuss this

Student Literacy Achievement

Benchmark Book Reading Assessment

Kndg.	1st	2nd
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) 2022-2023: 36% proficiency (end-year)	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) 2022-2023: 47% proficiency (end-year)	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) 2022-2023: 59% proficiency (end-year)
Subgroup F/R Kndg.	**Subgroup F/R 1st Grade**	**Subgroup F/R 2nd Grade**
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 2022-2023: 30% proficiency (end-year)	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 2022-2023:41% proficiency (end year)	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 2022-2023: 54% proficiency (end-year)

Subgroup Special Education (any student on an IEP) K-2	LEP (English Language Learners)	

Data Not Collected	**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 O/34 (advanced) writing score 25 (proficient)	

Data Not Collected	**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)	

Data Not Collected	**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)

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 score 21 (basic)
	    ■ ELL - 14/H

2022-2023
● Kindergarten
● 1st Grade 17 IEP's/2 proficient 12%
● 2nd Grade 27 IEP's/ 9 proficient - 33%
	2022-2023 - 6 Students (EOY Data)
	● Kindergarten
	  ○ S1 reading level 12/G (advanced), writing score 29 (proficient)
	    ■ ELL12/G
	  ○ S2 reading level 4 (below basic), writing score 31 (proficient)
	    ■ ELL 4/A
	● 1st Grade
	  ○ No students identified
	● 2nd Grade
	  ○ S1 reading level 20/K (below basic), writing score 28 (proficient)
	    ■ ELL - 24/L
	  ○ S2 reading level 30 (proficient), writing score 19 (basic)
	    ■ ELL - 34/O
	  ○ S3 reading level 4/C (below basic), writing score 12 (below basic)ELL - 8 (below basic)
	    ■ student is being retained

Summarize the analysis of data regarding student reading
- **Strengths**
  - The 1st grade cohort had a kndg. 2021-2022: 45% proficiency (end-year) compared to 2022-2023: 47% proficiency (end of year). This is a slight increase.
  - The 2nd grade cohort had a 1st grade 2021-2022: 48% proficiency (end-year) compared to 2022-2023: 59% proficiency (end year). This is a significant increase due to in seat the entire year and after school tutoring.
  - In 2nd grade 52% of students made over a year's gain.
  - In 1st grade 52% of students made over a year's gain.
  - In Kndg. 50 students made over a year's gain in reading, while 125 students were proficient or advanced in Letter Identification, indicating a strong reading foundation.

Kndg. 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
2022-2023 • 50 students made a year's gain or more in reading	2022-2023 • 70 students made a year's gain or more in reading	2022-2023 • 83 students made a year's gain or more in reading

- **Weaknesses** -The team never met this year.
- **Indicate needs related to strengths and weaknesses:** The team never met this year.

Survey Results

Survey Reflections on Literacy Strengths
- Teachers are working hard to ensure that students get help or intervention, if needed.
- Instructional Time: Daniel has done a great job of setting up blocks of time for reading and writing instruction and provided resources/materials.
- Based on criteria, kids who are in need of extra support get it and all teachers have a 15-20 minute time for interventions.
- Organization: None
- Assessment: Our assessment system and data is well established and monitored by Title 1 teachers. The measures in place are tied to MLS and are of good quality and soundness. These assessments are completed 3x a year based on state recommendations. Our data is coordinated by Beth and she has a good handle on it.
- Instructional Processes and Materials: Our Jan Richardson (guided literacy, word work, Title 1 RISE) are highly evidenced based materials with research data to back them up as well as Lucy Calkins' writing workshop books and Words Their Way are equally evidence based writing and spelling/grammar curriculum that tie to the MLS. These core items address the MLS and 5 pillars of learning. Using these items systemically with our written curriculum and with the range of connected learning objectives necessary to meet the needs of our learners.
  - Our teachers do a great job of using shared reading and reading alouds.
  - Title 1 does a great job of targeting students in need and works diligently to help them gain literacy strategies and skills.
  - For those teachers who utilize the intervention team and the process there is good conversation and growth for those students, even if it feels like a long process. It has been wonderful to have the Sped. director also support this process!

- Differentiated Instruction/Grouping: Based on classroom size teacher's work very hard at keeping groups in a manageable size and adjust them for reading as needed (usually every 4-6 weeks. Most teachers work very hard at meeting with the struggling learners daily. I believe all our special teachers - Title 1, sped work with classroom teachers to meet students needs.
- Goals, Obj., and Priorities: We have a written school wide literacy plan w/goals and objectives that were based on teacher feedback, observation, and achievement data. These priorities were written to meet the needs of literacy instruction/learning.

Survey Reflections on Literacy Concerns
- I feel that we need a more intense phonics program. I really like Words Their Way but we need something more explicit to add to what we already use.
- We need to step up our game with spelling and phonics, what we have is not working. We need actual resources that do not include finding everything off teachers, pay teachers, and other items we find on our own. There is no consistency amongst each other.
- There was a lot of PD training and opportunities, but it did not always apply to what certain teachers or staff were needing or asking for. Sometimes, teachers just needed time to catch up on work or collaborate with their grade level. Paras or subs may need to know how to work smart boards or tv and computer screens, or how to work with individual students with specific needs or communicate with their teachers to better help staff and students.
- Instructional Time: Admin. and Title 1 teachers work hard to protect instructional time but it is difficult when they are continually pulled for subbing. It would be nice to have a building leadership team that met 3-4 times a year verses it being an in name only thing. We do not have grade level teams or times that meet on a regular basis to analyze literacy performance and plan professional learning or better instructional tools. We also do not have vertical team meeting for this and our data is not shared with teachers in a meeting.
- Assessment: We have not looked at the assessments as a building in 3 years for administration, scoring or data interpretation - it really negates the value of what we can learn from them and how to use them as tools for planning better instruction. We use to do this and it was helpful, but now we are driven by CO making decisions and not using teachers as the experts. We have also not been given MAP data in several years to help us see what we can be doing to support this assessment. Basically we don't have in house ongoing PD that is driven by what is best for our students and teachers, we are just told what we need to do. It is definitely a Top - Down do what you are told to do.
- Instructional Processes/Materials: Due to other training we have had some processes and materials thrown to the side thus we do not and will not have a high level of consistency and precision needed from teacher to teacher and grade level to grade level. For those teachers who do not utilize the IT process we are hurting students and teachers the next year. We are overloading 2nd grade teachers immensely with referrals. This is not a building put in place by McQ this is the law and it is required for RTI. It is sad that we do not put kids first (not to mention cover our own butts) to help students. When we can pinpoint needs for students in their learning and put it into focus then we are going to do a better job of identifying students with special needs.
- Professional Development: We need inhouse PD based on our own student needs and data. We need time to analyze the data, instructional materials, and have true learning conversations around this. We have jumped on some bandwagon's and it will catch up with our students potential. Our PD have been completely driven by what our CO thinks we need verses what our principals, literacy leaders and teachers want. Why would we not use our most valuable and knowledgeable assets in making these decisions. True leadership is working with your team not dictating what they will do. So sad. We have negated our literacy plan which is tied to our Title 1 federal plan, and so technically we aren't striving to do what teachers believe is best for our building we are doing what we are told. Big difference in being a leader with leadership skills compared to being a leader in control.
- Professional development needs to be appropriate for each individual subject matter. We have often been told that we were having professional development days, but they were just days to do "busy work" with no real agenda. Teachers do need days where they can get caught up with all the paperwork that goes along with the documentation of each student and the above plans that are in place. There is not enough time in the day to do this, lesson plan, and everything else expected.

- There seems to be a disconnect around what program is being implemented as some use one program and others are using another which makes it difficult for those of us trying to improve students areas of weakness when not sure how things are being taught.

Student Math Achievement - The team never met this year

2022-2023 Kndg.	2022-2023 1st Grade	2022-2023 2nd Grade

Math Benchmark Assessment

Summarize the analysis of data regarding student math
- **Strengths**
- **Weaknesses**

- **Indicate needs related to strengths and weaknesses:**

Survey Results

Survey Reflections on Math Strengths
- I love that Mr. King is in our building this year! My kids love when he comes in to teach us a new lesson! He is great!
- Teachers are trying to implement the current math program and teach with lots of resources and hands on.
- The addition of a math interventionist has been well received. There is a set amount of time for math.
- The addition of Mr. King to our staff and have a truly dedicated math person had been wonderful. I really enjoyed Mr. King's PD Thursdays. Assessment for Math is easy for me to complete, use and see student progress.
- We finally have a math instructor.

Survey Reflections on Math Concerns
- I hate the math curriculum. It is boring to students, very repetitive and doesn't teach any mental math. Students should have facts memorized.
- The current program has lessons that are difficult for students to make connections, and can be confusing or above their level of understanding. Where it can be hard to master the material.
- How is it ok for the interventionist to kick a student out due to a lack of focus - isn't this why the student is probably needing support?
- Where is the math data? How can IT use it when working with identifying needs when we don't see data?
- There is no PD or team meeting around math.
- Math sometimes plays a second fiddle but I always put it as VERY Much a first.
- Sped is pulled for sped things on pd days so we are not sure what/how things are taught right now for math.
- Now we need some common math assessments to analyze what is working or not

Student Content Achievement - The team never met this year

Content Benchmark Assessment

Summarize the analysis of data regarding student content
- **Strengths**

- **Weaknesses**

- **Indicate needs related to strengths and weaknesses**

Survey Results

Survey Reflections on Content Strengths
- Teachers do a good job of teaching this with what resources and materials they have worked on getting themselves.
- Specifically liked the PD videos
-

Survey Reflections on Content Concerns
- This is an area that I think we truly lack in everything. Unless it is tied to literacy I'm not even sure how much it is taught.
- We use to be able to look at MAP scores and the Terra Nova to help us drive content. Now it is based off of the MLS.
- I am not so sure about technology and measurement at this level for content areas? That is why I gave that a 0. We spend time on these objectives, if formal recording is on a report card then I guess that is more of a 3 but I do not see this as an area that need alot of formal reporting.

Curriculum and Instruction-The team never met this year

Summarize the analysis of data regarding curriculum and instruction

Strengths
- **Overall**

- **Literacy**

- **Math**

- **Content**

Weaknesses
- **Overall**

- **Literacy**

- **Math**

- **Content**

Indicate needs related to strengths and weaknesses
- **Overall**

- **Literacy**

- **Math**

- **Content**

High Quality Professional Staff - The team never met this year

Summarize the analysis of data regarding High Quality Professional Staff
- **Strengths**

- **Weaknesses**

- **Indicate needs related to strengths and weaknesses**

Family and Community Engagement - The team never met this year

Summarize the analysis of data regarding curriculum and instruction
- **Strengths**

- **Weaknesses**

- **Indicate needs related to strengths and weaknesses:**

School Building, Context, and Organization - The team never met this year
Summarize the analysis of data regarding school building, context, and organization
- **Strengths**

- **Weakness**

- **Indicate needs related to strengths and weaknesses:**

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES - The team never met this year

Summarize the analysis of data regarding needs assessment by identifying priorities STRATEGIES TO ADDRESS SCHOOL NEEDS

Strategies to be used: The team never me this year

Literacy

Math

Content

How strategies will strengthen the weaknesses

- **Literacy**

- **Math**

- **Content**

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards
- The team never met this year

Professional development activities that address the prioritized needs
- The team never met this year

Recruiting and retaining effective teachers, particularly in high need subjects
- The team never met this year

Assisting preschool children in the transition from early childhood education programs to local elementary school programs
- The team never met this year

Discussion Notes - The team never met this year

Building

Literacy

Math

Content