School Name: <u>Pitcher Elementary School</u>	2019-2020 Schoolwide Title I Improvement Plan
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Grade Levels: <u>Pre-Kindergarten - 6<sup>th</sup> Grade</u>

### Mission:

Why do we exist?

Mission: We support students in becoming successful citizens, leaders, and lifelong learners in a collaborative, positive, and nurturing environment focused on scholarship and community.

### **Needs Assessment:**

(4000 character limit)
The needs of the district are identified and prioritized (if multiple needs are listed) through data analysis. More than MAP data should be considered when looking at the needs of the school. Only major findings should be stated and in a bulleted format. These will become the basis for Objectives and Strategies.

Pitcher's 2019-2020 School Improvement Plan is aligned with the KCPS Strategic Plan. In addition, like KCPS, "all stakeholders are committed to success for every student." (KCPS Strategic Plan, Pillar D, Strategic Plan, Pillar D, Strategic Priority #10, pp. 12, 24) During the Fall, 2019 Title 1 meeting, parents will be informed of goals to improve academics and asked for their input. In May 2020, we will review our results during the Spring Title 1 meeting and ask for parent feedback and input. In addition, parents will be provided copies of Pitcher's draft school improvement goals at the Aug., 2019 Open House. In Aug., 2019, the Pitcher staff will review and discuss the draft school improvement goals and activities during their professional development session. They will provide ideas and revisions in the school improvement plan. Goal implementation and progress will be a part of each monthly SAC/LINC Site Council meeting. In addition, the school leadership team will review the plan quarterly to ensure implementation and progress.

### Key issues identified from annual performance data and local assessments.

- Student attendance was 87% for SY 18-19 (using Missouri 90 by 90 Attendance Criteria).
- There is a high poverty rate at Pitcher. All students participate in the federal breakfast and lunch program.
- At this time, MAP scores for spring 2019 have not yet been released. However, academic growth in reading and math continues to be the focus at Pitcher.
- Pitcher school continues to experience a high mobility rate. 148 students moved in or out of Pitcher school during the 2018-19 school year.
- Spring i-Ready results showed much student growth. However, a significant number of students continue to perform below grade level in math, reading, and science.

### Key issues identified from needs assessment and/or Surveys or Advanced Questionnaire.

- Improve student achievement
- Increase parent and community engagement
- Provide teacher professional development to increase instructional effectiveness
- Increase student attendance

Pitcher's purpose is to provide a high-quality education by tailoring instruction and providing interventions to meet the needs of our students, as well as "engage, challenge and support every student." This purpose is consistent with the KCPS Strategic Plan (Pillar A, Strategic Priority 3, pp. 5, 7, 11, 2018)

#### Prioritized Needs for the Building.

- Improve student achievement
- Provide teacher professional development to increase instructional effectiveness
- Increase parent and community engagement
- Increase student attendance

Planning Team Members:
Members:

Ex: Andrew Larson/Title I Supervisor Jane Doe/Parent

Names and Titles	
Names/Titles	
Dr. Karol Howard, Principal	
Brian Schneider, 5 <sup>th</sup> grade teacher	
Julia Meyer, kindergarten teacher	
Regina Conner, 1st grade teacher	
Felicia Bowles, 3 <sup>rd</sup> grade teacher	
Jaime Day, Ex. Ed. teacher	
Lori Bestgen, Instructional Coach	
Jeanette Ashby-Welter, Instructional Coach	

Use this template to guide you through the information included in ePeGS Planning Tool. You can add to this template as needed. The ePeGS Planning Tool is not limited to the numbers of objectives, strategies and action steps represented in this template.

Goal 1: <u>Student Performance:</u> Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

meeting objectives in the new or revised plan. Use the SMART format for objectives: By (when), (percent/number) of (who) will (do what) as evidenced by (what).	Strategies explain how the objectives will be accomplished. Strategies identify programs and practices to be implemented, responsible persons, resources committed to the strategy, and timelines for implementation.  Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	plans indicate responsible persons, resources, and timelines identifying when each action will be completed.	Date To Implement	Date of Completion:
demonstrate improved academic achievement by meeting	1. Students will be assessed three times during the 2019-2020 SY using I-Ready. The purpose will be to establish baseline levels, identify						Teachers will administer i-Ready and Map assessments, as well as KCPS curriculum assessments.	8/19	5/20
reading, as measured by the I-Ready Assessment.  1a. By August 2020, (or when MAP scores are released) 45% or	learning gaps, provide targeted support through flexible small group focused instruction, and develop personalized learning plans.						Based on assessment data, teachers will differentiate instruction.	8/19	5/20
more, as measured by MAP score reports.		1.1, 1.3	IC, teachers, KCPS Assessment dept.	Operating. Title 1,	8/21/19	5/22/20			

					2. Students will be assessed upon enrollment during the 2019-2020 SY to identify learning gaps using the I-Ready survey assessment. Once learning gaps are identified, then intervention strategies will be implemented to improve student achievement.	1.1, 1.3	IC, teachers,	Operating. Title 1,	8/21/19	5/22/20	Targeted support through flexible small group focused instruction will be provided. (in class, Learning Lab)	8/19	5/20
If we assess new studen learning ga	for strategy 2 s all students at its enroll during ps will be ident ed, and student	g the 2019-202 ified, intervent	0 school year, ion strategies	then	3. Classroom teachers in grades 3-6 will develop, implement and monitor personalized learning plans. (By addressing each students' specific learning needs, student achievement will improve.) (Personalized learning plans are consistent with the KCPS Strategic Plan (Pillar A, Strategic Priority 2, p. 19)						<ol> <li>Provide targeted support through flexible small group focused instruction. (In class, Learning Lab).</li> <li>Meet with students individually and develop personalized learning plans.</li> <li>Implement and monitor personalized learning plans for students in grades 3-6.</li> </ol>	9/19	5/20
If a personal provided, a student's at and studen instruction Plan (Pillar)	for strategy 3 alized instruction of instruction i cademic needs, t improvement for all students A, Strategic Price or objective 1:	is differentiated, then learning will improve. is consistent wority 3, p. 19).	d according to will be acceled Personalizing	each rated									
meeting pro student gro performing strategies, a developme	MART goals of in oficiency on the owth rates to gr below grade le and providing c nt are all consis Pillars A and C,	e MAP test, as wade level for stevel, using high ongoing teacherstent with the kettern with	well as increas udents currer impact teachi r professional CCPS Strategic	sing ntly ing									
Strategic Pl believe "All personalize (KCPS Strate	hool Improvem an (Pillars A and students can a d to each stude egic Plan p. 9). of the strategi	d C, p. 10). Like Ind will learn" v Individual "Student achie	e KCPS, at Pito when instructi ized learning i evement is the	her we on is need		1.1, 1.3	IC, teachers,	Operating. Title 1	9/10/19	5/22/20			

(KCPS Strategic Plan p. 9). Like KCPS, Pitcher will "cultivate a focus on results and celebrate continuous improvement" (KCPS Strategic Plan, Strategic Priority #10, pp. 10, 11). Pitcher teachers will use assessment data to target students' needs, plan for personalized instruction, and provide interventions to struggling students. (KCPS Strategic Plan, Pillar D, pp. 16, 17). In addition, Pitcher, like KCPS, strives to "accelerate learning, growth, and success for all students" by focusing in teaching and learning and implementing a "personalized instructional system" tailored to the individual needs of the students (KCPS Strategic Plan, Pillar A, p. 12, 13).

Pitcher's plan of providing ongoing professional development to build teacher capacity will result in improved student achievement. "Instructional effectiveness is the strongest predictor of student learning." (KCPS Strategic Plan, Pillar C, Strategic Priorities #7,8, pp. 8, 11, 13, 17).

- Through professional development, teachers will learn additional high impact strategies to improve student instruction.
- When job-embedded teacher professional development, focused on improving student achievement is provided, then instructional practices improve, classroom instruction is more effective, and student achievement improves.
- If job-embedded professional development includes training, support, modeling and in-class coaching by an instructional coach, and teachers learn how to use data to inform instruction, then teachers will implement high impact teaching strategies, then teachers' instructional practices improve, resulting in more effective classroom instruction and improved student achievement.

Research has demonstrated the high impact of focused small group instruction on student engagement, and ultimately achievement. When instructional time is increased by improving student engagement, then all students learn the expected grade level skills and content, and student achievement improves. Students must be engaged in the lesson in order to learn.

If we assess all students at the beginning of the year and as new students enroll during the 2019-2020 school year, then learning gaps will be identified, intervention strategies implemented, and student achievement improves.

**Research Based Strategy for Implementation** 

1.	Administer I-Ready test in Aug. 2019 to all enrolled									
	students in grades 1-6.									
2.	Use classroom formative and summative									
	assessments to monitor learning.									
3.	Implement grade level flexible groupings in math									
	and reading in grades 3-6.									
4.	Provide targeted support through flexible small									
	group focused instruction in the classroom and									
	Learning Lab by teachers and academic intervention									
_	teachers.									
5.	Implement personalized learning plans in grades 3-									
_	6.									
6.	Teachers use small group notebooks to track									
_	student progress and guide future planning.									
7.	Math and literacy instructional blocks will be 90									
8.	minutes each daily.									
٥.	Students in grades 3-6 will write daily in science based using science quickwrites.									
9.	Teacher capacity will be built by providing job-									
J.	embedded professional development focused on									
	improving student achievement.									
	Teachers will learn and use high impact									
	instructional strategies in the classroom.									
	Teachers will be provided with ongoing									
	school-based coaching and support, thus									
	building teacher capacity.									
Funding	Course (a), Ou quating Title 1									
	Source(s): Operating, Title 1 Achievement									
Academic	Achievement									
Measurab	le adult behaviors									
•	During the 2019-2020 school year, all classroom									
	teachers will implement whole-class and flexible									
	small group instruction in their classrooms, as									
	measured by classroom schedules, weekly lesson									
	plans, and teacher small group notebooks.									
•	Mentor teachers will assist new teachers.									
•	Teachers will engage in professional development.									
•	KCPS Curriculum will be implemented.									
		4. Daily RTI (Response to Intervention) will be						Schedule a 30 minute RTI period during the	9/19	5/20
		embedded in the reading and math						school day.	0/46	5 /20
Apply S	Strategy to Plan	instructional blocks.			-			2. Provided targeted instruction to students.	9/19	5/20
Spec	Ed Improvement Plan				Operating, Title 1					
					<u>i</u>					
			m		ing:	6	0.			
			H	<sub> </sub>	erat	4/1	2/2			
			1.1,	. <u>'</u>	Ope	9/24/19	5/22/20			
l		I		I	I	1	I		<u> </u>	

Education Technology Plan	5. Instruction will be monitored (i.e., performance data, observations, walk throughs, lesson plans, review student work,			1			Classroom observations will be conducted to ensure implementation of KCPS curriculum and use of effective research-based	9/19	5/20
	etc.) to ensure learning.			ıg, Title 1			strategies.     Performance data and student work will be	9/19	5/20
		1.1, 1.3	IC, T, P	Operatir	8/20/19	5/22/20	reviewed to ensure learning.		

Objecti					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
	2020, 80% or mo				6. Instruction will be differentiated based on students' academic needs. Student						<ol> <li>Implement grade level flexible groupings in math and reading.</li> </ol>	9/19	5/20
	by lesson plans a		-	.5	misconceptions and/or learning gaps will be						2. Implement personalized learning plans for	9/19	5/20
					addressed through focused instruction, resulting in improved student achievement.						students in grades 3-6.  3. Provide targeted support through flexible small	9/19	5/20
If instruction needs, and addressed	s for strategy 6 ion is differentiat d each student's I, and student missed, then studer	specific instru sconceptions	ıctional needs and/or learniı	are ng gaps	resulting in improved student achievement.			, Title 1			group focused instruction. (In class, Learning Lab)  4. Teachers will plan for and teach flexible small groups during their literacy and instructional periods daily.	9/19	5/20
	ed learning plans Plan (Pillar A, Stra			PS		1.1, 1.3	IC, T, P	Operating, Title	9/24/19	5/22/20			
					7. Flexible grade level small group instruction in reading and math will be provided. (classroom,						Students will be organized into flexible groups based on academic need.	9/19	5/20
					Learning Lab)						Teachers will teach small groups in math and reading each day.	9/19	5/20
											Learning Lab students will also be organized into flexible groups based on academic need.	9/19	5/20
						1.1, 1.3	IC, T, P	Operating, Title 1	9/10/19	5/22/20	4. Teachers will implement whole-class and flexible small group instruction in their classrooms, as measured by classroom schedules, weekly lesson plans, and teacher small group notebooks.	9/19	5/20
					8. By May of each school year, 150 or more						Implement grade level flexible groupings in math and reading.	9/19	5/20
If flexible instruction academic	is for Strategy 7 grade level small n can be different needs, then learn ent will improve. The instruction each student's r student achieve	tiated accordi ning will be ac will be differe needs. Learni	ing to each stuccelerated and entiated according will acceler	dent's student ding to	students in grades 1-6 will receive support from an academic intervention teacher in reading and/or math (Learning Lab), as measured by the teachers' weekly schedules.	1.1, 1.3	IC, T, P	Operating, Title 1,	9/10/19	5/22/20	Provide targeted support through flexible small group focused instruction. (In class, Learning Lab)	9/19	5/20

Small group instruction and targeted/focused instruction will address student misconceptions and gaps in knowledge/skills.  Small group instruction will enable teachers to spend more time on student feedback.  Students will spend more time on task and be more engaged in learning.  Teachers will use small group notebooks to track student progress and guide future planning.  Comments for Strategy 8  If a learning lab (small group focused instruction by academic intervention teachers) is implemented for students in grades 1-6, and instruction is differentiated to each student's academic needs, and intensive academic intervention is provided to students in reading and math, then student achievement will improve.  Comments for Strategy 9  If uninterrupted effective whole-class instruction on grade level is provided, including checking for understanding, then student achievement will improve.									
	Uninterrupted whole class core instruction on grade level will be provided daily.			ritle 1			<ol> <li>Teachers will plan and teach on grade level whole class instruction in all core academic areas daily.</li> </ol>	9/19	5/20
		1.1, 1.3	IC, T, P	Operating, Title	8/20/19	5/22/20	2. Math and literacy blocks will be scheduled daily and taught daily for 90 minutes each.	9/19	5/20
	10. 100% of students and classroom teachers will access available technology resources for teaching and learning resulting in Pitcher students reaching the required Adequate Yearly Progress (AYP) status in Reading and Math, as measured by the 2020 MAP test.	1.1, 1.3	IC, T, Computer T, Dist. IT	Operating, Title 1	8/28/19	5/22/20	Professional development will be provided to teachers on using available technology.      1a.By May 2020, 80% or more of teachers will use learned skills and strategies to effectively utilize technology in instruction, as measured by lesson plans and principal observation.      1b.Teachers will be encouraged to attend district IT training sessions on district software.	8/19	5/20

		Teachers will use available instructional technology to engage students in learning, as well as individualize learning for students, resulting in increased student achievement.	8/19	5/20
		Students will use available technology in the classrooms and computer lab.	8/19	5/20
		4.Throughout the 2019-2020 school year, the computer teacher and/or instructional coach will provide in-class technology support to teachers	8/19	5/20

	Persons Respon	Funding (	Date	Date	Action Step	Date	Date
					Hold meetings bi=weekly.     Collect data on interventions implemented.	9/19 9/19	5/20 5/20
e;	٠.٠	ıting,	6	20	Ensure suggested interventions are implemented.	9/19	5/20
1.1, 1	Couns	Opera	9/4/1	5/22/	4. Monitor progress of student.	9/19	5/20
					1. Students will read independently for 20 minutes each day.	8/19	5/20
		e 1			2. Student reading logs will be implemented.	9/19	5/20
1, 1.3	т, Р		20/19	22/20	3. DEAR time will be evident in class schedules.	9/19	5/20
	6:	1, 1.3 1.1,	T, P erating, Title 1	T, P cerating, Title 1 certing, 719	g, Title 1	2. Collect data on interventions implemented.  3. Ensure suggested interventions are implemented.  4. Monitor progress of student.  1. Students will read independently for 20 minutes each day.  2. Student reading logs will be implemented.  3. DEAR time will be evident in class schedules.	2. Collect data on interventions implemented.  9/19  3. Ensure suggested interventions are implemented.  4. Monitor progress of student.  9/19  1. Students will read independently for 20 minutes each day.  2. Student reading logs will be implemented.  9/19  3. DEAR time will be evident in class schedules.  9/19

Objecti					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
3. Improve	e student achiev	vement in ELA	, math and Sc	ience.	13. Fully implement KCPS curriculum. Every teacher will implement the four essential components of an effective lesson (anticipatory set, modeling, guided practice, checking for understanding).	1.1, 1.3	T, P, IC	Operating, Title1	8/20/19	6/1/20	Provide teacher professional development on curriculum.      Monitor instruction – walk throughs, lesson plans, review student work      Review performance data with teachers to ensure learning.	8/19 8/19 10/19	6/20 6/20 10/20
					14. Conduct classroom walk throughs to ensure implementation of KCPS curriculum and use of effective research-based strategies.	1.1, 1.3	P, IC	Operating, Title1	8/20/19	6/1/20	Provide teacher professional development on walkthrough form.     Monitor instruction – walk throughs, lesson plans, review student work     Implement the new KCPS walkthrough form and conduct at least 10 walkthroughs a week.	8/19 8/19 8/19	6/20 6/20 6/20

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
4. By May 2020, 80% or more of the classroom teachers will work with the instructional coach, including observing lessons modeled by the instructional coach or exemplary teachers, with the overall aim to improve instructional practices, as measured by sign in sheets and/or KCPS Teacher Classroom Observation form.	15. An instructional coach will be employed to support the goal of improving teaching and learning resulting in increased student achievement. The instructional coach will work with teachers during the 2019-2020 school year.						1.By May 2020, the principal and/or instructional coach will provide support/coaching on implementing high impact teaching strategies and using data to inform instruction, as measured by sign in sheets and/or KCPS Teacher Classroom Observation form.  1a.The Principal will work with the instructional coach to ensure the professional development needs of the teachers are met.	8/19	5/20
		1.3	P, Ts	Operating, Title 1	8/13/19	5/22/20	2. An instructional coach will work with teachers and help support the goal of moving students from below basic and basic levels into the proficient level on the 2020 MAP test.	8/19	5/20

5. By May 2020, 80% or more teachers will participate in professional training to increase effectiveness by learning new teacher mentor, who will provide support,	Funding	Date	Date	Action Step	Date	Date
professional training to increase effectiveness by learning new strategies. (The increased achievement will be measured by I-Ready/MAP. Instructional practices/ teacher effectiveness will be measured by KCPS Teacher Observation Form.)  teacher mentor, who will provide support, feedback, and assist the new teachers with any concerns.	Operating, Title 1	9/25/20	/22/20	Assign teacher mentor.  2. New teacher and mentor meet at least	9/19	5/20

Pitcher's plan of providing ongoing professional development to build teacher capacity will result in improved student achievement. "Instructional effectiveness is the strongest predictor of student learning." (ICPS Strategic Plan, Pillar C, Strategic Priorities #7,8, pp. 8, 11, 13, 17).  Through professional development, teachers will learn additional high impact strategies to improve student instruction.  When job embedded teacher professional development, focused on improving student achievement is provided, then instructional practices improve, classroom instructional practices improve, classroom instructions in more effective, and student achievement improves.  If job embedded professional development includes training, support, modeling and in-class coaching by an instructional coach, and teachers learn how to use data to inform instruction, then teachers will implement high impact teaching strategies, then teachers' instructional practices improve, resulting in more effective discroom instruction and improved student achievement.  Research has demonstrated the high impact of focused small group instruction on student engagement, then all students learn the expected grade level skills and content, and student expected grade g	to build teacher capacity will result in improved student achievement. "Instructional effectiveness is the strongest predictor of student learning." (KCPS Strategic Plan, Pillar C, Strategic Priorities #7,8, pp. 8, 11, 13, 17).  • Through professional development, teachers will learn additional high impact strategies to improve student instruction. • When job-embedded teacher professional development, focused on improving student achievement is provided, then instructional practices improve, classroom instruction is more effective, and student achievement improves. • If job-embedded professional development includes training, support, modeling and in-class coaching by an instructional residency and in-class coaching by an instructional coach, and teachers learn how to use data to inform instruction, then teachers will implement high impact teaching strategies, then teachers' instructional practices improve, resulting in more effective dassroom instruction and improved student achievement.  Research has demonstrated the high impact of focused small group instruction on student engagement, and ultimately achievement. When instructional time is increased by improving student engagement, then all students learn the expected grade level skills and content, and student engagement, then all students learn the expected grade level skills and content, and student enchevement improves.

		17. Teachers will use state, district, school and classroom formative and summative assessments to monitor progress and tailor instruction to meet students' individual learning needs. (KCPS Strategic Plan, Pillar A, Strategic Priority 2, p. 18).		O dept.				Teachers will check for understanding.     Teachers will use formative assessments throughout a lesson to monitor student learning.	9/19	5/20
				P, T mentors, KCPS PD dept.	Operating, Title 1			Teachers will use summative assessments to check for mastery.      Teachers will administer i-Ready and Map assessments, as well as KCPS curriculum assessments.	9/19	5/20
			1.1, 1.3	IC, P, T r	Operatii	9/25/20	5/22/20	5. Based on assessment data, teachers will differentiate instruction.	9/19	5/20
		18.Teachers will use small group notebooks to track student progress and guide future planning			Title 1			Teachers will plan for small group instruction.     Small group notebooks will be used to take	10/19	5/20 5/20
			1.1, 1.3	IC, T	Operating,	10/1/19	5/22/20	notes about student learning.  3. Teachers will use the notes to plan the next instructional period.	10/19	5/20

Objectiv	<i>r</i> e		Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
			19. The KCPS curriculum will be fully implemented. In addition, every teacher will implement the four essential components of an effective lesson (i.e., anticipatory set, modeling, guided practice, checking for understanding). This is consistent with the KCPS Strategic Plan (Pillar A, Strategic Priority 2, p. 18).	1.1, 1.3	IC, T, P	Operating, Title 1	8/31/19	5/22/20	1. Teachers will be provided professional development on curriculum.  2. Teachers participate in training meetings.  3. Teachers participate in follow up side-by-side coaching, if needed.	8/19 8/19 8/19	5/20 5/20 5/20
			20. Principal or IC will meet quarterly with teachers to review student performance data.	1.1, 1.3	P, IC	Operating, Title1	10/30/19	5/1/20	Schedule meetings, arrange for substitute teachers, and organize performance data.     Conduct meetings and determine next step.	10/19	6/20
			21. By May 2020, Pitcher will offer 10 or more professional development sessions to improve teaching effectiveness and increase student achievement, attended by at least 80% of teachers, as measured by sign-in sheets.						1. By May 2020, 80% or more of teachers will used learned skills and strategies to implement personalized instruction, as measured by content mastery spreadsheets, small group notebook entries, and data consult meetings.	8/19	5/20
				1.1, 1.3	IC, T, Computer T	Operating, Title 1	8/20/19	5/22/20	2.Student achievement and other building data will be used to monitor and assess the effectiveness of instruction, as well as teacher implementation of newly learned strategies.	8/19	5/20

	22. Classroom teachers will use performance			-			Assess and organize data.	9/19	6/20
	data to identify specific learning needs in order			itle			2. Review and discuss data.	9/19	6/20
,	to provide a laser-like instructional focus		rinc.	L/gu		0	3. Decide on next steps.	9/19	6/20
	resulting in greater student achievement.	1, 1.3	, IC, P	peratir	4/19	6/1/2	4. Repeat process.	9/19	6/20
		τi	_	ď	6				
	23. Through grade level PLC teams, teachers			-			1. Train teachers on PLC teams.	8/19	6/20
	will collaborate, review data, and plan instruction weekly.		)	/Title			2. Facilitate PLC team process.	8/19	6/20
	mod decion weekly.	1.3	, T,	rating	/20	/20	3. Teachers and IC meet weekly in their PLCs to review data and discuss results.	8/19	6/20
		1.1,	Princ.	Ope	8/15	6/1	4. Decide on next steps and plan.	8/19	6/20

Objectiv					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
students in	st 2020, the gap in grade 5 at Pitcher Il decrease by 3 pe by MAP score repo	er and the Mi ercentage po	issouri State a	average	24.4 <sup>th</sup> and 5 <sup>th</sup> grade teachers will focus on building foundational skills in science, along with teaching the KCPS science curriculum.	3		ing, Title 1	6		Identify foundational skills to teach.     Integrate foundational skills with the assigned second quarter KCPS science curriculum.     Discover Ed, Gizmo, InquirEd, and other science educational websites will be used to "go	9/19 9/19 9/19	6/20 6/20 6/20
						1.1, 1.3	T, IC	Operating,	9/20/19	6/1/20	beyond" the science curriculum.		
					25. Students in grades 3-6 will write daily in						Create science quickwrite monthly booklets.	9/19	6/20
					science based using science quickwrites.			1			2. Teachers provide a mini-lesson in science.	9/19	6/20
											<ol><li>Students write a paragraph on the content learned.</li></ol>	9/19	6/20
						1.1, 1.3	T, IC	Operating, Title	9/20/19	6/1/20			
					26.Science instruction will be strengthened in grades 3-6, including piloting InquirEd.	1.3		rati Title	8/20/19	5/22/20	1. The KCPS science curriculum will be taught.	8/19	5/20
						1.1,	IC, T,	Operati ng, Title	8/50	5/22	2. Fourth and fifth grade teachers will focus on building foundational skills in science for the first	8/19	5/20

		semester, along with teaching the KCPS science curriculum.		
		3. Grades 3-6 will pilot the InquirEd professional development online tool.	8/19	11/19
		4. Teachers in grades 3-6 will use hands on science activities.	8/19	5/20

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
7.100% of students and classroom teachers will access available technology resources for teaching and learning resulting in Pitcher students reaching the required Adequate Yearly Progress (AYP) status in Science, Communication Arts	27. Teachers will use available instructional technology to engage students in learning, as well as individualize learning for students, resulting in increased student achievement.		Dept.				Students will use available technology in the classrooms, library and computer lab.	8/19	5/20
and Mathematics, as measured by the 2020 MAP test.	27a.Throughout the 2019-2020 school year, the computer teacher and/or instructional coach will provide in-class technology support to teachers.	.3	T, IC, KCPS IT and curr.	ting	19	20	Professional development will be provided to teachers on using the available technology.      Teachers will use learned skills and strategies to effectively utilize technology in instruction, as measured by lesson plans and principal observation.      Teachers will be encouraged to attend district IT	8/19	5/20
		1.1, 1.	Prin.,	operating	8/20/19	5/22/20	training sessions on district software.		

Goal 2: <u>Highly Qualified Staff:</u> Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

Objectiv				Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
			ticipate in professional arning new strategies.	Teachers will be provided professional development in effective research-based						1.District and school schedule curriculum and other professional development training.	8/19	5/20
Increased	achievement w	vill be measu	red by I-READY/MAP.	instructional strategies during the 18-19 SY, ultimately resulting in improved instruction and			Title 1			Teachers participate professional development training.	8/19	5/20
-	eacher Observat rformance data		ncipal observation and	student achievement.	1.1, 1.3	P, T, IC	Operating, Title 1	8/7/19	5/1/20			
				By May 2020, Pitcher will offer 10 or more professional development sessions to improve teaching effectiveness and increase student achievement, attended by at least 80% of the teachers, as measured by sign in sheets.  2a. By May 2020, 80% or more of teachers will						Provide professional development to teachers in effective research-based instructional strategies, ultimately resulting in improved instruction and student achievement. (principal and IC to provide training)	8/19	5/20
				used learned skills and strategies to implement personalized instruction, as measured by						Teachers participate in training sessions.	8/19	5/20
				content mastery spreadsheets, small group notebook entries, and data consult meetings.						3. KCPS Curr. Dept. will provide professional development to teachers.	8/19	5/20
				2b. By May 2020, 80% or more of teachers will use learned skills and strategies to implement small group instruction, as measured by lesson plans and principal observation.			1			4. Student achievement and other building data will be used to monitor and assess the effectiveness of instruction, as well as teacher implementation of newly learned strategies.	8/19	5/20
				2c. By May 2020, the principal and/or instructional coach will provide support/coaching on implementing high impact teaching strategies and using data to inform instruction, as measured by sign in sheets	1.1, 1.3	P, T, IC	Operating, Title 1	8/7/19	5/1/20			

and/or KCPS Teacher Classroom Observation form.	
2d.By May 2020, 80% or more of the classroom teachers will work with the instructional coach, including observing lessons modeled by the instructional coach or exemplary teachers, with the overall aim to improve instructional practices, as measured by sign in sheets and/or KCPS Teacher Classroom Observation form.	

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
A instructional coach will be employed to support the goal of moving students from below basic and basic levels into the proficient level on the 2020 MAP test.	An instructional coach will be employed to support the goal of improving teaching and learning resulting in increased student achievement.			ng, Title 1		)	An instructional coach will work with teachers and help support the goal of moving students from below basic and basic levels into the proficient level on the 2020 MAP test.      The principal will work with the IC to ensure the	8/19	5/20
		1.1, 1.3	IC, T, P	Operatin	8/20/19	5/22/20	professional development needs of the teachers are met.		

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
3. Provide new teachers with mentor teachers.	4.New teachers will be provided with a teacher						1. Assign teacher mentor.	9/19	5/20
	mentor, who will provide support, feedback,		Ę.				2. New teacher and mentor meet at least	9/19	5/20
	and assist the new teachers with any concerns.	1.1, 1.3	IC, P, T mentors, KCPS PD dept.	Operating, Title 1	9/25/20	5/22/20	monthly.		

Objectiv	ve				Strategy						Action Step		
4. Monitor	teaching effect	iveness.			5.Conduct classroom walk throughs to ensure implementation of KCPS curriculum and use of						Provide teacher professional development on curriculum and walkthrough form.	8/19	6/20
					effective research-based strategies.						2.Monitor instruction – walk throughs, lesson plans, review student work	8/19	6/20
					6.Conduct formal evaluations of teachers.			le1			3. Review performance data with teachers to ensure student learning.	10/19	6/20
								ıg, Title			4.Conduct 10 observations weekly using the new teacher walkthrough rubric.	9/19	6/20
						1.3		atir	/19	70	5.Follow the KCPS staff evaluation protocol.	9/19	6/20
MSIP Standard	Progress Measures	Baseline	Progress	Target		1.1,	P, IC	Oper	8/20/19	6/1/2			

Goal 3: <u>Facilities, Support, and Instructional Resources</u> Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

Objectiv			Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
	ards by 5% or i	vill reduce	By the end of the 2019-2020 school year,     Pitcher will reduce the number of out of school suspensions by 5% or more.						Intentional efforts will be made to use ISS as much as possible, rather than OSS.	9/19	5/20
				1.1, 1.3	principal	Operating,	9/4/19	5/22/20			
			2. A PST (Problem Solving Team process) will be implemented to provide early warning signs to						<ol> <li>Conduct meetings bi=weekly.</li> <li>Collect data on interventions implemented.</li> </ol>	9/19 9/19	6/20 6/20
			identify students at risk of academic failure. (KCPS Strategic Plan, Pillar A, Strategic Priority	m	⊥'3	ting,	6	20	Ensure suggested interventions are implemented.	9/19	6/20
			2, p. 19).	1.1, 1.3	Couns., T	Operating,	9/4/19	5/22/20	4. Monitor progress of student.	9/19	6/20

		 1			
Comments					
School Culture					
A positive school culture and climate is one					
where individuals feel valued, cared for and					
respected. Such an atmosphere contributes					
to effective teaching and learning and to					
genuine					
Rationale:					
Pitcher's goal is to ensure a safe, effective and efficient					
learning environment. Pitcher will strive to be "a safe learning					
environment where students feel protected and learning can flourish." (KCPS Strategic Plan, p. 9) Pitcher will strive to					
ensure that "every student will be challenged and supported					
within a safe environment." (KCPS Strategic Plan, Pillar B,					
Strategic Priority #1, pp. 10, 11, 15, 16, 17)					
If instructional time is increased by <u>decreasing out</u> of school supportions, then more students will be					
of school suspensions, then more students will be present in class, then more students will learn					
content taught in class and student achievement					
will improve.					
If students were positively recognized and awarded					
for their improvement and successes in school (i.e.,					
behavior, attendance, and academics), then					
students will be motivated to continue working in school, then students will strive to be successful,					
then overall student morale and further school					
success will be achieved.					
If <u>teachers were positively recognized</u> for their					
positive efforts and success, then teachers will feel					
valued, then they will be motivated to continue					
their hard work, strive to be successful, and overall school success, including student achievement will					
be improved. Positive recognition for teachers,					
including showing appreciation and celebrating					
successes, will result in greater teacher morale and motivation and encourage further effort. Pitcher,					
like KCPS, will "cultivate a focus on results and					
celebrate continuous improvement." (KCPS					
Strategic Plan, Pillar D, pp. 17, 26)					

	<u></u>						
Research Based Strategy for Implementation  Teachers will be provided training on PBIS strategies.  The Positive Behavior Intervention Support (PBIS) committee will be used to develop leadership and governance capacity in teachers.  Semester student celebrations (award programs) will be implemented.  A variety of positive incentives for improved and successful attendance, behavior and academics will be provided (Improve student morale, greater student motivation, encourage further success)  A variety of teacher appreciation activities/celebrations (i.e., including treats in the lounge, positive compliments, teacher appreciation gifts, etc.) will be provided during the school year.							
Funding: Operating, Title 1  MSIP Standard(s): Standard Academic Achievement 1.1, 1.3							
Measurable Adult Behaviors:							
<ul> <li>100% of the staff will implement Positive Behavior Intervention Support (PBIS) during the 2019-2020 school year.</li> <li>Students and parents will have daily access to counseling services providing personal, social and emotional support, including family instability and continual mobility so students may focus on learning</li> <li>Students will be provided whole group guidance lessons in the classrooms.</li> </ul>							
	Students will track good behavior (i.e., data notebooks, classroom posting).						Implement data notebooks. Each day 9/19 5/20 students access their data notebooks to enter attendance, behavior, and academics.
		1.1, 1.3	Ts, students	Operating,	9/24/19	5/22/20	A classroom chart is posted and kept up to date.  9/19 5/20

Objectiv	<i>v</i> e				Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
	behavior will in gagement and o	•		_	4. A PBIS school wide plan, including the Behavioral Expectations Matrix, will be implemented by all Pitcher staff. This includes						1. 100% of the staff will implement Positive Behavior Intervention Support (PBIS) during the 2019-2020 school year.	8/19	6/20
					PBIS lesson plans, classroom rituals and routines. (The expectation will be that the school and classrooms are efficiently run and PBIS rules and procedures are consistently implemented.)						The PBIS committee will meet quarterly     The PBIS committee will work collaboratively with the staff to implement the PBIS Matrix and the school wide PBIS plan.	8/19	6/20
					,						4.Teachers enforce PBIS expectations (also, use pre-corrects, re-teaching of expectations)	8/19	6/20
											5. Teachers use PBIS matrix and lesson plans.	8/19	6/20
											6. PBIS expectations charts will be posted in all classrooms and in the halls. (Safety, Responsibility, Respect).	8/19	6/20
MSIP Standard	Progress Measures	Baseline	Progress	Target		1.1, 1.3	Prin., T, IC	Operating	8/13/19	6/1/20	7. Each individual classroom will implement a positive reward system aligned with PBIS.	8/19	6/20
					Staff will participate in PBIS professional development. All staff members will learn and use PBIS language and procedures.			1			The PBIS team will plan professional development for staff.	8/19	6/20
					ase i sis isinguage una procedures.		achers	ng, Title			Teacher professional development will be conducted.	8/19	6/20
						1.1, 1.3	Prin., Teachers	Operating, Title	8/13/19	6/1/20			

					6. School wide PBIS incentives will be provided						Select and award incentives.	8/19	6/20
					to students for appropriate behavior. (Students			(I)			2. Schedule incentive activities.		
					follow the rules and procedures that are in		ers	Ē			3. Use of Eagle Bucks and the Eagle store.		
					place.)		L)	ρŷ					
						m	Геа	ţi	19	0			
	Duaguaga					⊢i	٠.	era	3/:	/20			
MSIP	Progress					₹.	÷	be	/1	/1			
Standard	Measures	Baseline	Progress	Target		1	۵	0	∞	9			

Objectiv					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
	s will be provide			avioral	7. Semester recognition ceremonies in recognition of behaviors that exemplify PBIS expectations (respect, responsibility, safety) will be held.		teachers	g Title 1			Schedule ceremony date and invite parents.     Teachers prepare awards and present them to students at the recognition ceremonies.	12/19 12/19	5/20 5/20
MSIP Standard	Progress Measures	Baseline	Progress	Target	will be neid.	1.1, 1.3	couns., te	Operating Title 1	12/20/19	5/22/20			
					8. By May 2020, at least 150 students will be provided social, emotional, and career support by the school counselor, as measured by the counselor monthly log.						Students and parents will have daily access to counseling services providing personal, social and emotional support, including family instability and continual mobility so students may focus on learning	8/19	5/20
											2. Students will be provided whole group guidance lessons in the classrooms.	8/19	5/20
						1.1, 1.3	couns., Ts	operating	8/13/19	5/22/20			

9. Implement a variety of teacher appreciation activities/celebrations (i.e., including treats in the lounge, positive compliments, teacher appreciation gifts, etc.)	1.1, 1.3	P, comm. Partners, couns.	Operations, Title 1	11/30/19	5/22/20	Provide teacher incentives (i.e., National Education Week, Teacher Appreciation day, Holiday Luncheon, etc.)	11/18	5/20
10. A variety of positive incentives will be offered for improved and successful attendance, behavior and academics. (Improve student morale, greater student motivation, encourage further success)	1.1, 1.3	teachers	Operations, Title 1	9/30/19	5/22/20	Schedule ceremony date and invite parents.     Implement semester student celebrations (award programs).      Teachers prepare awards and present them to students at the recognition ceremonies.      Use of Eagle Bucks and the Eagle store.	9/19 9/19 9/19 9/19	5/20 5/20 5/20 5/20

Goal 4: Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

			,			1			r
Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
Build positive relationships with parents to increase	Two-way communication between parents							8/19	6/20
involvement, including increasing communication by teachers	and teachers will be encouraged beginning in						texts, notes, in person conversations, etc.		
to keep parents informed of their child's progress.	August 2019 and continuing through May 2020.  "Providing frequent two-way communication"								
Collaborative Cultures  Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.	with students and families" is consistent with the KCPS Strategic Plan Pillar B, Strategic Priority 5, pp. 16, 20).						Teachers will inform parents about student progress, activities and achievement throughout the 2019-2020 school year. A monthly school calendar will be distributed.	8/19	6/20
There will be a 10% increase in parent participation in student							Midterm progress reports and quarterly	8/19	6/20
learning and school activities during the 2019-2020 school							report cards will be sent home to parents.		
year.									
							I	8/19	6/20
Rationale: If parents were provided with opportunities to							on the outside school sign.		
learn how to help their children be successful in school, and							F Call and Caring Dayant Toochay Conferences	8/19	6/20
work with their children at home, then parents would become							5. Fall and Spring Parent-Teacher Conferences will be held during the 2019-20 SY.	8/19	6/20
partners in the education process, thus improving student							Tim se nela daning the 2023 20011		
achievement. This is consistent with the KCPS Strategic Plan (Pillar B, pp. 13, 16).									
(Filial B, pp. 13, 10).									
Funding Source(s): Operating, Title 1 MSIP Standard(s): 1.1, 1.3 Academic Achievement									
Measurable Adult Behaviors:			ints	1					
SAC/Linc site council will meet monthly			P, T, LINC, parents	Operating, Title					
<ul> <li>Teachers will keep parents informed of student</li> </ul>			ĬĊ, I	ing,	6				
progress and activities.		, 1.3	ļ.,	erati	8/13/19	6/1/20			
<ul> <li>Pitcher and community partnerships will provide activities and services to students.</li> </ul>		1.1,	Р, Т	Ope	8/1	6/1			
activities and services to students.									

	KCPS parent, staff and student surveys will be administered to collect feedback.	1.1, 1.3	۵	Operating	1/31/19	5/21/20	The KCPS Title 1 and IT departments will facilitate the administration of parent surveys.	8/19	5/20
Comments	3. Parents or guardians will have opportunities to participate in the educational process, including attending Open House, Back to School Night, Student Led Parent –Teacher Conferences, SAC/LINC monthly meeting, award ceremonies, 6 <sup>th</sup> grade graduation,	1.1, 1.3	P, T, LINC,	Operating, Title 1	8/27/19	5/1/20	Activities will be planned and scheduled during the 18-19 SY (i.e., awards program, 6 <sup>th</sup> grade celebration, parent-teacher conferences, holiday program, Back to School Night, Open House, etc.)	8/19	5/20
	programs and other events.  4. Parents will be invited to the monthly SAC/LINC Site Council meeting.		parents	Title 1			<ol> <li>Plan and schedule meetings.</li> <li>Send information to parents about meeting.</li> <li>Conduct the SAC/LINC Site Council meeting.</li> </ol>	9/19 9/19 9/19	5/20 5/20 5/20
		1.1, 1.3	P, T, LINC, pa	Operating, T	9/30/19	5/1/20			
	5. Parents and students have access to the KCPS student portal.	1.1, 1.3	parents	Operating	8/13/19	6/1/20	Parents are able to access the portal through the KCPS website.	8/19	6/20

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
	6. Pitcher will "ensure that staff meet with students and families at least twice each year to engage in two-way dialog about the student's academic progress." (i.e., student led conferences) (KCPS Strategic Plan, Pillar B, Strategic Priority 5, p. 20)	1.1, 1.3	P, T, parents	Operating, Title 1	10/31/19	2/14/20	Schedule and conduct Parent-Teacher Conferences in October 2019 and February 2020.	10/19	2/20
	7. To increase parent attendance and participation in school activities, the SAC committee will work collaboratively with the LINC coordinator in providing opportunities for parents to participate in school academics and student activities.	1.1, 1.3	P, T, LINC, parents	Operating, Title 1	9/30/19	5/1/20	1. Opportunities will be provided for parents to participate in school activities.  2. Parent participation in student activities will be documented through sign-in sheets, agendas and/or minutes.  3. Implement SAC ideas that are within the school and KCPS board practices/policies  4. All parents will be invited participate in the monthly SAC/Link site council meetings.	9/19 9/19 9/19 9/19	5/20 5/20 5/20 5/20
Comments	8. Parents will be provided an opportunity to learn how to reinforce classroom learning in reading and math by working with their children at home. (Parent education program)	1.1, 1.3	P, T, LINC, parents	Operating, Title 1	11/15/20	12/1/20	1. The teacher "parent committee" will meet to plan a parent "curriculum night."  2. Curriculum night will be scheduled and held in November 2019.  3. Opportunities will be planned for parents to learn how to help their children be successful in school.  4. Parents will be provided an opportunity to learn how to reinforce classroom learning in reading and math by working with their children at home.	11/19 11/19 11/19 11/19	12/19 12/19 12/19 12/19

9. Volunteer opportunities will be organized by						1. LINC will reach out to parents about	11/19	5/20
LINC and made available for parents.						volunteer opportunities.		
		nts	Η.					
		are	ïtle					
		d ú	g, T					
	m	N	ıtin	19	20			
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Objecti	ive		Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
			10. Annual Title 1 meetings will be held in the fall and spring.			1			Schedule meeting dates.     Inform parents of meetings.	8/19 8/19	5/20 5/20
						Title 1			3. Conduct meetings.	8/19	5/20
				1.1, 1.3	۵	Operating, T	8/8/19	5/21/20			
			11. A quarterly school newsletter will be published.			50			The counselor will create a school newsletter.	10/19	5/20
				1.1, 1.3	Couns.	Operating	10/31/19	5/1/20	The school newsletter will be published quarterly and distributed to parents.	10/19	5/20
			12.Pitcher will maintain its current community partnerships		Ts				Monthly meetings will be held with     Graceway Church to discuss how to assist     students, parents and teachers.	9/19	5/20
Comme	ents			1.1, 1.3	P, couns,	Operating	9/30/19	5/21/20			

# Goal 5: Governance Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students.

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
1. Leadership capacity will be built among all stakeholders during the 2019-2020 school year.  Rationale: Pitcher will implement a leadership team process focusing on improving instruction, using student performance data to focus content leaning, and supporting ongoing professional development, all of which will result in increased student achievement. This is consistent with the KCPS Strategic Plan (Pillar C, Strategic Priority 9, p. 23)  Funding: Operating, Title 1  MSIP Standard(s): Standard Academic Achievement 1.1, 1.3  Measurable Adult Behaviors:  PBIS committee will meet quarterly. SAC/LINC site council will meet monthly School leadership team will meet monthly. A student council will be implemented.	The School Leadership Team, Professional Learning Communities (PLCs), Positive Behavior Intervention Support (PBIS) committee, and other school committees will be used to develop leadership and governance capacity in teachers.	1.1, 1.3	P, T leaders	Operating, Title 1	8/20/19	6/1/20	School committees will meet regularly to implement the work of the school.	8/19	6/20
	The school leadership team will implement, monitor and assess the effectiveness of Pitcher's Title 1 School Improvement plan.	1.1, 1.3	P, T leaders	Operating, Title 1	8/20/19	6/1/20	1. The school leadership team will meet monthly to plan and monitor progress of the School Improvement Plan and overall student academic improvement. The school leadership team will ensure Pitcher's school improvement goals are consistent with the KCPS Strategic Plan goals. (This is consistent with the KCPS Strategic Plan, Pillar D, p. 16.)	8/19	6/20

								The school leadership team will meet monthly to review current strategies to ensure students are learning the grade level curriculum content and make adjustments, as needed.      Data and informational reports will be shared with all instructional staff.	8/19	6/20
		3. A student council will be created to build leadership capacity and provide student leadership in the school throughout the 2019-						Define student council responsibilities, duties and parameters.	11/19	5/20
		2020 school year. This will also "create opportunities for student voice and ownership." (consistent with KCPS Strategic Plan, Pillar A, Strategic Priority 1, p. 2018)	, 1.3	Couns, students	Operating, Title 1	11/1/18	5/1/18	The student council will meet monthly.      Implement student council ideas that are within the school and board practices/policies.	11/19	5/20
		4. The Positive Behavior Intervention Support	1.1,	8	do	11	2/;	The PBIS committee will meet quarterly.	8/19	5/20
		(PBIS) committee will be used to develop leadership and governance capacity in teachers. (consistent with KCPS Strategic Plan, Pillar A, Strategic Priority 1, p. 2018)						The PBIS committee will plan professional development for staff.	8/19	5/20
		,, <u>-, , , , , , , , , , , , , , , , , , </u>		ers	ig, Title 1	8		The PBIS committee will work     collaboratively with the staff to implement     the PBIS Matrix and the school wide PBIS     plan	8/19	5/20
			1.1, 1.3	P, T leaders	Operating, Title	810/1/18	5/1/19	The PBIS committee will manage the Eagle Store. 5.	8/19	5/20

Objective	Strategy	MSIP Standard	Persons	Funding Source	Date to Implement	Date of Completion	Action Step	Date To	Date of Completion:
	5. Parents will be develop leadership through			а			Plan and schedule meetings.	9/19	5/20
	participating in SAC/LINC Site Council meetings.	.1,	P, T,		9/30/	,20	2. Send information to parents about meeting.	9/19	5/20
		1.	٩, =	O,	/6	5/			

								3. Parent officers will conduct the SAC/LINC Site Council meeting.	9/19	5/20
		6. All homeroom teachers will hold classroom meetings. This will "create opportunities for student voice and ownership." (consistent with KCPS Strategic Plan, Pillar A, Strategic Priority 1, p. 18)	1.1, 1.3	Ts, students	Operating	8/20/19	5/21/20	Teachers will regularly conduct classroom meetings.	8/19	5/20

Goal 6: Regular attendance in class is an important factor to a student's success in school. 90% of the students should be in attendance 90% of the time.

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

By May 22, 2019, ninety percent or more of all students enrolled at Pitcher Elementary School will maintain an attendance percentage of 90% or more, as measured by the district (in TYLER). (State of Missouri 90 by 90 expectation)

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

- Student attendance for SY 17-18 was 87% (90 by 90). (18-19 attendance not yet available)
- Regular school attendance for some students continues to be a challenge due to a number of economic, social, and emotional issues.
- High mobility also impacts Pitcher's student attendance. 148 students moved in and out of Pitcher in SY 18-19. Families often move and the school is unaware until much later. Students cannot learn without being physically present at school.
- If more students are present at school, then instructional time is increased for those students, then more students will learn the subject content taught in class, and student achievement will improve.

## Research Based Strategy(ies) for Implementation:

- Pitcher will monitor attendance at the individual student level. ("Personalization with Precision")
- Weekly individual attendance plans will be implemented for students with attendance below 90%.
- There will be a classroom and school-wide focus on attendance, along with student incentives.
- An attendance committee will meet weekly to monitor student attendance.

Funding Source(s): Operating, Title 1

MSIP Standard(s): MSIP Standard 4, Missouri 90 by 90 Attendance criteria

# **Measurable Adult Behaviors:**

- Daily phone calls to parents of absentee students
- Semester attendance awards
- Tracking of attendance in student data notebooks and/or classroom postings
- Implementation and tracking of individual student attendance plans (targeting students with attendance below 90%)
- Weekly attendance committee meeting to monitor school attendance

Objectiv	<i>r</i> e				Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
1. Improve expectation	student attenda n.	ance to 90% fo	or the 90 x 90	1	Establish an attendance committee to monitor student attendance. The attendance committee will meet weekly.		P, nurse, sec.	Зu			Conduct a Friday weekly attendance committee meeting to monitor school attendance.	9/19	6/20
MSIP Standard	Progress Measures	Baseline	Progress	Target		4	Couns.,	Operating	9/14/19	6/1/20			
					2. Attendance drawings will randomly be held						1. Select "winning" students.	9/19	5/20
					and students may select a prize from the front display case.						2.Call student names over the intercom	9/19	5/20
						4	Couns., Sec.	Operating	9/14/19	5/10/20			
					Daily phone calls will be made to parents of absentee students.		ın, Sec.	Operating	8/14/19	6/1/120	Counselor or secretary will call parents of absentee students daily.	9/19	6/20
Comme	nts					4	Coun,	Оре	8/1	6/1			
					4. Various incentives (i.e., school dance, Ice		<b>—</b>	BL			1. Select and award incentives.	9/19	6/20
					cream, movie, extra recess, etc.) will be provided for perfect attendance students.		Coun. P, T	Operating	9/21/19	6/1/20	2. Schedule incentive activities.	9/19	6/20
					production and statements.	4	S	Opi	9/2	6/1			

Objectiv	/e		Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
			5. The "giant" trophy will be used to motivate classroom perfect attendance.	4	Couns., P	Operating	9/10/19	6/1/20	The trophy will be placed daily in a perfect attendance classroom.	9/19	6/20
			6. Perfect attendance dress down days will be offered throughout the school year.	4	۵	Operating	10/1/19	6/1/20	Schedule perfect attendance Dress Down Days.	10/19	6/20
Comme	nts		7. Develop Individual Attendance Plans targeting students with attendance percentages below 90%.	4	Couns.	Operating	9/10/19	6/1/20	Counselor will meet with individual students with less than 90% attendance weekly.     Individual attendance plans will be developed, implemented and monitored. (Targeting students with attendance below 90%)	9/19	6/20
			8. Teachers will offer their own classroom attendance incentive to students.	4	Ts	Operating	9/14/19	5/10/20	Teachers will monitor their classroom's student attendance.     Teachers will provide a classroom incentive for perfect attendance.	9/19	5/20
			9. A daily intercom announcement will be made at the end of the day praising perfect attendance classrooms.	4	P, Sec.	Operating	9/14/19	5/10/20	The secretary or principal will praise classroom perfect attendance at the end of the day over the intercom.	9/19	5/20

	MSIP Standard Persons	월   정	Date To Implement Date of Completion:
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Objecti	ve		Strategy						Action Step		
-			10. Teachers will receive memos informing them of students with attendance percentages below 90%.						Teacher memos will be written and given to teachers informing which students in their classroom has less than 90% attendance.	11/19	6/20
				4	P, Sec.	Operating	11/30/19	6/1/20	2. The teachers will be encouraged to speak with the child and contact the parent if the child is absent from school.	11/19	6/20
			11. K-6 Attendance will be tracked in each classroom (poster) or by the students in grades 3-6 (data notebooks).						1. Attendance will be posted in each classroom.	9/19	5/20
									Students in rooms with perfect attendance will receive an incentive.	9/19	5/20
				4	Ts, students	Operating	9/21/19	5/10/20	3.Each room will post the perfect attendance banner on their door, when all students are present.	9/19	5/20
			12. Parents will be reminded about the importance of attendance in the quarterly						An article will be written about the importance of regular school attendance.	10/19	5/20
Comme	ents		school newsletter.		۵	ing	19		<ul><li>2. The article will be placed in the school newsletter.</li><li>3. The school newsletter will be created, printed,</li></ul>		—
				4	Couns., P	Operating	10/30/19	5/1/20	and distributed to parents.		
			13. Intentional efforts will be made to use ISS as much as possible, rather than OSS.						The principal will consider all ISS options in an effort to avoid student OSS.	8/19	6/20
				4	۵	Operating	8/20/19	6/1/20			

	MSIP Standard	Persons  Funding Source	Date to	Date of	Date To Implement	of	Completion:
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Objecti	ve		Strategy						Action Step		
			14. Attendance awards will be given each			Ø	9		1. Winners will be selected.	12/19	6/20
			semester to students. (attendance recognition)			tii 1	/1	20	2. Teachers will prepare certificates.	12/19	6/20
						er?	/20	1/2	3. A recognition ceremony will be scheduled.	12/19	6/20
				4	Ts	g i	12	/9			
			15. High absentee students will be referred to the school assigned district social worker.		4	₽0			1. The school social worker will be contacted when individual students are high absentee.	9/19	6/20
					uns., F	eratin	4/19	1/20	2. The social worker will meet with the parents to discuss school attendance.	9/19	6/20
				4	ပိ	dO	7/6	:/9			

Budget Allocation Summary					
Goal # (1-3)	Expenditure or Action to be Funded	Date	Estimated Cost	Funding Source(s)	
Goals-1-3	Instructional Coach	8/5/19- 6/30/20	\$80,000	Title 1	
Goals-1-3	Academic Intervention teachers	8/20/19- 6/30/20	\$40,000	Title 1	
Goals-1-3	Instructional Resources	9/1/19- 6/30/20	\$7,000	Title 1	
Goals-1-3	Professional Development	8/1/19- 6/30/20	\$9,000	Title 1	
Goals 1-3	Travel	9/1/19- 6/30/20	\$3,630	Title 1	
	Should additional Title 1 funds become available, those funds will be used for the employment of academic intervention teachers and/or general supplies/instructional resources.				

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Superintendent of Schools		Date
	_	

Deputy Superintendent	Date
The Mission of KCPS is to achieve, in a way that is unencumbered by excuses from teaching and learning.	, our Vision for education by ensuring that all children benefit