

Annual Action Plan

Set Goals, Strengthen Practices, Align Resources, Motivate Commitment

School	Foreign Language Academy	
District	KANSAS CITY PUBLIC SCHOOLS	
Plan Year(s)	2019-2020 SY	
Principal / Lead Person	Joell Ramsdell	
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School Improvement Planning Team

Name	Stakeholder Group*	Signature
Joell Ramsdell	Principal	
Debra Lainez	Vice Principal	
Luis Arres	Vice Principal	
Xi Wang	KDG	
Amalia Lainez	1st	
Anabel Vargas	2nd	
Erica Walton	3rd	
Michelle Hill	4th	
Kayla Barnes	5th	
Cameron Mount	MS	
Evonne Shelly	MS	
Ryan Robinson	MS	
Melissa Velazquez	PTO	
Tania Munoz	PTO	
Susan Eason	PTO	
	PTO	
	PTO	
Andrew Larson	Title I	
Dea Davis	Business and Finance	

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

Principal⁺
Teacher(s)/Certified Staff⁺
Parents⁺ (at least 2)
Support staff⁺
Title 1 Supervisor/Coordinator⁺

Vice Principal
Other Administrator(s)
Business/Finance Dept. staff
Business/Community Member(s)

Assistant Superintendent(s)
Superintendent
Board member(s)

Outline

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1 Highlights of our Annual Action Plan

1a ABOUT OUR SCHOOL – The Foreign Language Academy (FLA) is a Kindergarten – 8th grade signature school in the Kansas City Public School District, which has a theme of foreign language immersion. We are the region’s only International Baccalaureate (IB) Primary Years and Middle Years Programmes candidate school. During SY1819 FLA had an enrollment of 691 students that were taught the Missouri Learning Standards in Spanish or Mandarin Chinese. The demographics of the student body are as follows, 56% Hispanic, 31% African American, 10% Caucasian, and 3% Multi-racial. Of these students, nearly 38% are English Language Learners. Currently, for SY1920, our enrollment is 701 students, with the following demographic breakdown: 0.003% Asian, 28.7% African American, 54% Hispanic, 2.3% Multi-racial, 3.2% Pacific Islander, and 11.4% Caucasian.

1b PLANNING AND STAKEHOLDER ENGAGEMENT PROCESS – The planning process for the Annual Action Plan began with an in-house triangulation of data, which included the annual MAP assessment, NWEA, and Achievement Series data. Areas of strength, as well as growth opportunities, were identified. A draft version of the Annual Action Plan was then collaboratively written by administration and shared with the school leadership team. Feedback was provided by the school leadership team and subsequent changes were made. The revised plan was then presented to the Parent Teacher Organization, where again feedback was taken. This feedback was shared with the school leadership team and final decisions were made on any subsequent changes and/or edits to be made prior to the submission of the final draft.

1c OVERVIEW OF CURRENT STATE: ACCOMPLISHMENTS AND CHALLENGES – The Foreign Language Academy continues to celebrate multiple accomplishments including: becoming an authorized International Baccalaureate School offering the Primary Years Programme and an official candidate school for the Middle Years Programme (MYP), being a Leader in Me school, being the only Spanish and Mandarin immersion programs in the region, continuing to have annual attendance above 92% for the last five (6) years, and continuing to improve student learning. Areas of improvement include improving attendance for our youngest students, increasing our reading and math scores for our newly bilingual 3rd and 4th grade students in Reading and Math, improving middle school math performance, and continuing to improve our IB Units of Inquiry and the aligned assessments.

1d OUR PRIORITIES FOR THE NEW SCHOOL YEAR- The priorities for the Foreign Language Academy for SY1920 are as follows: 1) Increase the number of students scoring proficient or advanced, as assessed by the 2020 MAP Assessment – Math, by a minimum of 10% for each tested grade level; 2) Increase the number of students scoring proficient or advanced, as assessed by the 2020 MAP – Science, by a minimum of 7% for each tested grade level; and, 3) Increase the number of students scoring proficient or advanced, as assessed by the 2020 MAP Assessment – ELA, by a minimum of 7% for students in the 3rd and 4th grades.

1e PAYING ATTENTION TO OUR INTENTION: MONITORING, ADJUSTING AND COMMUNICATING PROGRESS
Data will be utilized to determine student proficiency and mastery levels. We will utilize formative and summative assessments, including Achievement Series and iReady assessments. Teachers will identify students in need of small group and individual interventions. Teachers will create 20-day plans, to include specific interventions and strategies along with aligned assignments and formative assessments. The formative assessment data from the small group and individual interventions will be collected weekly, with administration meeting with grade level teams bi-weekly to assist in progress monitoring the effectiveness of the intervention strategies. Teachers will provide students and families with weekly progress monitoring reports, which will provide weekly grade checks as well as formative assessment scores for students participating in small group and individual intervention groups.

2 Where are we now?

2a SUMMARY: CURRENT STATE OF STUDENT LEARNING & ACHIEVEMENT

The following chart details the current state of student learning and achievement, as it relates to the NWEA Measures of Academic Performance (MAP) Assessments as given during SY1718. As can be seen in the chart below, our 7th and 8th grade students scored on/above the national grade level average on all three NWEA assessments (ELA, Math, and Science). Additionally, our 2nd – 6th grade classes all outscored the District average on their respective NWEA assessments, with each grade level approaching their respective national grade level averages.

NWEA MAP 1718	ELA Bldg. Score/Nat'l On Grade Level Avg.	Dist. Avg.	Math Bldg. Score/Nat'l On Grade Level Avg.	Dist. Avg.	Science Bldg. Score/Nat'l On Grade Level Avg.	Dist. Avg.
Grade 8	223.8/219.1	213.8	233.9/229.1	217.5	214.8/212.3	199
Grade 7	220.2/216.9	210.2	225.9/226.1	214.4	213.1/209.5	202.7
Grade 6	210.2/214.2	205.3	210.8/222.1	209.9	206.1/207.1	201.7
Grade 5	205.9/209.8	200.7	210.7/217.2	205.1	201.7/203.7	198.3
Grade 4	197.2/203.6	192.7	198.4/208.7	196.4		
Grade 3	184.8/195.6	183.5	188.4/198.2	186.8		
Grade 2	176.9/184.2	175.4	186.2/186.4	181		

The next chart details our longitudinal performance and current state of student learning and achievement, as measured by the Missouri Assessment Program (MAP). With changing test exam formats and state curricula for SY17, as well as delays in receiving the SY18 data, trend data is difficult to compare and analyze for this assessment.

	SY17		SY18		SY19	
	Pro/Adv.	MPI	Pro/Adv.	MPI	Pro/Adv.	MPI
ELA	51.88%	327.0	48.27%	315.5		
MATH	36.81%	300.9	28.17%	330.6		
SC	31.63%	294.9	26.89%	299.2		

2b SUMMARY: CURRENT STATE OF THE INSTRUCTIONAL CORE

The Foreign Language Academy currently employs 50.7 staff to educate and provide instruction to our students. Instruction is provided through an immersion process in which students are taught the Missouri Learning Standards in a target language (Spanish or Chinese). Students in Kindergarten and 1st grade receive all core instruction in their selected target language. From the 2nd – 5th grades, students receive one (1) 90-minute block of English Language instruction in addition to their target-language language arts, math, science, and social studies core instruction. In Middle School (Grades 6-8), math is provided in English due to our students' participation in Algebra I and the End of Course exam.

At present, the Foreign Language Academy has the following staff:

Grade	Name
KDG	Luis Munoz
KDG	Limaira Coleman
KDG	Damaris Velez
KDG	Angie Rodriguez
KDG	Xi Wang
	1 Glendaliz Quinones
	1 Vilma Velazquez
	1 Amalia Lainez
	1 Rosa Alvarez Menendez
	1 Guirong Li
	2 Anabel Vargas
	2 Daysi Arres
	2 Luz Rivera
	2 Yingdi Leiker
	3 Claudia Molina
	3 Annette Morales
	3 Erica Walton
	3 Haydee Perez
	3 Ziqi Wang
	4 Michelle Hill
	4 Carly Gratton
	4 Ruth Aguilera
	4 Martha Contreras
	5 Nikki Stull
	5 Kayla Barnes
	5 Andrew Rexroat

MS Math	Daniel Sanchez
MS Math	Simone Petty
MS SS	Frances Bock
MS SS	Meghan LeRoux
MS ELA	Cameron Mount
MS ELA	Evonne Shelly
MS SC	Wanda Morales
MS SP	Rosalia Villegas
ELL	Mary Amoury
ELL	Ryan Robinson
Music	Joseph Cowan
Music/Band	Susan Martinez
Library	Paula Watts
iSpark	Anke Hirsekorn
iSpark	Lisa Hendrickson
Art	Natalie Wilbers
Art	Karen Haywood
PE	Trae Hunjak
PE	Karina Jones
Counselor	Christina Moore
Counselor	Tracy Graessle
Ex.Ed.	Jessica Moser
Ex.Ed.	Deb Ingersoll
Speech	Diane Ide
Secretary	Anongkana Haynes
Secretary	Helen Pujols
Para	Mary Reyes
Para	Nancy Estepan
Para	Krista Greenlee
Para	Iris Aquino

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

The Foreign Language Academy is an authorized International Baccalaureate Primary Years School and International Baccalaureate Middle Years Candidate School. The Foreign Language Academy was officially authorized in August 2019 to offer the Primary Years Programme, with teachers continuing their professional development and advancement of student learning in the areas of IB curriculum framework, IB assessment, IB inquiry based educational processes, IB transdisciplinary learning, IB content specific IB curricular framework, IB theories of learning, and more. As such, we have mapped and scaffolded the Missouri Learning standards to allow our PYP and MYP students to learn about and use knowledge, concepts, and skills from a variety of six specifically designed transdisciplinary themes of global significance, while the MYP students study a range of subjects often bringing together two or more established areas of expertise to building new interdisciplinary learning. The IB framework allows for a balanced approach that offers students access to a broad range of content than spans academic subjects and allows for rigorous, research-based conceptual learning that focuses on broad and powerful organizing ideas that have relevance within and across subject areas.

Additionally, the Foreign Language Academy utilizes both reader's, writer's, and math workshop models. These models provide students with a supportive environment that involves authentic learning experiences that are on-grade level (mini-lesson), as well as differentiated through the use of stations and centers to meet the individual needs of each student. Through this process, teachers are allowed to meet with small groups and individuals each day to provide interventions (RTI) and strategies to meet the student's needs. These are assessed through the use of formative assessments, running records, and 20-day Plans to monitor the effectiveness of the prescribed interventions. Additionally, teachers utilize a series of research-based instructional resources within their stations and centers, including differentiated iReady lessons and activities, NEWSELA (in English and Spanish), Imagine Español, Freckle Math, and others.

Lastly, we partner with several organizations to provide our students enrichment and tutoring. The Derrick Thomas Third and Long Foundation provides an annual grant of \$5000 to assist in providing after-school tutoring to our identified struggling readers in grades 4 and 5. The organization also sponsors multiple enrichment opportunities for these students through various field trips and excursions aligned to reading materials utilized in the after-school tutoring program.

3 Where do we want to go next?

3a. STRATEGIC GOALS & MEASURES OF STUDENT SUCCESS

		<input checked="" type="checkbox"/> if a focus this planning year
GOAL #1	SUCCESS IN THE EARLY YEARS	<input type="checkbox"/>
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"/>
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.	X (District-selected)
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"/>
Measure 3a	Increased percentage of students meeting proficiency standards on local, state, and national examinations.	X (District-selected)
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)).	X (Building-selected)
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	21st CENTURY CRITICAL THINKERS AND PROBLEM-SOLVERS	<input type="checkbox"/>
Measure 4a	Increased percentage of students who can solve real-world, interdisciplinary problems.	X (Building-selected)
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"/>
GOAL #5	READINESS FOR COLLEGE, CAREER AND LIFE	<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

OUR VISION: Bilingual students prepared for high school and beyond.

OUR MISSION: Foreign Language Academy empowers students to be independent, lifelong learners who take initiative to solve local and global problems. Our community creates a multilingual learning environment which emphasizes critical thinking, inquiry and leadership.

CORE VALUES: Academic excellence, bilingual leadership, and critical and compassionate thinkers.

3c. ANNUAL STUDENT ACHIEVEMENT TARGETS

#	School Focus (40 characters max.)	Annual Improvement Target (250 characters max.)	Alignment with District Strategic Plan	
			Which Goal? (1-5)	Which Measure (1a-5c)
A	Continuous Growth Toward Mastery: Mathematics and Science	By May 2020, increase the number of students scoring proficient or advanced, as assessed by the 2020 MAP Assessment – Math and the 2020 MAP Assessment - Science, by a minimum of 10% for each tested grade level and sub-group.	3	3a and 3b
B	Continuous Growth Toward Mastery: ELA/Reading	By May 2020, increase the number of 3 rd , 4 th , and 5 th grade students, as well as the respective sub-groups for these grades, scoring proficient or advanced by a minimum of 7%, as assessed by the 2020 MAP Assessment – ELA.	3	3a and 3b
C	21 st Century Critical Thinkers and Problem Solvers: Interdisciplinary, real world learning	By May 2020, all students in Kindergarten through the 5 th grade will increase their critical thinking and problem solving skills by 50%, as assessed by the successful application of increased rigor and DOK levels (3 and 4) in the end-of-unit assessments of the interdisciplinary and real-world Units of Inquiry for the International Baccalaureate Primary Year Programme.	4	4a

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

Enter School Focus here... A:
Continuous Growth Toward Mastery:
Mathematics and Science

Enter Annual Achievement Target here... **By May 2020, increase the number of students scoring proficient or advanced, as assessed by the 2020 MAP Assessment – Math and the 2020 MAP Assessment - Science, by a minimum of 10% for each tested grade level and sub-group.**

PROFESSIONAL PRACTICES	EDUCATIONAL STRATEGIES	PD & COLLABORATION THEMES	INDICATORS OF SUCCESS
<p>1. T2: Teachers and para-professionals 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.</p> <p>2. T7: Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.</p>	<p>1a. Cooperative Learning 1b. Math Workshop model 1c. Inquiry-based instruction 1d. Push-in and pull-out assistance with small groups.</p> <p>2a. Common plan time: Data teams and PLCs 2b. Aligned strategy intervention selection</p>	<p>1a. Kagan Strategies and Cooperative Learning Structures 1b. Math workshop model, mini lesson design, alignment of centers, small group intervention strategies, formative assessment development/data collection, student accountability 1c. Development and implementation of rigorous, authentic, and engaging International Baccalaureate units of inquiry, IB learning/teaching processes, and rigorous assessment practices (formative and summative)</p> <p>2a. Creation of formative assessments aligned to standards and within IB Units of Inquiry 2b. Unpacking of standards and resource alignment selection via provided resources</p>	<p>1a. – 1c. Lesson plans, lesson study/analysis, observation feedback (formal and informal), data collection and analysis (20-day plans), running records and small group intervention data, growth in student benchmark scores on end-of-unit assessments and standardized district assessments, and IB unit reflections</p> <p>2a. – 2b. Staff attendance rosters, bank of formative assessments aligned to essential learning standards, and improved student assessment scores.</p>

<p>3. L5: Principal uses multiple strategies to provide timely feedback about classroom practices and student learning.</p>	<p>3a. Peer observations/lesson study 3b. Video-taping (self-reflection) 3c. Targeted student intervention plans and monitoring</p>	<p>3a and 3b. TNTP Observation Tool training 3a and 3b. DESE/District Evaluation Tool and rubric training 3c. 20 day plan vertical team and grade level team meetings.</p>	<p>3a. – 3c. Staff attendance roster, feedback, improved instruction and feedback scores, increased alignment of standards and small group instruction to improve overall student performance, peer observation feedback, peer observation reflections</p>
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4a. The Big Picture: Practices, Strategies, PD & Collaboration

Enter School Focus here... B:
Continuous Growth Toward Mastery:
ELA/Reading

Enter Annual Achievement Target here... By May 2020, increase the number of 3rd, 4th, and 5th grade students, as well as the respective sub-groups for these grades, scoring proficient or advanced by a minimum of 7%, as assessed by the 2020 MAP Assessment – ELA.

PROFESSIONAL PRACTICES	EDUCATIONAL STRATEGIES	PD & COLLABORATION THEMES	INDICATORS OF SUCCESS
<p>1. T2: Teachers and para-professionals 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.</p> <p>2. T7: Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.</p>	<p>1a. Cooperative Learning 1b. Readers and Writers Workshop models 1c. Inquiry-based instruction 1d. Push-in and pull-out assistance with small groups.</p> <p>2a. Common plan time: Data teams and PLCs 2b. Aligned strategy intervention selection</p>	<p>1a. Kagan Strategies and Cooperative Learning Structures 1b. Readers and writers workshop model, mini lesson design, alignment of centers, small group intervention strategies, formative assessment development/data collection, student accountability 1c. Development and implementation of rigorous, authentic, and engaging International Baccalaureate units of inquiry, IB learning/teaching processes, and rigorous assessment practices (formative and summative)</p> <p>2a. . Creation of formative assessments aligned to standards and within IB Units of Inquiry 2b. Unpacking of standards and resource alignment selection via provided resources</p>	<p>1a. – 1c. Lesson plans, lesson study/analysis, observation feedback (formal and informal), data collection and analysis (20-day plans), running records and small group intervention data, growth in student benchmark scores on end-of-unit assessments and standardized district assessments, and IB unit reflections</p> <p>2a. – 2b. Staff attendance rosters, book study notes, PLC pre- and post-surveys on effectiveness, alignment of assignments and assessments to standards, improved student assessment scores.</p>

<p>3. L5: Principal uses multiple strategies to provide timely feedback about classroom practices and student learning.</p>	<p>3a. Peer observations/lesson study 3b. Video-taping (self-reflection) 3c. Targeted student intervention plans and monitoring</p>	<p>3a and 3b. TNTP Observation Tool training 3a and 3b. DESE/District Evaluation Tool and rubric training 3c. 20 day plan vertical team and grade level team meetings.</p>	<p>3a. – 3c. Staff attendance roster, feedback, improved instruction and feedback scores, increased alignment of standards and small group instruction to improve overall student performance, peer observation feedback, peer observation reflections</p>
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4a. The Big Picture: Practices, Strategies, PD & Collaboration

Enter School Focus here... C:
21st Century Critical Thinkers and Problem Solvers: Interdisciplinary, real world learning

Enter Annual Achievement Target here... By May 2020 all students in Kindergarten through the 5th grade will increase their critical thinking and problem solving skills by 50%, as assessed by the successful application of increased rigor and DOK levels (3 and 4) in the end-of-unit assessments of the interdisciplinary and real-world Units of Inquiry for the International Baccalaureate Primary Year Programme.

PROFESSIONAL PRACTICES	EDUCATIONAL STRATEGIES	PD & COLLABORATION THEMES	INDICATORS OF SUCCESS
<p>1. T2: Teachers and para-professionals 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.</p> <p>2. T7: Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.</p>	<p>1a. Inquiry-based instruction (IB) and assessment 1b. Webb’s DOK levels and application in instruction</p> <p>2a. Grade-level and vertical IB team meetings to create, score, and analyze assessment data to drive instruction 2b. Differentiation with IB</p>	<p>1a. Development and implementation of rigorous, authentic, and engaging International Baccalaureate units of inquiry, IB learning/teaching processes, and rigorous assessment practices (formative and summative) 1b. Understanding and application of Webb’s DOK levels through use of questions stems and assessment development</p> <p>2a. Formative and summative assessment development 2b. Inquiry –based instruction and differentiation through inquiry /project-based learning</p>	<p>1a. -1b. Increased alignment of DOK levels with instruction and classwork, Improved DOK levels in teacher created questions/question stems, assessments aligned to the appropriate DOK levels, increased successful critical thinking and application of DOK based upon increased test and end of unit project scores.</p> <p>2a. Aligned formative and summative assessments, differentiated instruction which meets each student at his/her level and closes the achievement gap, increased student achievement scores on formative and summative assessments.</p>

<p>3. L5: Principal uses multiple strategies to provide timely feedback about classroom practices and student learning.</p>	<p>3a. Peer observations/lesson study 3b. Video-taping (self-reflection) 3c. Targeted student intervention plans and monitoring.</p>	<p>3a and 3b. TNTP Observation Tool training 3a and 3b. DESE/District Evaluation Tool and rubric training 3c. 20 day plan vertical team and grade level team meetings.</p>	<p>3a. – 3c. Staff attendance roster, feedback, improved instruction and feedback scores, increased alignment of standards and small group instruction to improve overall student performance, peer observation feedback, peer observation reflections</p>
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4b. Assessment Calendar

	Grade Level	Content/Subject	Type of Assessment	Start Date	End Date
July					
August	KDG	Reading/Math	KDG Readiness	08/12/19	08/23/19
	2-8	Reading/Math	iReady Fall	08/12/19	08/30/19
	K-8	Reading/Math	Achievement Series Q1 Pre-test	08/12/19	08/30/19
	K-8	Reading/Language	BOY EDL/Chinese Reading Assessments	08/12/19	08/30/19
September	3	Gifted	NNAT3 Window	09/16/19	09/20/19
October	K-8	Reading/Math	Achievement Series Q1 Post-test	10/01/19	10/11/19
	K-8	Reading/Math	Achievement Series Q2 Pre-test	10/21/19	10/25/19
November					
December	2-8	Reading/Math	iReady Winter	12/2/19	12/6/19
	K-8	Reading/Math	Achievement Series Q2 Post-test	12/9/19	12/20/19
	K-8	Reading/Language	MOY EDL/Chinese Reading Assessments	12/2/19	12/20/19
January	K-8	Reading/Math	Achievement Series Q3 Pre-test	1/13/20	1/17/20
	K-8	Reading/Writing/Speaking/Listening	WIDA	1/21/20	2/11/19
February	K-8	Reading/Writing/Speaking/Listening	WIDA	1/21/20	2/11/19
	3-8	Reading/Math/Science	MAP Practice	2/18/20	2/29/20
March	K-8	Reading/Math	Achievement Series Q3 Post-test	3/2/20	3/13/20
	K-8	Reading/Math	Achievement Series Q4 Pre-test	3/30/20	4/3/20
April	3-8	Reading/Math/Science	MAP	4/20/20	5/15/20
May	3-8	Reading/Math/Science	MAP	4/20/20	5/15/20
	K-8	Reading/Math	iReady Spring	5/4/20	5/15/20
	K-8	Reading/Language	EOY EDL/Chinese Reading Assessments	05/04/20	05/15/20
June					

4c. Budget Allocation Summary

Student Target	Practice	Strategy or PD Theme	Expenditure or Action to be Funded	Date(s)	Estimated Cost	Funding Source(s)	+\$\$#
X			2.0 FTE Non-Certified (Para-professionals – Reading and Math)		52,788	10.4350.1251.6151.45100.4.20	
X			Other Employer Provided Benefits (2.0 FTE Non-certified)		30,606	10.4350.1251.6291.45100.4.20	
		X	IB Travel/ Professional Development		25,000	10.4350.1111.6343.45100.4.20	
		X	IB Fees (Annual dues and Authorization)		20,000	10.4350.1251.6371.45100.4.20	
X			Food (Parent Involvement)		1,125	10.4350.3912.6471.45100.4.20	
X			General Supplies		20,000	10.4350.1251.6411.45100.4.20	
X			Supplies – Technology		1,000	10.4350.1251.6412.45100.4.20	

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
X		X	PLC/Essential Agreements Review and Modification (in alignment with Making PYP Happen Changes)	08/09/19	Admin./Team Leads
X		X	TNTP Walkthrough Model/Process (new staff)/Review TNTP Walkthrough Model/Process (returning staff)	08/30/19	Ramsdell
X		X	Goal Setting: 20-day Plans/Running Records	09/14/19	Admin./Team Leads
X		X	Webb's DOK and Rigor/Formative Assessments/Inquiry-based Instruction	10/18/19	Admin.
X	X	X	Kagan Strategies	On-going	Admin./Team Leads
X	X	X	Readers' and Writers' Workshop Model (w/ Centers/Stations development and alignment)	On-going	Admin./Team Leads
X	X	X	Math Workshop (w/ Centers/Stations development and alignment)	On-going	Admin./Team Leads
X			Monthly PLC/Data Teams/Review and Goal Setting	On-going	Admin/Grade Level Teams
X	X		Monthly creation of aligned formative assessments (with MO Learning Standards and IB Units of Inquiry)	On-going	Admin/Grade Level Teams

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