

## School Improvement/Accountability Plan/Schoolwide Title I Plan 2019-2020 SY

Focus of Plan (check the appropriate box):

LEA

• School or Charter

Kansas City Public Schools

Name of School or Charter: Faxon

Address: 1320 E. 32<sup>nd</sup> Terrace KC, MO 64109

Principal/Lead Person: K. Snipes

School Website:

Plan Year(s): 2019-2020

as of 9-28-19

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 21<sup>st</sup> 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?**

Name	Stakeholder Group*
K Snipes	Principal
Y Smith	Instructional Coach/VP Intern
D Talley-Hopkins	Special Education Teacher
M Mahaffey	Teacher 2nd
C Overesch	Teacher 1st
C Shields	Interventionist
R Burnside	Teacher 3rd
S Warsfold	Teacher 5th
A Holtman	Teacher 2nd
C Hubbard	Parent Liaison/ LINC
Keyairra Mahan	Parent/LINC
Andrew Larson	Title One Supervisor
T Saddler	Parent

\*Indicate Stakeholder Group to which each planning team member belongs. Stakeholders in bold font are required.

**Principal**

**Teacher(s)/Certified Staff**

**Parents (at least 2)**

**Support Staff**

**Title 1 Supervisor/Coordinator**

Vice Principal

Assistant Superintendent(s)

Superintendent

Board Member(s)

Other District Staff

**What are the key issues identified from the needs assessment?**

1.) ELA Proficient/Advanced % of current 4<sup>th</sup>-6<sup>th</sup> grade students at Faxon is 16.7%. This falls below the 2019 percentage of 17.8 for 3<sup>rd</sup>-6<sup>th</sup> grade students.

Math Proficient/Advanced % of current 4<sup>th</sup>-6<sup>th</sup> grade students at Faxon is 11.4%. This falls below the 2019 percentage of 17.7 for 3<sup>rd</sup>-6<sup>th</sup> grade students.

2.) ELA MPI scores for the current 4<sup>th</sup>-6<sup>th</sup> grade students at Faxon is 240. This falls below the 2019 MPI score of 254.8 for 3<sup>rd</sup>-6<sup>th</sup> grade students.

Math MPI scores for the current 4<sup>th</sup>-6<sup>th</sup> grade students at Faxon is 204. This falls below the 2019 MPI score of 210.2 for 3<sup>rd</sup>-6<sup>th</sup> grade students.

3.) On the 2018 ESSA Identification Report, the SPED subgroup Index Score is below the Index Identification Threshold of 219.7

**What are the prioritized needs for the LEA or building based on a root cause analysis?**

1.) Increase the MPI scores in ELA and Math through the effective use of the PLC data cycle and Tier 1 and Tier 2 Instruction.

2.) Increase the percent of Proficient and advanced students in ELA and Math through the effective implementation of the PLC data Cycle and Tier 1 and Tier 2 Instruction.

3.) Increase the SPED subgroup Index score above the Index Identification Threshold through co-teaching and the effective implementation of the PLC data cycle.

## The Goals and the Plan

(Choose no more than 3 goals to focus on with your improvement plan)

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

Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	<b>Data-Based Decision Making</b>	Alignment of Standards and Curriculum
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**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1**

The percentage of students scoring proficient or advanced on MAP 2020 will increase by 5% in both ELA and Math through the use of an effective PLC data Cycle.

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

**MAP Data (3-6)**

	2017		2018		2019	
	Pro/Adv %	MPI	Pro/Adv %	MPI	Pro/Adv %	MPI
ELA	32.6	265.9	14.1	231.5	17.8	254.8
MATH	15.2	225	12	198	17.7	210.2

**Current Students at Faxon (4-6)**

	2020	
	Pro/Adv %	MPI
ELA	16.7	240
MATH	11.4	204

**Alignment to KCPS Strategic Plan - Goals and Measures of Student Success** (p. 14 KCPS Strategic Plan):

**Continuous Growth Toward Mastery of All Academic Subjects**

Increased percentage of students meeting proficiency standards on local, state and national examinations

**Alignment to KCPS Strategic Plan - Professional Practices for Instructional Effectiveness** (p.15 KCPS Strategic Plan):

**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/instructor-tracked completion of assignments, academic assessments and assigned discipline.**

**Strategies for Improvement**

Each grade level will give a pre and post test assessing essential math standards as determined by the district curriculum

Using our biweekly PLC math cycle, 50% of students K-6 will score Basic or higher on the summative post-tests.

Before and after school tutoring

Use of AVID strategies to improve student learning

Utilizing a sub one day a week, meet with teachers about data and provide time for peer observations.

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p><b>1<sup>st</sup> semester</b>  <b>1. Identify 1<sup>st</sup> and 2<sup>nd</sup> quarter Essential math standards for each grade level</b>  <b>2. Implement the Team Teaching Assessing Cycle</b>  <b>3. Give common end of Unit assessment for each identified essential standard.</b>  <b>4. Identify students for tier 2 Support</b>  <b>5. Provide teachers with PD on Focused note taking as identified through AVID</b></p>	<p>August 2019</p>	<p>All Teachers                      Principal                      IC                      Member from CIPD</p>		<p>• _____</p>
<p><b>2<sup>nd</sup> semester</b></p>	<p>December 2019</p>	<p>All Teachers                      Principal</p>		

1. Identify 3rd and 4th quarter Essential math standards for each grade level 2. Implement the Team Teaching Assessing Cycle 3. Give common end of Unit assessment for each identified essential standard. 4. Identify students for tier 2 Support		IC Member from CIPD		<ul style="list-style-type: none"> <li>_____</li> </ul>
<b>Long Range</b> 1. Identify ELA Essential Standards 2. 3.				<ul style="list-style-type: none"> <li>_____</li> </ul>

Goal #2 - Circle the appropriate Area 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
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2</b>				
Using our biweekly PLC math cycle, 50% of IEP students 3-6 will score Basic or higher on the summative post-tests.				
<b>Rationale (name of the existing conditions/data points to support the selection of the objective/goal) and Alignment</b>				
IEP Subgroup				
<b>2019 MAP ELA</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>	
4th	0	0	1	
5th	0	2	6	
6th	0	2	1	
<b>2019 MAP MATH</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>	
4th	0	0	1	
5th	1	1	7	
6th	0	0	3	
<b>2019 BOY iReady ELA</b>	<b>Tier One</b>	<b>Tier Two</b>	<b>Tier Three</b>	

3 <sup>rd</sup>	0	4	2
4 <sup>th</sup>	0	0	1
5 <sup>th</sup>	0	1	7
6 <sup>th</sup>	0	0	3

2019 BOY iReady MATH	Tier One	Tier Two	Tier Three
3 <sup>rd</sup>	2	1	2
4 <sup>th</sup>	0	0	1
5 <sup>th</sup>	1	2	5
6 <sup>th</sup>	0	0	3

**Alignment to KCPS Strategic Plan - Goals and Measures of Student Success** (p. 14 KCPS Strategic Plan):

**Continuous Growth Toward Mastery of All Academic Subjects**

**b. 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]).**

**Alignment to KCPS Strategic Plan - Professional Practices for Instructional Effectiveness** (p.15 KCPS Strategic Plan):

**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/instructor-tracked completion of assignments, academic assessments and assigned discipline.**

**Strategies for Improvement**

**SPED Co-teaching in grades 3,5 and 6**

**Alignment of IEP goals with Missouri Learning Standards**

**Analyzing pre and post test data of our IEP subgroup students**

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
1st semester 1. Professional Development on Co-Teaching	August 2019	SPED Teacher Classrooms teachers		• _____

<p>2. Identify 1<sup>st</sup> and 2<sup>nd</sup> quarter Essential math standards for each grade level</p> <p>3. Implement the Team Teaching Assessing Cycle</p> <p>4. Give common end of Unit assessment for each identified essential standard.</p> <p>5. Identify students for tier 2 Support</p>		<p>Administrator IC SPED Department</p>		
<p>2nd semester</p> <p>1. Identify 3rd and 4th quarter Essential math standards for each grade level</p> <p>2. Implement the Team Teaching Assessing Cycle</p> <p>3. Give common end of Unit assessment for each identified essential standard.</p> <p>4. Identify students for tier 2 Support</p>				<ul style="list-style-type: none"> <li>_____</li> </ul>
<p>Long Range</p> <p>1. Identify ELA Essential Standards</p> <p>2.</p> <p>3.</p>				<ul style="list-style-type: none"> <li>_____</li> </ul>

Goal #3 - Circle the appropriate Area 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 number of student referrals will decrease by 30 % for the 2019-2020 school year as a result of utilizing the PST process for behavior interventions.				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal) and Alignment				

**Number of Referrals recorded in Tyler**

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
17-18	23	37	26	49	14	19	27	46	77	7
18-19	5	27	33	36	29	64	17	20	65	57
19-20										

**Alignment to KCPS Strategic Plan - Goals and Measures of Student Success (p. 14 KCPS Strategic Plan):**

**Whole Child: Safe, Challenged & Supported**

**b. Increased percentage of students who receive effective social and emotional behavior interventions and continuous access to an advocate/mentor/counselor**

**Alignment to KCPS Strategic Plan - Professional Practices for Instructional Effectiveness (p.15 KCPS Strategic Plan):**

**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.**

**Strategies for Improvement**

Identify and teach essential social behaviors  
 Create a Problem solving Team  
 Identify students needing Intensive support  
 Ensure proper Intervention Intensity

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
1st semester <b>1. Identify and teach essential social behaviors</b> <b>2. Provide preventions to proactively Support Student Success</b>	August 2019	Leadership Team Counselor Student Support Interventionist Teachers		• _____ _____



<p>3. Create a Problem solving Team</p> <p>4. Identify students needing Intensive Support</p> <p>5. Provide staff with PD on Trauma Informed Teaching</p> <p>6. Provide staff PD on Restorative Justice Practices</p>				
<p>2<sup>nd</sup> semester</p> <p>1.</p> <p>2.</p> <p>3.</p>				<ul style="list-style-type: none"> <li>• _____</li> <li>—</li> </ul>
<p>Long Range</p> <p>1.</p> <p>2.</p> <p>3.</p>				<ul style="list-style-type: none"> <li>• _____</li> <li>—</li> </ul>



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**Superintendent**

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**Date**

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**State Supervisor, School Improvement**

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**Date**

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**Federal Programs Supervisor/School Improvement Staff**

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**Date**