Melcher Schoolwide Title I School Improvement Plan 2019-20

The School Improvement Plan is to be completed in cooperation with the School Leadership Department, Curriculum and Instruction, and Federal Programs.

Date: 8-29-2019	
District Name: Kansas City Public Schools	
Building Name: Melcher Elementary School	**Building Code:** 5020 **Grades Served:** K-6th

☐ Comprehensive School [X]Targeted School ☐ Title I School ☐ Signature School ☐ SIG School

School Improvement Team
The following participated in the development and implementation of the SIP.

Name	Position
1. Darrin Slade	Area Supervisor – Assistant Superintendent
2. Trinity Davis	Federal Instructional Supervisor
3. Mark Bedell	Superintendent
4. Walt Brown	Regional Representative
5. Carl Evans	District Board Member
6. Christopher McNeil	Principal
7. John Hatch	Bldg. Leadership Team Member – Professional Development Chair
8. Sandra Dixon	Bldg. Leadership Team Member –
9. Kelly Springett	Bldg. Leadership Team Member -
9. Penny Webster	Bldg. Leadership Team Member -
10. Lakeisha Paul, Malcolm Nash	Vice Principal/Discipline/PBIS team
11. Breanna Brooks	Parent Liaison
12. Calvin Wainwright	Parent Representative

Description of how staff and stakeholders will be informed and engaged in the school improvement plan.	Melcher Elementary School Improvement Plan will affect K-6th grade students. Our plan will be developed with input from the Leadership Team, certified and classified staff, Student Advisory Committee (SAC) representative, and community stakeholders. The plan will be shared with our staff and stakeholders during monthly staff conferences; weekly collaborative and data team meetings; bi-annual parent teacher conferences; and monthly parent meetings. All stakeholders will receive communication through newsletters and building/district websites. This plan ensures that stakeholders and staff are continuously informed and engaged through the planning, implementation, or the monitoring of the accountability plan. The plan will be submitted to the district for approval.

Key issues identified from annual performance data and local assessments.	Key issues were identified from the results of the 2018-2019 Assessments, Data & Surveys: Achievement Series Scores; I-READY Scores, AlphaKids & Pathway results, Attendance Data and various Building Climate Surveys. Melcher's plan was developed after a careful review of multiple data sources gathered over multiple previous years to identify specific needs related to: Local Achievement Data, MAP Academic Data, Climate and Attendance rates. From the review, we learned that: • Approximately 40% of Melcher students grew in I-READY **Scores in Reading**, Yet, 50% were still not on their correct grade level by 3rd quarter 2018/19 SY. • Approximately 40% Melcher students grew in I-READY **Scores in Math**, Yet, 50% were still not on their correct grade level by 3rd quarter 2018/19 SY. • Melcher's overall proportional attendance rate is under 90% (although we exceeded school goal of 87.3%) • Only 10% of Melcher students scored proficient or advanced on all Map tests.
Key issues identified from needs assessment and/or Surveys or Advanced Questionnaire.	An advanced questionnaire regarding Melcher was conducted in the Spring of 2019 that included performance data concerning instruction, leadership and student perception. The lowest areas were identified (This information was based on 2018/2019 school year). **Instructional & Curriculum** • Consistency with RTI & PST collaboration **School Climate** • Consistent PST Meetings and follow-up meetings **Parents** • Attendance at Title I Meetings
Prioritized Needs for the Building.	**Academic** 1. Raise the percentage of students who increase their Fall to Winter Assessment Series Scores and Winter to spring Reading/Math scores & instill Deb Diller and Pathways in K-2 grades. 2. Increase the percentage of teachers implementing consistent data-based RTI Ensure consistent Professional Learning Communities occur with agendas & follow-up meetings basedon student instructional data. **School Climate** 3. Increase the percentage of 4th - 6th grade students who feel safe at school. 4. Enhance student/teacher relationships. **Parents** 5. Increase the percentage of parents who attend the School Events, Title I meetings and the monthly SAC meetings

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Core Elements for Student Achievement

Leadership *An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students.*	**CSIP:** Goals 1-5 Pillar C Strategic Priority 9	**Principal Evaluation:** Standard 2

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):
Pillar C, Strategic Priority 9 calls for Capable, Empowered leadership – Development a Network of Top-notch leaders and leadership teams.   ***Specific***   The Principal will increase the effectiveness of classroom instruction by increasing the amount of time spent with instructional collaboration teams as will as in each classroom based on TNTP walk-through data (on paper and listed in OAYSIS).   ***Measurable***   The Principal will provide immediate feedback to teachers regarding five walkthrough visits per week (due) by October 1, 2019. This feedback will occur 100% of the time after each walkthrough visit.   ***Achievable***   The Principal will meet with the SAM scheduling coordinator once per week, the building leadership team once per week, and the attendance team once per week beginning September 1, 2019.   ***Relevant***   The primary instructional leadership focus is the seamless integration of instructional techniques and increased student engagement to strategically impact student learning and achievement through research-based methods as identified by the following building goals: ***Timely***   The Principal/Vice Principal will spend at least 50% of an eight-hour day as an instructional leader based on SAMs data by end of 1st semester.

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

An effective instructional leader who spends more than 50% of their time in the classroom, is imperative to transforming a low performing school to a higher performing school. Also, leadership goals must reflect the KCPS vision. Based on the District Roadmap for Student Growth and Success outlined by four Pillars, an effective principal collaborates with a leadership team and sets measurable goals to positively affect building climate and instruction. The principal sets the school vision to follow.   This plan will be based on the four Pillars in the district plan. Pillar A) Personalized teaching & Learning, Pillar B) Safe Climate & Strong relationships with community & families, Pillar C) Caring Effective-HQ Teachers and Pillar D) Data-Informed, efficient systems. Develop A Network of Top Notch Leaders and Leadership Teams.

Research Based Strategy(ies) for Implementation:

Today, improving school leadership ranks high on the list of priorities for school reform. In a detailed 2010 survey from the Wallace Foundation, principal leadership rated second highest among the most pressing matters concerning school improvement in public school education. Teacher quality stood above everything else, but principal leadership came next, outstripping matters including student testing.

"Teach the Teachers and Its People not Programs who make the most difference with our students today."
                              What Great Principals Do Differently- Todd Whitaker, Eye Education, 2003.

"The national SAM innovation Project (SAM) is a professional development process using a unique set of tools to change a principal's focus from school management tasks to instructional leadership—activities directly connected to improving teaching and learning.

SAMs Independent and external research has determine that principals gain the equivalent of 27 extra days of instructional leadership their first year using the SAM process. By the third year the gain of instructional leadership time exceeds 55 days. The process is designed to help the principal be reflective about how to best work with teachers to improve teaching and learning."
                              National SAM Innovation Project (NSIP) www.SamsConnect.com
**Funding Source(s):1003(a), Title 1, Local Funds
***MSIP Standard(s): 1.1, 2.1, 4.3, 5.1, 5.2, 6.1, 6.2

Measurable Adult Behaviors:

As a result of the above, principal will:
- Complete all instructional walk-through visits by October, 2019 and February, 2020 (by designated due dates)

- Lead 100% of teachers into developing and maintaining common formative and summative assessments by October 2019.

- Lead all teachers into collaborating once per week by grade level and once per week by content (4th -6th grade) by October, 2019.

- Complete 1st data consult with 100% of teachers by November, 2019 & the 2nd data consult with 100% of teachers by March, 2020.

- Walk through all classes once per day (unless absence from building) – Meet with all staff in building no less than once per month.

- Use New TNTP Walkthrough Criteria. Divide in the mornings so that we will enter every class every day.

Action Steps	Start Date	Person Responsible	Resources	Complete /
Principal will schedule time in the 19/20 master schedule for building collaboration and data team meetings to improve classroom instruction.	August, 2019	Principal	Master Schedule	☐ May 202
Principal and VP will monitor and provide feedback to staff for ongoing performance improvement.	September, 2019	Principal Vice Principal	Building Walkthrough (TNTP) forms. District required monitoring & online forms	☐ May 202
Principal will work with team to determine data collection process for effective instruction and learning activities.	September, 2019	Principal Vice Principal Leadership Team	Leadership Team District Protocols	☐ May 202
Principal will provide all walkthrough expectations during initial professional development	August 6, 2019	Principal	Master Schedule Melcher Teacher Handbook	☐ May 202
Principal will use direct & non-direct feedback to improve academics/ classroom management techniques	September, 2019	Principal/Vice Principal	District Observation Protocol	☐ May 2020

Collaborative Cultures *Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.*	CSIP: Goal 3	Teacher Evaluation: Standard 7 Standard 9

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

Specific
Collaboration will occur consistently in the form of **Professional Learning (PLC) groups, Response to Intervention (RTI) teams, content teams, grade level teams and Problem Solving Teams.**

Measurable
All collaborative groups will be 100% functioning by grade level and by content level September 13, 2019.

Achievable
All teachers will first master collaborating with their grade level teams using agendas. This process began the previous year and will be a continuation.

Relevant
Melcher's Professional Learning Communities (PLC- via content meetings, collaborative meetings (PST, PD, etc.), grade level meetings & data team meetings are imperative to data sharing for effective instruction.

Timely
By October 1, 2019, 100% of teachers will be prepared to share collaborative data with parents and reading and math interventionists

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

- **Based on Pillar C: Caring, Effective Teachers in Every Classroom and Effective Leaders in Every School. Number 8 under this pillar indicates that as a building, there is a goal to invest in continual learning for all staff, so that, in time each achieves mastery of their own craft.**

Research Based Strategies for Implementation:

"Professional development and collaboration, invest in continuous learning for all staff so that in time each achieves mastery of their own craft."   *Professional Learning Communities at Work; by Rebecca DuFour*

"Educators need to move from interest in the PLC process to a commitment to the PLC process where there are no excuses for failing."
   Learning by Doing: A Handbook for Professional Learning Communities, by Robert Eaker, Richard DuFour & Rebecca DuFour

Measurable Adult Behaviors:

- As part of Melcher's PLC design, instructional staff will participate in weekly collaborative team meetings, data team meetings (data cycle), RTI instruction and PBIS to create a system by which we are able to share information, discuss student needs and implement strategies to address deficits and increase student achievement.

- K-2nd grade teachers will collaborate about Deb Dillard and Pathways and the most effective methods of teaching reading and utilizing student data.

- Teachers (4th – 6th) will meet by content (along with reading & math interventionists) to find strategies to aid in raising the scores of students below grade level, on grade level, and above grade level.

- Teachers (K-6th) will meet weekly by grade level to discuss common researched teaching strategies. Teachers will identify and share strategies/resources to target missing skills and also discuss creating centers that meet those needs; for the students who are on or above grade level. The teacher will identify and share materials that will challenge the students further.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Principal & District will provide on-going Professional Development on Professional Learning Communities and participate in PLCs.	8/12/19	District and Building Instructional Staff Collaborative Teams Reading Interventionist Math Interventionist Leadership Team Teachers	Curriculum Department Building Staff PLC materials, books, forms *Professional Learning Communities at Work- Learning by Doing*	☐ May 19, 2020
Principal and building leadership team will lead teachers in analyzing assessments to aid in implementing data driven instruction during weekly collaborative team/data cycle/staff meetings.	8/5/19	Instructional Staff Collaborative Teams Reading Interventionist Math Interventionist Leadership Team	MAP, I-READY, Data Cycles, Pearson Online Assessments District Assessments Classroom Assessments	☐ May 19, 2020
Begin PST collaboration for	8/5/19	Instructional Staff Counselor Principal/VP PST Team	PBIS district training, PBIS Committee	☐ May 19, 2020

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Faculty & Interventionists will hold content PLC meetings to determine RTI progress and to track student growth.	8/12/19	Instructional Staff Reading Interventionist Math Interventionist	I-READY results, PBIS data, MAP Data, Formative and Summative Assessments, Teaching Methods Coach	☐May 19, 2020
Professional development Book Study (Learning By Doing, A Handbook for Professional Learning Communitie*s).*	8/12/19	Instructional Staff Leadership Team Reading Interventionist Math Interventionist	Professional Researched Based Book	☐May 19, 2020
Collaborate with parents during parent-teacher conferences and throughout the year.	8/12/19 - 5/19/20	Home-School Support Teachers Parents	Parent Portal Website Newsletter (District & Building) Teacher and Student Letters	☐May 19, 2020
Individual teacher data meetings.	9/16/19	Principal/ Vice Principal Teachers Leadership Team Reading Interventionist Math Interventionist	Student Data Notebooks Classroom Observation – Data Consult Documentation	☐May 19, 2020

<table>
<tr><td colspan="2">Curriculum, Instruction and Assessment

Curriculum, instruction and assessments are comprehensive and aligned with the core academic standards. Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.</td><td>CSIP:
Goal 1
Goal 2
Goal 3
Goal 4</td><td>Teacher Evaluation:
Standard 1
Standard 2
Standard 3
Standard 4
Standard 7</td></tr>
</table>

☐ English Language Arts ☐ Math ☐ Science

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

Specific

All teachers must be teaching rigorous hands-on lessons based on the district curriculum staying on track within one week of the district's curriculum calendar and matching all lessons to the State standards by September 5, 2019

Measurable

100% of 3-6th grade teachers will utilize district curriculum as well as additional instructional materials, which will be differentiated based upon a continuous review of test student's test scores.

Achievable

Measurements will be based upon I-Ready, Pathways and Achievement Series Data for to create small groups for RTI by September 1, 2019.

Relevant

The Data Cycle in Math and English Language Arts will focus on the priority standards and learning targets of greatest concern in each subject area, every 4-6 weeks, with a post-test mastery for each grade level of 80% or above.

Timely

By September 5th 10 all educators will be dedicated to continuous revision of curriculum & instruction to aid students in understanding each targeted standard.

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

Pillar A. – Personalized rigorous personalized teaching and learning – Aligned instructional system

- Focus teaching on high-standards, rigorous curriculum and reliable assessments.

Key issues were identified from the results of the 2017-2018 MAP (3rd-6th); 2018/19, I-READY(K-6); AlphaKids; and district achievement assessments(K-6). Melcher's plan includes a review of multiple data sources, over multiple years to identify specific needs related to: academic achievement, college and career readiness and attendance rates.

Melcher's plan includes evidence that performance data are analyzed and the analysis includes:

- Student reading and math scores continue to need improvement to increase overall MAP scores.

Research Based Strategy for Implementation:

Marzano's Framework
- **Question 1***: What will I do to establish and communicate learning goals, track student progress, and celebrate student success?*
  Student Engagement from "The Art and Science of Teaching"
- Question 2: *What will I do to help students practice and deepen their understanding of new knowledge?*
  Critical Thinking from "The Art and Science of Teaching"
- **Question 3:***What will I do to help students effectively interact with new knowledge?*
- **Question 4:** *What will I do to help students practice and deepen their understanding of new knowledge?*
- **Question 5:** *What will I do to help students generate and test hypotheses about new knowledge?*
  Formative Feedback from "*The Art and Science of Teaching*" and *"Enhancing the Art & Science of Teaching With Technology"*
    Leaders of Learning, by Richard Dufour & Robert Marzano, Solution Tree Press, 2011.
Funding Source(s):
MSIP Standard(s):

Measurable Adult Behaviors:

- 100% of teachers will Daily lesson plans will be submitted every Monday and address Anticipatory Set, Modeling, Guided Practice and Checking for Understanding beginning August 20, 2019

- 100% of classrooms will implement (RTI) daily over English Language Arts and Math to increase student achievement.

- 100% of instructional staff (including teachers, reading & math interventionists and instructional para) will increase knowledge and implement strategies gained from district and building professional development as measured by building walkthroughs, lesson plans, and by examining student data for increases in student achievement.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Analyze assessment data and student work to determine student needs and interventions.	8/13/19	Instructional Staff Collaborative Teams Leadership Team	I-READY, Data, MAP Data, District Formative and Summative Assessments, State Standards, Volunteers Tutors	☐ May 19, 2020
Monitor data cycle and RTI progress to track student growth.	8/20/19	Instructional Staff Collaborative Teams Leadership Team Principal	I-READY, Data, MAP Data, District Formative and Summative Assessments, and State Standards, Teaching Methods Coach	☐ May 19, 2020
Individual teacher data meetings will be held with Principal and VP for feedback and goal setting.	9/12/20	Instructional Staff Collaborative Teams Leadership Team Principal	Student Data, TNTP forms, MLP OASYS	☐ May 19, 2020
Monitor formative and summative assessments for RTI effectiveness and monitor Student Growth. Revise, implement, and adjust RTI strategies.	8/12/19	Instructional Staff Collaborative Teams Leadership Team Instructional Para Teacher Principal	Formative and Summative Assessments, TNTP forms	☐ May 19, 2020
Survey instructional staff to assess data cycle for continued growth and effectiveness.	8/12/19	Collaborative Teams Leadership Team Principal Curriculum Department	Survey Monkey Data Cycle Rubric	☐ May 19, 2020

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Teachers will receive training and professional development over district's new curriculum	July, 2019	Curriculum Department Building Leadership Teachers	2019-20 District Curriculum Templates, Pathways, Reading and Math Interventionists, Deb Dillard	☐ May 19, 2020

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Teachers will attend district and building mandated PD to establish our focus on design question #2.	8/12/19	Reading Interventionist Math Interventionist Collaborative Teams Leadership Team	2019-20 District Curriculum Templates, Pathways, Content Leaders, TMC	☐May 19, 2020
Curriculum/PD on small group instruction, developing centers	10/19	Reading Interventionist Math Interventionist District Curriculum	2019-20 - District Curriculum Templates, Pathways	☐May 19, 2020

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 communication, both within and outside the school.*	CSIP: Goal 2	Teacher Evaluation: Standard 2 Standard 5 Standard 7

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

Specific
100% of the Melcher Community will be responsible for treating others with respect and dignity as measured by Surveys, Perception data, attendance and office referrals, and participation in academic intramurals.

Measurable
Student & community perception percentages on the district climate surveys **regarding school culture** will increase by 10% by April, 2020.

Achieveable
Each Leadership team member will continue their responsibility in chairing one academic intramural

Relevant
Melcher will increase retention of students/families by 20% by May 2020.

Timely
Every new student will know the Melcher Pledge and be instilled with "The Melcher Way" by September 30, 2019.

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

Pillar B – Safe climate and strong relationship with families and communities
- **Community partnerships, family engagement and communication**
- **Safety nets – provide a community-wide network of supports for students and families.**

Students and teachers perform best when they know that peers genuinely care about them and believe in their ability to succeed. Getting to know students can go a long way in finding ways to motivate students and help them understand the lifelong importance of the knowledge and skills they are learning at school. Creating a climate where the teachers feel valued helps schools retain good teachers. The climate and culture of our school is the foundation that makes learning possible.

Research Based Strategy for Implementation:

Many of our students come to us with deficits in the area of social skills and understanding of terms such as respect, responsibility, fairness, trustworthiness, citizenship, etc. We know we need to build a common language for understanding school and classroom expectations so that we can communicate expectations and help students gain acceptable responses in everyday situations. This, in turn, will help our academic work flow more smoothly throughout the day "Research shows there is a great impact of connecting students' background knowledge and learning experiences to the content being taught, and the importance of explicitly teaching academic vocabulary. Explicitly linking a lesson's key content and language concepts to students' background knowledge and experiences enable them to forge connections between what they know and what they are learning. Connecting past content and language learning to a new lesson's content and language concepts assist students in understanding that previous learning connects to current learning." **(Echevarria, Vogt, & Short, 2013)**

"A safe classroom atmosphere provides the conditions for students to take risks and make mistakes, without fear of humiliation, and without fear that a teacher or classmates will think less of them for doing so" **(Chapman & Vagle, Motivating Students, 2011).**

Measurable Adult Behaviors:

- **100% of Melcher staff will keep a positive attitude with parents and community members. First responders (counselor, secretary, nurse, home-school coordinator, Community in Schools' coordinator will be the front line of staff to always speak to parents and community, vendors, etc.**

- **100% of Teachers will continuously hold class meetings and keep a positive classroom environment. Adults will not raise their voices at the students.**

- **Vice Principal and Principal will provide training to teachers on building relationships with students and implementing pro-active discipline**

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Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Implement student council and student ambassadors, National Elementary Honor Society, Spelling Bee, Junior Achievement, Science Fair, Art Fair	Sept 1, 2019	Principal Building Leadership Team	NEHS Students Scripts Spelling Bee National Science Fair	☐ May 19, 2020
Increase school spirit, which will in turn increase student scores – basketball team, cheerleaders	Sept 1, 2019	Teacher -Coach Trotter Support Staff – Nash	Volunteer Partners Uniforms LINC	☐ May 19, 2020
Increase school-wide evening and afternoon programs & assemblies to be held throughout the year.	Sept 1, 2019	Secretary Principal	Teachers Support Teachers Parents Students	☐ May 19, 2020
Improve classroom management through use of classroom community meetings & district PD.	Sept 1, 2019	Teachers	Community Meeting Format Students Parents Newsletter Substitutes	☐ May 19, 2020
Hold a variety of celebrations - ABA dances, carnivals, field trips for good behavior. Use PBIS/Ram Bucks	Sept 1, 2019	Mr. Nash – Home/School Secretary – Vice Principal	Auditorium Awards Teachers	☐ May 19, 2020
Initiate positive contacts with parents via postcards, visits at the car, phone calls home, mentoring	Sept 1, 2019	Mr. Nash – Home/school Teachers Counselor Principal	Mentoring Program	☐ May 19, 2020
Re-implement Kindergarten & 6th grade graduations	Sept 1, 2019	Kindergarten Teachers Sixth Grade Teachers	Auditorium Parents Volunteer Partners	☐ May, 2020

Student Attendance *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*	CSIP: Goal 5	Teacher Evaluation: Standard 7

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

Our goal is to have at least 90% of our students in attendance 90% of the time with an average daily attendance of 95% or greater for students and staff during the 2019-2020 school year, as measured by students' attendance housed in the district's data center (Pulse).

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

Pillar D – Data informed, effective and efficient systems. Cultivate a focus on results and celebrate continuous improvement.

Data from the previous years shows that attendance has been a struggle for Melcher Elementary school. By decreasing the number of absences, we will help students succeed academically, graduate on time, avoid dropping out, and increase the likelihood of job success after graduation.

Research Based Strategy(ies) for Implementation:

"Teach positive and Social responses. Affirm students' effort, trust and choice, attitude and efforts"
Engaging Students with Poverty in Mind – by Eric Jensen, ASDC, 2013.

It is our plan to encourage and promote good daily attendance.   In order for our students to be able to practice and deepen their understanding of new knowledge, they must first be present to actively engage in daily instruction and learning activities.

MSIP Standard(s)

Measurable Adult/Student Behaviors:

Students and staff will set a goal to have 90% attendance for the school year 90% of the time.   Enlighten parents of the academic importance of good attendance throughout the entire school day and the need to minimize student
tardiness and early check-outs by enhancing communication; including daily phone contact, letters home, and parent teacher conferences
• 100% of teachers will have attendance in to secretary by 9:30 daily
• Attendance team will hold weekly Attendance meetings with attendance team by 8/20/19
• Reconcile Attendance Weekly beginning 8/12/19
• Secretary will revise attendance by noon for students who arrived late
• 100% of teachers will build positive relationships enthusiasm to encourage daily attendance
• Attendance team will provide student incentives for good attendance periodically during the school year

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Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Principal and attendance team makes daily "attendance" announcements and keeps the names of students with "perfect attendance" on school bulletin board.	8/15/19	School-Home Support Staff Teachers Building Secretary Counselor Principal Vice Principal	Bulletin Boards BB Materials Lists of Students with PA	☐ May 19, 2020
Teachers & Secretary Contact parents daily– for students who are absent. **Home – School support staff Calls again after 3 days and 5 days**	8/15/19	School-Home Support Staff Teachers Secretary Counselor	Parent Communication Log	☐ May 19, 2020
Counselor makes calls to parents of students – who are absent consistently & sends out attendance letters.	8/15/19	School-Home Support Staff Building Secretary Counselor	Admin/Parent/Student Support Specialist Log	☐ May 19, 2020
Monthly perfect attendance celebrations for students.	9/3/19	Volunteers (COR) Principal Counselor School-Home Support Staff Parent Liaison Teachers	Ram Bucks and Ram Store Awards Auditorium Class Attendance Awards Assembly/movies	☐ May 19, 2020
Perfect Attendance Bulletin Board/Newsletter/Website	8/30/19	School-Home Support Staff Building secretary School Counselor Vice Principal	Building Newsletter and Website BB Paper	☐ May 19, 2020
Reporting chronic attendance problems	8/15/19	Principal School Counselor Attendance Team Secretary	Counselor Office of Student Support Prosecutor's Office	☐ May 19, 2020

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Superintendent of Schools   **Date**

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Deputy Superintendent   **Date**

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Assistant Superintendent of Schools   **Date**

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

KCPS School Improvement 7/15/17