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2019-2020 Schoolwide Title I: Improvement/Accountability Plan

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): ☐ LEA ■ School or Charter	**Name of LEA: Kansas City Public Schools** **Name of School or Charter: ACCPA Elementary**	**Check if appropriate** ☐ Comprehensive School ***Requires a Regional School Improvement Team ■ Targeted School ☐ At-Risk ☐ Other
Date: 8-29-2019		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
One plan may meet the needs of a number of different programs. Please check all that apply. ■ Title I.A School Improvement ☐ Title I.C Education of Migratory Children ☐ Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk ☐ Title II.A Language Instruction for English Learners and Immigrant Children ☐ Title IV 21st Century Schools ☐ Title V Flexibility and Accountability ☐ Individuals with Disability Education Act ☐ Rehabilitation Act of 1973 ☐ Carl D. Perkins Career and Technical Education Act ☐ Workforce Innovation and Opportunities Act ☐ Head Start Act ☐ McKinney Vento Homeless Assistance Act ☐ Adult Education and Family Literacy Act ☐ MSIP ☐ Other State and Local Requirements/Needs _____		

What staff/stakeholders have been involved in the needs assessment and development of this plan?	Claire Thornton-Poke	Principal
	Stacey Ragsdale-Moore	Assistant Principal
	Brooke Thompson	Teacher
	Charles Golson	Teacher
	Sandra Dayse-Whitfield	Teacher
	Trena Tresvant	Teacher
	Ericka Mabion	Teacher
	Marquis Hall	Teacher
	Oneida Hurse	Teacher
	Shirley Wilcoxon	Counselor
	Shirley Scott	Parent Liaison
	Carol Schafer	Resource Teacher
	Phyllis Ragsdale	Parent Representative
	Candace Jones	Parent Representative
	Andrew Larson	Title 1 Supervisor/Coordinator
What are the key issues identified from the needs assessment?	1. Greater focus on and implementation of instructional improvement strategies, methods, topics and consistent professional collaboration 2. Greater use of data to drive instructional design and approaches, including frequent and consistent monitoring of student progress 3. Instructional Interventionists should focus on below basic bubble students and IEP students	
What are the prioritized needs for the LEA or building based on a root cause analysis?	1.Need to improve the growth and achievement rate of students with IEPs, receiving services from the Resource Teacher 2.Need to improve the growth and achievement rate of students in the Exceptional Education classrooms who will be taking the MAP Test 3.Need to improve the growth and achievement rate of bubble students at the below basic level approaching the basic level.	

The Goals and the Plan
(Choose no more than 3 goals to focus on with your improvement plan)

Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:

Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1 – TIP GOAL

The teachers at ACCPA School, in grades K through 8, as well as the Resource Teacher working classroom teachers with students who have IEPs, will meet in Professional Learning Communities (PLCs), each Wednesday, and the upper grade Exceptional Education Teacher will meet with "push in" Teachers bi-weekly on Friday, to review current data, create upcoming formative assessments, plan instruction and exchange ideas, as evidenced and measured by completion of the PLC Report Form, coupled with attachments of assessment information, resulting in a 10% increase of student scores in ELA, Math and Science on the MAP Test and a 10% or better growth ratio reflected on I-Ready test scores.

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)

AC Prep's resource students (students having IEPs), as a sub group in 2017/2018, did not meet the index threshold (219.7), thus rendering the school as targeted.

In 2018/2019, AC Prep had three Autistic classrooms added to the student body. Of those students who participated in MAP testing, none met the index threshold (219.7), again rendering the school as targeted.

Teacher collaboration and professional learning communities are frequently mentioned in articles and reports on school improvement. A small but growing body of evidence suggests a positive relationship between teacher collaboration and student achievement.

In 2006, RAND researcher Cassandra Guarino and associates analyzed federal Schools and Staffing surveys. They found lower turnover rates among beginning teachers in schools with induction and mentoring programs that emphasized collegial support.

Research suggests that collaboration with colleagues around student instruction is an essential part of every teacher's job and results in rising student achievement. These are the findings Carrie R. Leana, a professor of organizations and management at the University of Pittsburgh, written about in the fall of 2011 issue of the Stanford Social Innovation Review.

Strategies for Improvement
- Set weekly times for teachers to collaborate by grade level (horizontal)   - Administration will meet with grade levels bi-weekly during PLCs   - The Resource Teacher will meet with grade level teachers of the students receiving resource services each week.   - The upper grade Exceptional Education Teacher will meet with those teachers who are including Exceptional Education students in their classrooms, on a bi-weekly basis   - Set time within the early part of the first quarter and the beginning of the fourth quarter for teachers to collaborate vertically, by one grade level above and below current instructional/teaching level
Funding Source(s):

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days **1.Horizontal PLC** **2.PST Implementation**	September 11. 2019 September 4, 2019	Claire Poke, Principal Claire Poke, Principal, Shirley Wilcoxon, Counselor and Carol Schafer, Resource Teacher	PLC Reporting Form in Google Docs for ACCPA	ongoing
60 Days **1.Vertical PLC** **2.Weekly creation of Formative Assessments** **3.Exceptional Ed. PLC**	October 3, 2019 and also beginning on October 4, 2019	Claire Poke, Principal Claire Poke, Principal – Stacy Moore, AP	Conference Room, notebooks PLC Reports, I-Ready Data, Formative Charts in Google	Twice in a school year. Second one will be March 6, 2020 **April 12, 2020**
90 Days 1. PLC Reviews 2. 3.	Week of November 18, 2019	Claire Poke, Principal and Stacey Moore Assistant Principal	PLC Reports, Lesson Plan Notebooks	ongoing
Long Range **1.Survey of PLC Efficacy** 2. 3.	May 20, 2020	Claire Poke, Principal and Stacey Moore Assistant Principal	Survey Monkey	May 20, 2020

Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:				
Leadership	Collaborative Climate and Culture	**Effective Teaching and Learning**	**Data-Based Decision Making**	Alignment of Standards and Curriculum

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2

The teachers at ACCPA School, in grades K through 8 and the Resource Teacher will create a minimum of 8 formative assessments for Communication Arts and Mathematics and 3 formative assessments for Science during the 2019-2020 School Year, resulting in 10% improvement in student achievement in these core content areas, as evidenced in data reflected in I-Ready and the MAP test.

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)

AC Prep's resource students (students having IEPs), as a sub group in 2017/2018, did not meet the index threshold (219.7), thus rendering the school as targeted.

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Strategies for Improvement

The ACCPA Data Teams in grades 3 – 8, will analyze the performance data for their grade level for this school year and compare it to the I-Ready scores for their students, after I-Ready Diagnostic Testing has been completed. Teachers along with the Resource Teacher and the Exceptional Education Teacher, will examine results and look for trends in all performance data. Academic Interventionists will be acquired to work with bubble students on the cusp of below basic to basic, IEP pull out students and bubble students on the cusp of proficient to advanced.

Research: Marzano's, "Nine Instructional Strategies for Effective Teaching and Learning" (1. identifying similarities and differences, 2. summarizing and notetaking, 3. reinforcing effort and providing recognition, 4. homework and practice, 5. nonlinguistic representations, 6. cooperative learning, 7. setting objectives and providing feedback, 8. generate and testing hypothesis, 9. questions, cues and advance organizers)

Marzano's, "Classroom Assessment and Grading That Work," provides an in-depth exploration of what he calls "one of the most powerful weapons in a teacher's arsenal." **An effective standards-based, formative assessment program can help to dramatically enhance student achievement throughout the K–12 system.**

A Scholastic article states, "**Formative assessments** are the educational equivalent of **a** medical checkup. Just as **a** doctor assesses your health status and makes recommendations to improve your well-being, teachers **use assessments** to detect students' strengths and weaknesses so they **can** help **them** improve and direct **their** learning."

Funding Source(s):

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. **Teachers will examine and disaggregate data from the 2019 MAP scores and from the I-Ready Diagnostic Test**	September 2019	Claire Poke, Principal and Stacy Moore, AP	MAP test results for ACCPA I-Ready Test results	<u>September, 2019</u>
2. **Teachers will organize classrooms to provide for whole group, small group & individual differentiated instruction in ELA and Math**	September 16, 2019	Claire Poke, Principal and Stacy Moore, AP	Marzano's Nine Instructional Strategies for Effective Teaching and Learning, MO Learning Standards	ongoing
3. **Classroom Teachers and the Resource Teacher will create weekly formative assessments in ELA, Science and Math (middle school Soc.Stu.)**	September 16, 2019	Claire Poke, Principal and Stacy Moore, AP	Marzano's Effective Use of Performance Objectives for Learning and Assessment, MO Learning Standards, I-Ready data	April 12, 2020
60 Days 1. **Academic or Instructional Interventionists will work with identified scholars with IEPs and with bubble students from below basic to basic and proficient to advanced**	October 21, 2019	Claire Poke, Principal and Stacy Moore, AP	MAP Test data, I-Ready data, Formative Assessment data	<u>April 12, 2020</u>

2. **3.**				
90 Days 1. **Academic Interventionists will work with identified IEP students and bubble proficient students in middle school in the area of Math**	January 2020 (pending funding)	Claire Poke, Principal and Stacy Moore, AP	I-Ready data, Formative Assessment data	April 12, 2020
2. **Administration will conduct Data Consults with classroom teachers and the Resource Teacher** 3.	Week of November 18, 2019 and week of March 25, 2020	Claire Poke, Principal and Stacy Moore, AP	I-Ready data, and Formative Assessment data	Twice in the school year, completed by the end of the weeks indicated
Long Range 1. **All classroom teachers will meet weekly to monitor formative and other bench mark assessments** 2. 3.	September 16, 2019	Claire Poke, Principal and Stacy Moore, AP	I-Ready and Formative Assessment data, Summative Assessment data	ongoing

Goal #3 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:				
Leadership	Collaborative Climate and Culture	**Effective Teaching and Learning**	Data-Based Decision Making	Alignment of Standards and Curriculum

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3

ACCPA will improve the student attendance ratio by 5 percentage points by April 2020, as measured by attendance data entered in the Tyler System.

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)

Attendance Rates for ACCPA:
SY 2015 = 83.9%
SY 2016 = 90.1%
SY 2017 = 88.7%
SY 2018 = 89.2%
SY 2019 = 91.3%
SY 2020 = goal is 96.1%

Per the National Forum on Education Statistics, Attendance Task Force:

"A missed school day is a lost opportunity for students to learn. As a result, education agencies are asked with increasing frequency to report attendance data in a standard manner to allow comparisons across organizations and jurisdictions. The primary rational for high\-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces event the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career.

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Strategies for Improvement

ACCPA will have quarterly attendance parties, a traveling attendance trophy, classroom attendance charts, Attendance Committee, parent communication

Funding Source(s):

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. **Attendance Chart placed outside of each classroom**	September 16, 2019	Claire Poke, Principal, Juston Brewster, instructional para	Paper, markers, laminator	ongoing
2. **Attendance Committee meets weekly**	September, 2019	Claire Poke, Principal	Attendance Notebook, Tyler Information re: attendance	Ongoing
3. **A robo call will be sent to absent students**	September, 2019	Shirley Scott	Tyler attendance, and district attendance reports	ongoing
60 Days 1. **Quarterly Attendance Party** 2. 3.	October 16, 2019	Shirley Scott, Juston Brewster, Rosalind Jordan	Student Activity fund	End of each quarter including last week in May
90 Days 1. **Attendance incentives adjustments are made** 2. 3.	November 18, 2019	Claire Poke, Principal, Shirley Scott, Parent Liaison	Running records	May 20, 2020
Long Range 1. **Teacher attendance data will be consistently monitored** 2.	August 2019	Pauline Williams	The Tyler System	ongoing

3.				

Budget Allocation Summary				
Goal # (1-3)	Expenditure or Action to be Funded	Date	Estimated Cost	Funding Source(s)
#2	4 (four) Part time certified Instructional Interventionists	10/2019 or 01/2020	$10,000	**Title 1 Discretionary Balance**
	Half time Math Interventionist	08/2019	$ 40,195	**Title 1 Allocation**
	Half time Reading Interventionist	08/2019	$ 40,195	**Title 1 Allocation**
	Parent Paraprofessional	08/2019	$ 44,410	**Title 1 Allocation**
	Instructional Paraprofessional	08/2019	$ 47,921	**Title 1 Allocation**
	General supplies	08/2019	$ 2,582	**Title 1 Discretionary Balance**

Assurance Standards:

- Participate in a Regional School Improvement Team (RSIT) comprised of at least the following; DESE area supervisor or other DESE staff, RPDC or service center director, superintendent and other building staff as appropriate
- Require the lead principal to participate in the Missouri Leadership Development System (MLDS)
- Conduct a needs assessment and root cause analysis/develop an improvement plan (your area supervisor will provide additional guidance)
- Conduct an audit of the district's curriculum to determine alignment (horizontal and vertical) as well as alignment to the Missouri Learning Standards
- Participate in an Educator Equity Lab
- Conduct a Climate/Culture/Safety Review
- Participate in professional development for migrant students, English learners and special education students
- Participate in classroom observations and walk-throughs
- Review and update the improvement plan on a regular basis
- Attend state and regional school improvement meetings
- Identify a district or charter level contact
- Provide year end reporting on school improvement activities in identified buildings

_____   **_____**
Superintendent   **Date**

_____   **_____**
State Supervisor, School Improvement   **Date**

_____   **_____**
Federal Programs Supervisor/School Improvement Staff   **Date**