Annual Action Plan

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

School	**Gladstone Elementary**
District	KANSAS CITY PUBLIC SCHOOLS
Plan Year(s)	**2019-20 SY**
Principal / Lead Person	Dana Carter
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School Improvement Planning Team

Name	Stakeholder Group*	Signature
Dana Carter	Principal	
Kelly Coble	Vice Principal	
Uli Schneider	ELL Teacher	
Susan Phillips	Upper Elementary Teacher	
Sara Hoenshell	Instructional Coach	
Uli Schneider	ELL Teacher	
Hieu Ngyen	Community Member	
Jacko Collier	Parent	
Andrew Larson	Title One Supervisor	
Elizabeth Lopez	Parent	
David Lanning	Encore Teacher	

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

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

Outline

1 | **Highlights of our Annual Action Plan**
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1   Highlights of our Annual Action Plan

1a   ABOUT OUR SCHOOL

- Gladstone Elementary School is a **vibrant and diverse school community** located in the Indian Mound Neighborhood, our **425 students** speak at least 14 different home languages**; ~53% have limited English proficiency** and **all of our students qualify for free and reduced lunch**
- Our mission is to develop **courageous thinkers and problem solvers – students with both academic and social skills to be resourceful leaders in their communities**
- To reach our vision of developing readers, over the next three years we will focus on: **Improving Instructional Effectiveness and Supporting the Whole Child**

1b   PLANNING AND STAKEHOLDER ENGAGEMENT PROCESS

We pulled together a diverse group of community members to help guide the process. We engaged our entire community to provide input, ideas and thought partnership in developing our plan. We invited the community and KCPS stakeholders for coffee and muffins to discuss our emergent ideas and thinking. We conducted four half day planning sessions and held weekly 90 minute advising and planning meetings. We involved the community through student, teacher and parent surveys, teacher and staff talent readiness diagnostics and an alumni focus group. We presented our strategies to the staff during a professional development session to invite feedback.

1c   OVERVIEW OF CURRENT STATE: ACCOMPLISHMENTS AND CHALLENGES

We examined proficiency and growth data. First and fifth grade outpaced national norms for growth on the NWEA. Sixth grade ELA achievement outpaced KCPS. Gladstone has recently been removed from Focus School status. Students indicated that they feel that they belong and have strong relationships at school. Parents feel like teachers care about their children, but they would like to see higher academic outcomes. Our SWOT (strengths, weaknesses, opportunities and threats) suggested opportunities such as **focus on rigor** and **adult learning as key levers** to drive student achievement. Teachers are highly tenured, value the school community, yet report that they don't always have access to the information to do their jobs well. Our MAP scores declined from 2015 to 2017.

1d   OUR PRIORITIES FOR THE NEW SCHOOL YEAR

To achieve our vision of moving from current state to developing readers and leaders we will improve instructional effectiveness and support the whole child. Our priorities will be to improve instructional effectiveness by building teacher and leader capacity, implementing data driven instructional best practices, and departmentalizing from 3rd through 6th grade. We will support the whole child by equipping teachers with trauma sensitive pedagogy, continuing the Leader in Me, and providing students access and linkages to counseling and psychiatric services.

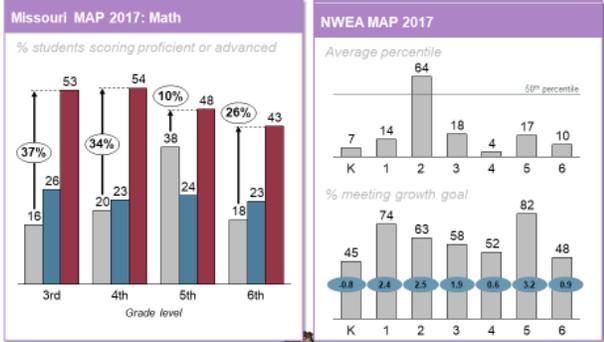## 1e   PAYING ATTENTION TO OUR INTENTION: MONITORING, ADJUSTING AND COMMUNICATING PROGRESS

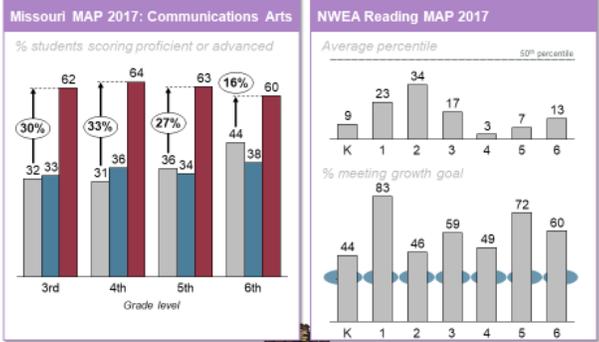We will actively communicate our strategic plan and priorities by seeking ongoing conversations with teachers about what is in the plan and how the plan will influence our day to day work. We will also share the strategic plan goals and priorities with parents at regularly scheduled meetings. Lastly, we will model the growth and learning process for students to assure they understand how we are all in this together.

2 Where are we now?
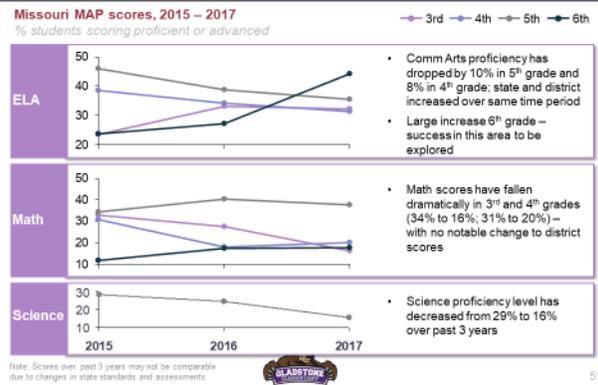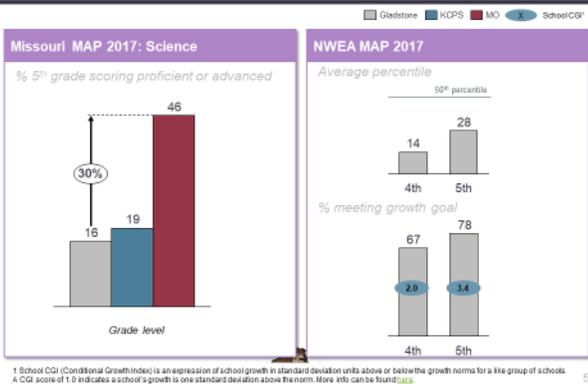
SUMMARY: CURRENT STATE OF STUDENT LEARNING & ACHIEVEMENT

Teaching & Learning

In ELA, proficiency scores are far below the state and country but there is strong growth in 1st, 3rd, 5th, and 6th grades

Gladstone   KCPS   MO   X   School CGI¹

Missouri MAP 2017: Communications Arts
% students scoring proficient or advanced

	3rd	4th	5th	6th
	32 33 62 (30%)	31 36 64 (33%)	36 34 63 (27%)	44 38 60 (16%)

Grade level

NWEA Reading MAP 2017
Average percentile — 50th percentile

K 9, 1 23, 2 34, 3 17, 4 3, 5 7, 6 13

% meeting growth goal

K 44, 1 83, 2 46, 3 59, 4 49, 5 72, 6 60

1 School CGI (Conditional Growth Index) is an expression of school growth in standard deviation units above or below the growth norms for a like group of schools. A CGI score of 1.0 indicates a school's growth is one standard deviation above the norm. More info can be found here. 48

Teaching & Learning

In math, students generally lag the state and nation but there are bright spots in 2nd and 5th grades

Gladstone   KCPS   MO   X   School CGI¹

Missouri MAP 2017: Math
% students scoring proficient or advanced

	3rd	4th	5th	6th
	16 26 53 (37%)	20 23 54 (34%)	38 24 48 (10%)	18 23 43 (26%)

Grade level

NWEA MAP 2017
Average percentile — 50th percentile

K 7, 1 14, 2 64, 3 18, 4 4, 5 17, 6 10

% meeting growth goal

K 45 (-0.8), 1 74 (2.4), 2 63 (2.5), 3 58 (1.9), 4 52 (0.6), 5 82 (3.2), 6 48 (0.9)

1 School CGI (Conditional Growth Index) is an expression of school growth in standard deviation units above or below the growth norms for a like group of schools. A CGI score of 1.0 indicates a school's growth is one standard deviation above the norm. More info can be found here. 49

Teaching & Learning

Science proficiency scores greatly lag state and national benchmarks but both 4th and 5th grades show high growth

Gladstone   KCPS   MO   X   School CGI¹

Missouri MAP 2017: Science
% 5th grade scoring proficient or advanced

16 19 46 (30%)

Grade level

NWEA MAP 2017
Average percentile — 50th percentile

4th 14, 5th 28

% meeting growth goal

4th 67 (2.0), 5th 78 (3.4)

1 School CGI (Conditional Growth Index) is an expression of school growth in standard deviation units above or below the growth norms for a like group of schools. A CGI score of 1.0 indicates a school's growth is one standard deviation above the norm. More info can be found here. 50

Teaching & Learning

In almost all subjects and grade levels, 2017 MAP scores are lower than those in 2015

—— 3rd —— 4th —— 5th —— 6th

Missouri MAP scores, 2015 – 2017
% students scoring proficient or advanced

ELA
- Comm Arts proficiency has dropped by 10% in 5th grade and 8% in 4th grade; state and district increased over same time period
- Large increase 6th grade – success in this area to be explored

Math
- Math scores have fallen dramatically in 3rd and 4th grades (34% to 16%; 31% to 20%) – with no notable change to district scores

Science
- Science proficiency level has decreased from 29% to 16% over past 3 years

2015 2016 2017

Note: Scores over past 3 years may not be comparable due to changes in state standards and assessments. 51

SUMMARY: CURRENT STATE OF THE INSTRUCTIONAL CORE

We follow KCPS decisions regarding curriculum, however we have more autonomy in ELA, while MATH may change for 2019-20. The following programs are currently in use: Envision Math & Eureka Math, Pathways phonics for K-2, Readers & Writers Workshop with provided KCPS Unit Maps, DiscoveryEd and ZooEd. A number of different assessments and data systems are used across grade levels and content areas. Achievement Series is administered quarterly, aligns to MO standards and was developed in Math, ELA and Science for grades K-6th. In addition to district tests, we employ nationally normed tests like NWEA and the MO State achievement exam. For our English Language Learners, language proficiency is assessed annually by the WiDA Access test.

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

Standards and Curriculum:
- Curriculum is aligned to the Missouri standards
- Unit maps are given to the teachers a quarter at a time
- There is a scope and sequence for each content area
- Professional development is offered but lacks depth and follow-up

Assessments:
- Tools for pre and post tests are available, however not fully effective at this time due to misalignment of rigor
- A progress monitoring assessment tool is up in the air at this time
- Diagnostic testing is hard to stay on top of because of time restrictions
- At this current time data is not always used to drive instruction

Instruction:
- Teachers have a schedule that reflects time devoted to each content area
- Implementation of our school-wide small group instruction model and agreed upon Leader in Me language were not implemented consistently across classroom or grade levels
- The reader's workshop model is not fully implemented across grade levels
- Learning targets are consistently posted and discussed with students
- ELL teachers, although strong, struggle to serve the number and variety of language learners
- Refugees receive sheltered instruction (SLIFE-students with limited or interrupted formal education)

Intervention and Enrichment:
- PST meetings are held weekly to help develop interventions for struggling students
- Gifted and talented students are served through a Pylons teachers
- Services are offered through our special education program (Speech/Language, Deaf and Hard of Hearing and Resource)

3 Where do we want to go next?

		☑ if a focus this planning year
GOAL #1	**SUCCESS IN THE EARLY YEARS**	☐
Measure 1a	Increased percentage of Kindergartners who have pre-kindergarten experiences.	O
Measure 1b	Increased percentage of students from each student subgroup meeting or exceeding standards in English Language Arts and Mathematics at the end of Grade 3.	O
Measure 1c	Increased percentage of students who demonstrate persistence and confidence in social, emotional, and problem solving skills.	O
GOAL #2	**WHOLE CHILD: SAFE, CHALLENGED AND SUPPORTED**	X
Measure 2a	Increased percentage of students who feel that their school offers a safe environment for learning, and who have a sense of belonging and personally meaningful friendships.	O
Measure 2b	Increased percentage of students who receive effective social and emotional behavior interventions and continuous access to an advocate/mentor/ counselor.	X
Measure 2c	Increased percentage of students participating in athletics or other extra-curricular/co-curricular activities	O
GOAL #3	**CONTINUOUS GROWTH TOWARD MASTERY OF ALL ACADEMIC SUBJECTS**	X
Measure 3a	Increased percentage of students meeting proficiency standards on local, state, and national examinations.	X
Measure 3b	Increased percentage of identified students who move up or out of tiered academic support (e.g., English Language Learners (ELL); Problem-solving Team (PST); Individualized Education Program (IEP)).	O
Measure 3c	Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.	O
GOAL #4	**21st CENTURY CRITICAL THINKERS AND PROBLEM-SOLVERS**	☐
Measure 4a	Increased percentage of students who can solve real-world, interdisciplinary problems.	O
Measure 4b	Increased percentage of students who can use appropriate digital tools and resources to plan and conduct research, manage projects, solve problems, and make informed decisions.	O
Measure 4c	Increased percentage of students meeting standards on performance-based assessments (e.g., Career/Technical Education, CTE; industry licensing or certification; Armed Services Vocational Aptitude Battery, ASVAB; apprenticeships)	O
GOAL #5	**READINESS FOR COLLEGE, CAREER AND LIFE**	☐
Measure 5a	Increased percentage of students with school attendance of at least 90%.	O
Measure 5b	Increased percentage of students who complete courses, activities, and experiences based on college and career plan.	O
Measure 5c	Increased 4-year high school graduation rates and decreased 4-year high school dropout rates.	O

Our Vision
We aspire for our students to become courageous thinkers and problem solvers.

Our Mission
Gladstone develops courageous thinkers and problem solvers. Our self-motivated and reflective students will have the analytical skills and self-confidence to be leaders within their communities.

Our Mantra
Work Hard, Be Nice!

3c. ANNUAL STUDENT ACHIEVEMENT TARGETS

#	**School Focus** *(40 characters max.)*	**Annual Improvement Target** *(250 characters max.)*	Alignment with District Strategic Plan	
			Which Goal? (1-5)	Which Measure (1a-5c)
A	Continuous growth toward mastery of English Language Arts	Our one year goal of 36% proficiency is achievable through steady progress—we believe that improvements in teacher capacity, lesson planning and data will help us move 2 students per homeroom.	3	3a
B	Whole Child: safe, challenged and supported	Our one-year goal is to have students invest in themselves through goal setting and data notebooks.	2	2b
C				

4 How are we going to get there?

Professional Practices for Instructional Effectiveness

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

	Pillar A Personalized, Rigorous, Culturally Responsive Teaching & Learning	Pillar B Safe Climate and Strong Relationships with Families & Community	Pillar C Caring and Effective Teacher in Every Classroom, and Effective Leader In Every School	Pillar D Data-Informed, Effective, and Efficient Systems
TEACHING PRACTICES	**T1**: Teachers guide students to direct their own learning and to work with other students on culturally and socially relevant research projects and assignments. **T2**: Teachers utilize a variety of high engagement strategies, real-life and authentic learning opportunities, and motivational approaches to raise expectations for all students, regardless of current level of performance.	**T3**: Teachers implement a caring environment that fosters high expectations, responsibility, independence, and social and emotional competencies. **T4**: Teachers routinely communicate with families about each student's progress relative to academic and behavioral expectations, and seek their involvement as equal partners.	**T5**: Teachers engage in ongoing reflection of their own professional growth, and assess their instructional effectiveness relative to student learning. **T6**: Teachers demonstrate continuous learning through classroom application of relevant strategies learned through professional development and ongoing collaboration.	**T7**: Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students. **T8**: Teachers utilize an effective system to maintain accurate data records and artifacts on student- and instructor-tracked completion of assignments, academic assessments, and assigned discipline.
LEADERSHIP PRACTICES	**L1**: Principal/Leadership encourages teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations and provides culturally relevant ongoing professional development. **L2**: Principal communicates high expectations by prioritizing mastery of instruction for all student subgroups, and leading ongoing teacher, team and school-wide dialogue about student work products.	**L3**: Principal supports educators, students, families and the community to sustain high achievement in a positive, safe school environment. **L4**: Principal provides information to parents/caregivers regarding how to foster learn at home, give appropriate assistance, support homework and academic resilience, and engage in two-way home-school communication.	**L5**: Principal uses multiple strategies to provide timely feedback about classroom practices and student learning (e.g., lesson study, collaborative analysis of student work, classroom observations, and team planning). **L6**: Principal/Instructional Leadership Team implement differentiated professional development, focused on continuous improvement of student learning and professional practice.	**L7**: Leadership Team uses student work and data to recommend instructional strategies and interventions for all students, and disseminates periodic progress reports to all stakeholders. **L8**: Principal/Leadership Team works collaboratively with teachers to use a well-defined system to gather and analyze data about student growth and professional practices.
ORGANIZATIONAL PRACTICES	**O1**: School staff communicates a consistent message of high expectations, high support, and instructional approaches from a wide range of historical, cultural, and linguistic perspectives. **O2**: District/School leadership ensures that standards-aligned, culturally relevant curricular are implemented and supported with curriculum guides, professional development, and a balanced assessment system.	**O3**: District builds systems to link educators, students, parents, caregivers, and community to the schools, and to foster a safe caring environment. **O4**: District enables parents to participate as partners in developing school policies and practices and in analyzing student and school performance data.	**O5**: District Leadership creates work environments that support teachers and principals in what they need to focus on: quality instruction and well-run schools. **O6**: Administrative Team clearly communicates the district's vision, mission, teacher-quality, and performance data and seek community input for continuous improvement.	**O7**: District leadership implements a user-friendly system to provide information for monitoring and adjusting professional practice and to guide professional development. **O8**: Central Office partners with all schools to provide professional development to all educators regarding analysis and interpretation of a variety of data about student learning and professional practices.

Continuous growth toward mastery of English Language Arts.	Our one year goal of 36% proficiency is achievable through steady progress—we believe that improvements in teacher capacity, lesson planning and data will help us move 2 students per homeroom.

PROFESSIONAL PRACTICES	EDUCATIONAL STRATEGIES	PD & COLLABORATION THEMES	INDICATORS OF SUCCESS
T6: Teachers demonstrate continuous learning through classroom application of relevant strategies learned through professional development and ongoing collaboration. **T7:** Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students. **L6:** Principal/Instructional Leadership Team implement differentiated professional development, focused on continuous improvement of student learning and professional practice. **L8:** Principal/Leadership team works collaboratively with teachers to use a well-defined system to gather and analyze data about student growth and professional practices.	**S1.1 Unpack the standards** Unpack standards and then create rigorous tasks that align to all the smaller learning targets within the standard **S1.2 Use and analyze data to drive instruction** Implement the PLC process by meeting in vertical teams in grades 3-6 and grade level teams four times a month **S1.3** Provide ongoing professional development **S1.4** Incorporate collaboration time in weekly schedule **S1.5 Workshop model** Implement daily with students receiving an uninterrupted reading time where teachers can confer with students	**P1.1** Ongoing professional development on unpacking standards **P1.2** Teachers collaborate while looking at student work as a data source **P1.3** Ongoing modeling and observations around reader's workshop **P1.4** Schedule two data days per schedule for collaboration **P1.5** Instructional Coach will offer ongoing PD based on staff/student instructional needs **P1.6** Ongoing PD based on using Lexia data and reports	✓ Professional Development Calendar ✓ Task Alignment ✓ Student Achievement Gains ✓ Consistent implementation of workshop model observed

	S1.6 Departmentalize grades 3-6 S1.7 Instructional Coach will provide modeling, help with planning and feedback to teachers S1.8 The reading interventionist will work with students based off of student data S1.9 Students will engage with Lexia daily			

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

Whole Child: safe, challenged and supported.	Our one-year goal is to have students invest in themselves through goal setting and data notebooks.

PROFESSIONAL PRACTICES	EDUCATIONAL STRATEGIES	PD & COLLABORATION THEMES		INDICATORS OF SUCCESS
T3: Teachers implement a caring environment that fosters high expectations, responsibility, independence and social and emotional competencies. **T8:** Teachers utilize an effective system to maintain accurate data records and artifacts on student and instructor tracked completion of assignments, academic assignments and assigned discipline. **L3:** Principal supports educators, students, families and the community to sustain high	**S2.1** Students will keep data notebooks **S2.2** Students will participate in a school wild WIG (Wildly Important Goal) **S2.3** Students will set and track a class and personal goal **S2.4** Students and staff will participate in celebrations when school, class or personal goals are met **S2.5** The parent involvement assistant	**P2.1** Lighthouse team will refresh the strategies for setting WIGs with the staff **P2.2** Teachers will teach the students how to start and use their data notebooks **P2.3** Lighthouse team will lead professional development to monitor the data notebook process **P2.4** Classrooms will review their data notebooks during LEAD days		✓ Every student has a current updated data notebook ✓ Celebrations will be held ✓ Students are motivated to show growth

achievement in a positive, safe school environment.	will communicate with families as needed		

	Grade Level	Content/Subject	Type of Assessment	Start Date	End Date
July					
August	1-6	Math and ELA	i-Ready Diagnostic	August 12	August 30
	1-6	Math, ELA and Science	Pre-Test	August 14	August 28
	Kindergarten	Kindergarten		August 12	August 23
September					
October	K-6	Math, ELA and Science	Post Test Achievement Series	October 1	October 10
	K-6	Math, ELA and Science	Pre-Test Achievement Series	October 21	October 25
November					
December	K-9	Math, ELA and Science	Post Test Achievement Series	December 9	December 20
	K-6	Math and ELA	i-Ready	December 2	December 20
January	K-6	Math, ELA and Science	Pre-Test Achievement Series	December 13	December 17
February	3-6	Math and ELA	Mock MAP Test	February 18	February 28
March	K-6	Math, ELA and Science	Post Test Achievement Series	March 2	March 13
	K-6	Math, ELA and Science	Pre-Test Achievement Series	March 27	April 3

April	3-6	Math and ELA	MAP Test	April 20	May 15
May	K-6	Math, ELA and Science	Post Test Achievement Series	May 6	May 20
June					

4c. Budget Allocation Summary

Student Target	Practice	Strategy or PD Theme	Expenditure or Action to be Funded	Date(s)	Estimated Cost	Funding Source(s)	+$$#
1		S1.1 S1.2 S1.3 S1.5 S1.7 P1.1 P1.2	Reading/Math Interventionist	8/15	$80,000	Title One	
1		S1.1 S1.2 S1.3 S1.5 S1.8 P1.1 P1.2 P1.3	Instructional Support Coach	8/13	$75,000	Title One	
2		S2.5	Parent Involvement Assistant	8/13	$37,000	Title One	
1		S1.1 S1.2 S1.4 S1.7 S1.8 P1.1 P1.2 P1.4	Substitutes for Teachers as they work with data and unpack standards	9/1	$15,000	Title One	
2		S2.1 S2.2 S2.3 S2.5 P2.2 P2.3 P2.4	Notebooks	8/12	$1,000	Title One	
2		S2.1 S2.2 S2.3 S2.5 P2.2 P2.3 P2.4	Leader in Me Annual Fee	8/12	$6,500	Title One	
			Family Events to Support the Learning	8/12-5/15	$3,000	Title One	

#check box if expenditure applies only if funding is available

4d. Milestones of Progress

Student Target	Practice	Strategy or PD Theme	Task to be completed	Due Date	Lead Person
1		S1.1	Create a calendar of ongoing professional development to learn how to unpack standards.	9/16	Principal
1		S1.1	Find outside/inside resources to help us unpack the standards.	8/19	Principal
1		S1.1	Ongoing walkthroughs/observations with feedback will be conducted by the administrative team.	8/19-5/15	Administrative Team
1		S1.2	Create a year-long schedule for data analysis.	8/19	Instructional Coach
1		S1.2	Design a protocol for analyzing data including looking at student work.	8/19	Instructional Coach
1		S1.3	Implement protocol for data analysis through professional development.	9/16	Instructional Coach
1		S1.4	Develop a master schedule that includes common planning as best as our allocations allow us.	8/19	Principal
1		S1.5	Offer ongoing professional development through the district and our instructional science coach on how to imbed best literacy practices into science and ELA.	8/19-5/15	Principal and Instructional Coach
1		S1.6	Create departmentalized schedule for grades 3-6.	8/19	Principal
1		S1.7	Instructional coach will model and help with planning daily.	8/19-5/15	Instructional Coach
1		S1.8	Reading/Math Interventionist will look at data and decide on students to work with.	9/16	Reading Interventionist
1		S1.8	Students will be tiered and begin working with the Reading Interventionist using I-Ready data/assignments and district curriculum and resources.	9/19-5/15	Reading Interventionist
					Principal and Bookkeeper
1					
2		S2.1	Purchase notebooks for every student.	8/18	Bookkeeper
2		S2.1	Set up professional development on how the students will create and track their WIGS.	9/18	Lighthouse Team
2		S2.2	Each student will create a personal WIG and each class will create a class WIG.	9/18	Classroom Teachers and Students
2		S2.4	Create a schedule/calendar for celebrations.	10/18	Lighthouse Team
2		S2.5	Parent involvement assistant will communicate with families regarding attendance and WIGS.	9/18-5/18	Parent Involvement Assistant

5   How do we ensure disciplined implementation?

5a.   **Roadmap for Disciplined Implementation**

5b.   **CPR Card™**

5c.   **Vital Signs Scorecard**

5d.   **PD & Collaboration Calendar**

5e.   **Cycles of Inquiry**