

# Schoolwide Title I Annual Action Plan

Set **Goals**, Strengthen **Practices**, Align **Resources**, Motivate **Commitment**

School	<b>East High School</b>	
District	KANSAS CITY PUBLIC SCHOOLS	
Plan Year(s)	<b>2019-20 SY</b>	
Principal / Lead Person	Luis Hinojosa	
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## School Improvement Planning Team

Name	Stakeholder Group*	Signature
Luis Hinojosa	Principal	
Ben Richardson	Vice Principal	
Sheila Dannar	Vice Principal	
Cleora Taylor	Vice Principal	
Bryan VanOsdale	Vice Principal	
Andrew Larson	Federal Programs	
Shana Rainey	Instructional Coach	
Andrew Killen	Teacher	
Katherine Perna	Teacher	
Yessica Mora	Parent	
Jessica Jones	Parent (SAC Chair)	
Dea Davis	KCPS Budget Manager	

\* Indicate Stakeholder Group to which each planning team member belongs. Stakeholders marked with + are required.

Principal <sup>+</sup>	Vice Principal	Assistant Superintendent(s)
Teacher(s)/Certified Staff <sup>+</sup>	Other Administrator(s)	Superintendent
Parents <sup>+</sup> (at least 2)	Business/Finance Dept. staff	Board member(s)
Support staff <sup>+</sup>	Business/Community Member(s)	
Title 1 Supervisor/Coordinator <sup>+</sup>		

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# 1 Highlights of our Annual Action Plan

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## 1a ABOUT OUR SCHOOL

East High School is made up of over 1100 students, making it the largest high school in the District. Over 40 languages are spoken. There are 513 African and African American students, 396 Hispanic students, 85 Asian students, 81 Caucasian students, 11 students of Native American and Pacific Island descent. There are 591 students of ELL status and 108 students with IEPs.

## 1b PLANNING AND STAKEHOLDER ENGAGEMENT PROCESS

We have 2 groups that reviewed this process. Our building leadership team, comprised of teachers and counselors, along with administrators, and our other group is our Parent Advisory Committee. Since we were given the opportunity to have a formal school evaluation, we had an outside agency provide a detailed audit of our building. We used the audit, as well as the information provided by the teams, to develop our plan.

## 1c OVERVIEW OF CURRENT STATE: ACCOMPLISHMENTS AND CHALLENGES

Accomplishments: Culture of staff and students has improved. We have more targeted instruction toward State standards. We have been awarded a SIG grant and are allowed to continue this for next year.

Challenges: Increasing rigor and student engagement. The SIG grant is challenging within itself due to the number of initiatives that were embedded prior to my arrival.

## 1d OUR PRIORITIES FOR THE NEW SCHOOL YEAR

1. Increasing instructional rigor and student engagement in the classrooms.
2. Creating a safe, focused, and positive student culture by consistently implementing BIST and providing social and emotional learning supports and opportunities.
3. Developing a career pathways program for all students.

## 1e PAYING ATTENTION TO OUR INTENTION: MONITORING, ADJUSTING AND COMMUNICATING PROGRESS

We have created a document that details milestones, with owners and due dates, for every initiative in our school for next year. This document will allow us to meet together regularly for progress monitoring.

## 2 Where are we now?

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### 2a SUMMARY: CURRENT STATE OF STUDENT LEARNING & ACHIEVEMENT

#### 2017 EOC MPI Scores:

Biology- 301  
Am Govt- 320  
Alg I- 325  
Alg II- 321  
Eng II- 287

#### 2018 EOC MPI Score Goals:

Biology- 325  
Am Govt- 375  
Alg I- 340  
Alg II- 340  
Eng II- 325

#### 2018 EOC MPI Scores:

Biology –  
Am Govt- 338  
Alg I- 223  
Alg II- 180  
Eng II- 245

#### 2019 EOC MPI Scores:

Biology –  
Am Govt-  
Alg I-  
Alg II-  
Eng II-

#### 2020 EOC MPI Goals:

Biology –  
Am Govt-  
Alg I-  
Alg II-  
Eng II-

The focus on rigor and student engagement is intended to increase academic achievement. A modified block schedule was implemented during the 2019-20 school year to support project based learning in every classroom.

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### 2b SUMMARY: CURRENT STATE OF THE INSTRUCTIONAL CORE

East HS retained 81% of staff from 2018-19 to 2019-20. Each month, EOC core classes create a goal for students to track progress toward mastery of the respective standards. Results are reported to building leadership, who then report to the State during monthly meetings.

Based on our formative assessments, in most EOC tested courses, approximately 60% of students are performing near an average range. In some cases, as many as 80%.

Our focus on aligning our instruction to state standards has allowed us to gear our instruction with more precision and allowing us to be more rigorous.

## 2c. SUMMARY: CURRENT STATE OF EDUCATIONAL STRATEGIES & PROGRAMS

Since we were awarded the SIG grant, we have been able to provide PD and follow up training on a wide variety of techniques and strategies:

### All staff are trained on PBL

Teachers received internal PD on TLAC, as well as, go to external trainings.

Teachers have been trained on the Workshop Model

We have implemented a career pathway program for all 9<sup>th</sup> through 12<sup>th</sup> grade students.

Teachers were trained in BIST strategies and follow-up training continues for improved classroom management and to help build relationships with students.

## 3 Where do we want to go next?

### 3a. STRATEGIC GOALS & MEASURES OF STUDENT SUCCESS

GOAL #1	SUCCESS IN THE EARLY YEARS	<input type="checkbox"/> if a focus this planning year
Measure 1a	Increased percentage of Kindergartners who have pre-kindergarten experiences.	<input type="radio"/>
Measure 1b	Increased percentage of students from each student subgroup meeting or exceeding standards in English Language Arts and Mathematics at the end of Grade 3.	<input type="radio"/>
Measure 1c	Increased percentage of students who demonstrate persistence and confidence in social, emotional, and problem solving skills.	<input type="radio"/>
GOAL #2	WHOLE CHILD: SAFE, CHALLENGED AND SUPPORTED	<input type="checkbox"/> if a focus this planning year
Measure 2a	Increased percentage of students who feel that their school offers a safe environment for learning, and who have a sense of belonging and personally meaningful friendships.	<input type="radio"/>
Measure 2b	Increased percentage of students who receive effective social and emotional behavior interventions and continuous access to an advocate/mentor/ counselor.	<input type="radio"/>
Measure 2c	Increased percentage of students participating in athletics or other extra-curricular/co-curricular activities	<input type="radio"/>
GOAL #3	CONTINUOUS GROWTH TOWARD MASTERY OF ALL ACADEMIC SUBJECTS	<input type="checkbox"/> if a focus this planning year
Measure 3a	Increased percentage of students meeting proficiency standards on local, state, and national examinations.	<input type="radio"/>
Measure 3b	Increased percentage of identified students who move up or out of tiered academic support (e.g., English Language Learners (ELL); Problem-solving Team (PST); Individualized Education Program (IEP)).	<input type="radio"/>
Measure 3c	Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.	<input type="radio"/>
GOAL #4	21 <sup>st</sup> CENTURY CRITICAL THINKERS AND PROBLEM-SOLVERS	<input checked="" type="checkbox"/> if a focus this planning year
Measure 4a	Increased percentage of students who can solve real-world, interdisciplinary problems.	<input type="radio"/>

Measure 4b	Increased percentage of students who can use appropriate digital tools and resources to plan and conduct research, manage projects, solve problems, and make informed decisions.	<input type="radio"/>
Measure 4c	Increased percentage of students meeting standards on performance-based assessments (e.g., Career/Technical Education, CTE; industry licensing or certification; Armed Services Vocational Aptitude Battery, ASVAB; apprenticeships)	<input type="radio"/>

<b>GOAL #5</b>	<b>READINESS FOR COLLEGE, CAREER AND LIFE</b>	<input type="checkbox"/>
Measure 5a	Increased percentage of students with school attendance of at least 90%.	<input type="radio"/>
Measure 5b	Increased percentage of students who complete courses, activities, and experiences based on college and career plan.	<input type="radio"/>
Measure 5c	Increased 4-year high school graduation rates and decreased 4-year high school dropout rates.	<input type="radio"/>

**3b.** OUR VISION, OUR MISSION, OUR CORE VALUES

East High School Mission: East High School will work collaboratively with all stakeholders to create a culture of respect and lifelong learning, encouraging students to be goal-oriented and to advocate for themselves, their families, and their communities.

East High School Vision: East Students graduate with ability to think critically and write effectively.

Core Values: Integrity, Leadership, Confidence, Determination, Respect

**3c.** ANNUAL STUDENT ACHIEVEMENT TARGETS

#	School Focus <i>(40 characters max.)</i>	Annual Improvement Target <i>(250 characters max.)</i>	Alignment with District Strategic Plan	
			Which Goal? (1-5)	Which Measure (1a-5c)
A	Creating a safe, focused, and positive student culture by consistently implementing BIST and providing social and emotional learning supports and opportunities.	By May 2020, we will have a reduction of office referrals by 10% compared to the 2018-19SY. By May 2020, our ADA will improve by 10% compared to the 2018-19SY.	2	2b
B	Increasing instructional rigor and student engagement in the classrooms.	By May 2020, we will have an increase of 10% in percentage of students scoring proficient or advanced in EOC tests in each subject with a minimum MPI score of 300.	3	3a
C	Developing a career pathways program for all students.	By May 2020, 100% of our sophomores and juniors will complete courses, activities and have experiences based on their college and career plans.	5	5b

# 4 How are we going to get there?

## Professional Practices for Instructional Effectiveness

The Professional Practices for Instructional Effectiveness are focused on defining the teaching practices, leadership practices, and organizational practices most essential for responsive instruction across our district. The practices outline the expectations for all KCPS staff and the standards by which we will be held accountable. The practices are organized around the Four Pillars.

### **Pillar A** Personalized, Rigorous, Culturally Responsive Teaching & Learning

#### TEACHING PRACTICES

**T1:** Teachers guide students to direct their own learning and to work with other students on culturally and socially relevant research projects and assignments.

**T2:** Teachers utilize a variety of high engagement strategies, real-life and authentic learning opportunities, and motivational approaches to raise expectations for all students, regardless of current level of performance.

#### LEADERSHIP PRACTICES

**L1:** Principal/Leadership encourages teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations and provides culturally relevant ongoing professional development.

**L2:** Principal communicates high expectations by prioritizing mastery of instruction for all student subgroups, and leading ongoing teacher, team and school-wide dialogue about student work products.

#### ORGANIZATIONAL PRACTICES

**O1:** School staff communicates a consistent message of high expectations, high support, and instructional approaches from a wide range of historical, cultural, and linguistic perspectives.

**O2:** District/School leadership ensures that standards-aligned, culturally relevant curricular are implemented and supported with curriculum guides, professional development, and a balanced assessment system.

### **Pillar B** Safe Climate and Strong Relationships with Families & Community

**T3:** Teachers implement a caring environment that fosters high expectations, responsibility, independence, and social and emotional competencies.

**T4:** Teachers routinely communicate with families about each student's progress relative to academic and behavioral expectations, and seek their involvement as equal partners.

**L3:** Principal supports educators, students, families and the community to sustain high achievement in a positive, safe school environment.

**L4:** Principal provides information to parents/caregivers regarding how to foster learn at home, give appropriate assistance, support homework and academic resilience, and engage in two-way home-school communication.

**O3:** District builds systems to link educators, students, parents, caregivers, and community to the schools, and to foster a safe caring environment.

**O4:** District enables parents to participate as partners in developing school policies and practices and in analyzing student and school performance data.

### **Pillar C** Caring and Effective Teacher in Every Classroom, and Effective Leader In Every School

**T5:** Teachers engage in ongoing reflection of their own professional growth, and assess their instructional effectiveness relative to student learning.

**T6:** Teachers demonstrate continuous learning through classroom application of relevant strategies learned through professional development and ongoing collaboration.

**L5:** Principal uses multiple strategies to provide timely feedback about classroom practices and student learning (e.g., lesson study, collaborative analysis of student work, classroom observations, and team planning).

**L6:** Principal/Instructional Leadership Team implement differentiated professional development, focused on continuous improvement of student learning and professional practice.

**O5:** District Leadership creates work environments that support teachers and principals in what they need to focus on: quality instruction and well-run schools.

**O6:** Administrative Team clearly communicates the district's vision, mission, teacher-quality, and performance data and seek community input for continuous improvement.

### **Pillar D** Data-Informed, Effective, and Efficient Systems

**T7:** Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.

**T8:** Teachers utilize an effective system to maintain accurate data records and artifacts on student- and instructor-tracked completion of assignments, academic assessments, and assigned discipline.

**L7:** Leadership Team uses student work and data to recommend instructional strategies and interventions for all students, and disseminates periodic progress reports to all stakeholders.

**L8:** Principal/Leadership Team works collaboratively with teachers to use a well-defined system to gather and analyze data about student growth and professional practices.

**O7:** District leadership implements a user-friendly system to provide information for monitoring and adjusting professional practice and to guide professional development.

**O8:** Central Office partners with all schools to provide professional development to all educators regarding analysis and interpretation of a variety of data about student learning and professional practices.



**4a. The Big Picture: Practices, Strategies, PD & Collaboration**

<p>A. Creating a safe, focused, and positive student culture by consistently implementing BIST and providing social and emotional learning supports and opportunities.</p>	<p>By May 2020, we will have a reduction of office referrals by 10% compared to 2018-19SY. By May 2020, our ADA will improve by 10% compared to the 2019SY.</p>
<p>B. Increasing instructional rigor and student engagement in the classrooms.</p>	<p>By May 2020, we will have an increase of 10% in percentage of students scoring proficient or advanced in EOC tests in each subject with a minimum MPI score 300.</p>
<p>C. Developing a career pathways program for all students.</p>	<p>By May 2020, 100% of our sophomores and juniors will complete courses, activities and have experiences based on their college and career plans.</p>

<p><b>PROFESSIONAL PRACTICES</b></p>	<p><b>EDUCATIONAL STRATEGIES</b></p>	<p><b>PD &amp; COLLABORATION THEMES</b></p>	<p><b>INDICATORS OF SUCCESS</b></p>
<p>A. T1- Teacher guide students to direct their own learning and to work with other students on culturally and socially relevant research projects and assignments.</p> <p>T3- Teacher implement a caring environment that fosters high expectations, responsibility, independence, and social and emotional competencies.</p> <p>L1- Principal/Leadership encourages teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations and provides culturally relevant ongoing PD.</p>	<p>A. BIST Advisory- Character building programs Mentoring TLAC SIOP</p>	<p>A. Language to Reduce Resistance Topic</p> <p>Culturally Responsive Teaching</p> <p>Trauma Informed Instruction</p>	<p>A. Reduced referrals</p> <p>Improved attendance</p> <p>Positive student survey results</p>

<p>B.</p> <p>T2- Teachers utilize a variety of high engagement strategies, real life and authentic learning opportunities and motivational approach to raise expectations for all students regardless of current level of performance.</p> <p>L3- Principal supports educators, students, families and the community to sustain high achievement in a positive, safe school environment.</p> <p>C.</p> <p>T2- Teachers utilize a variety of high engagement strategies, real life and authentic learning opportunities and motivational approach to raise expectations for all students regardless of current level of performance.</p>	<p>B.</p> <p>PBL Workshop Model SIOP TLAC ACT Tutoring</p> <p>C.</p> <p>PBL Advisory curriculum aligned to career choice Career mentors Pathway events</p>	<p>B.</p> <p>Student Centered Learning</p> <p>Increasing rigor and expectations</p> <p>Aligning instruction with state standards</p> <p>C.</p> <p>PBL</p> <p>Teacher partnerships with colleges and industries</p> <p>Pathway PLC</p>	<p>B.</p> <p>EOC Goals met</p> <p>Improvement of formative assessment scores</p> <p>Average ACT score increases</p> <p>C.</p> <p>Student assigned with pathways of choice</p> <p>Completion of pathway requirements including attendance and GPA.</p>
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## 4b. Assessment Calendar

	Grade Level	Content/Subject	Type of Assessment	Start Date	End Date
<b>July</b>					
<b>August</b>	9-12	All Subjects	Q1 Pre Achievement Series		
	9-12	WIDA	ESL		
<b>September</b>					
<b>October</b>	9-12	All Subjects	Q1 Post and Q2 Pre Achievement Series		
	9-11	All Subjects	PreACT		
<b>November</b>					
<b>December</b>	9-12	EOC Subjects	End of Course		
	9-12	All Subjects	Q2 Post and Q3 Pre Achievement Series		
<b>January</b>	9-12	ESL	ACCESS		
	12	All Subjects	ACT		
<b>February</b>	9-12	ESL	ACCESS		
<b>March</b>	9-12	All subjects	Q3 Post and Q4 Pre Achievement Series		
	9-12	All subjects	Mock EOC		
<b>April</b>	12	ALL Subjects	ASVAB		
	9-12	EOC Subjects	EOC		
		All Subjects	ACT		
<b>May</b>	11				
	9-12	All Subjects	Q4 Post Achievement Series		
<b>June</b>	9-12	EOC Subjects	EOC		

#### 4c. Budget Allocation Summary

Student Target	Practice	Strategy or PD Theme	Expenditure or Action to be Funded	Date(s)	Estimated Cost	Funding Source(s)	+\$\$#
ABC	T1, T3, O5		Supplies		125,388		
ABC	T3, T5		Employee Travel/Training		20,000		
B	T1, T2		Computer Software (leased)		5,878		
B	T2, T4, O1		Academic Intervention		10,000		
C	T1, T2, O3		Field Trip Transportation		10,000		
ABC	T3, T5, T6, T7, L1, L2, L3, O2		Staff Food (training over 3 hours)		2,000		
C	T1, T4, L3, O6		Job Share (VISTA)		10,000		
ABC	T2, T3, L2, O5		Curriculum Related Materials		100,000		
B	T1, T2, L2		Small Equipment		5,000		
B	T4, L3, O3		Parent Involvement Supplies		1,000		
B	T4, L3, O3		Parent Involvement Food		1,000		
			Tutoring Transportation		15,000		
			After School Tutors		15,000		
			Supplemental Textbooks				
			Other Purchased Services (CIS=87,000; CY=105,000)		192,000		
			Project Based Learning Contract		68,000		
			Grad Lab Coach		90,627		
			Home School Coordinator x 2		135,000		
			VP of Learning Communities		115,832		
			Teacher Leader –Is this IC?		75,000		

# check box if expenditure applies only if funding is available

**4d. Milestones of Progress**

Student Target	Practice	Strategy or PD Theme	Task to be completed	Due Date	Lead Person
			Math (FTE to reduce student teacher ratio in math)		

## **5 How do we ensure disciplined implementation?**

**5a. Roadmap for Disciplined Implementation**

**5b. CPR Card™**

**5c. Vital Signs Scorecard**

**5d. PD & Collaboration Calendar**

**5e. Cycles of Inquiry**