Schoolwide Title I Plan for Improvement/Accountability Plan for Targeted Schools

Focus of Plan (check the appropriate box):	Kansas City Public Schools	
☐ LEA	**Name of School or Charter:** J. A. Rogers Elementary	**Principal/Lead Person:** Dr. Adriane Blankinship-Johnson
Ξ School or Charter	**Address:** 6400 E 23rd Street, Kansas City, Missouri 64129	**School Website:** www.kcpublicschools.com/rogers

Plan Year(s): 2019-2020

Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.

One plan may meet the needs of a number of different programs. Please check all that apply.

- Ξ **Title I.A School Improvement**
- ☐ **Title I.C Education of Migratory Children**
- ☐ **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk**
- Ξ **Title II.A Language Instruction for English Learners and Immigrant Children**
- ☐ **Title IV   21st Century Schools**
- ☐ **Title V Flexibility and Accountability**
- Ξ **Individuals with Disability Education Act**
- ☐ **Rehabilitation Act of 1973**
- ☐ **Carl D. Perkins Career and Technical Education Act**
- ☐ **Workforce Innovation and Opportunities Act**
- ☐ **Head Start Act**
- Ξ **McKinney Vento Homeless Assistance Act**
- ☐ **Adult Education and Family Literacy Act**
- Ξ **MSIP**
- ☐ **Other State and Local Requirements/Needs** _____

What staff/stakeholders have been involved in the needs assessment and development of this plan?

Name	Stakeholder Group*
Adriane Blankinship-Johnson	Principal
Chad Kinkade	Vice Principal
Stephanie Hines	Instructional Coach
Kathryn Zubia	Parent
Regina Heath	Parent Involvement Coordinator
Reaundra Pauley	Math Interventionist
Leanne Davis	Reading Interventionist
Karyl Wilson	Special Education Teacher
Amy Teeple	Teacher
Katherine Hendrix	Teacher
Jamie Gorham	Parent
Andrew Larson	Federal Programs Supervisor
Dea Davis	Budget

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

Principal

Teacher(s)/Certified Staff

Parents (at least 2)

Support Staff

Title 1 Supervisor/Coordinator

Vice Principal

Assistant Superintendent(s)

Superintendent

Board Member(s)

Other District Staff

What are the key issues identified from the needs assessment?

1.) In ELA, 90% of IEP students scored Below Basic in 3rd grade, 78.6% of IEP students scored Below Basic in 4th grade, 66.7% of IEP students scored Below Basic in 5th grade, and 71.4% of IEP students scored Below Basic in 6th grade.

2.) In Mathematics, 80% of IEP students scored Below Basic in 3rd grade, 78.6% of IEP students scored Below Basic in 4th grade, and 92.9% of IEP students scored Below Basic in 6th grade.

3.) In Mathematics, 92.3% of the Black
students scored Below Basic in 5th grade.

What are the prioritized needs for the LEA or building based on a root cause analysis?
1.) Special Education Teachers and General
Education Teachers will participate in training
in order to utilize a Co-Teaching process

2.) Special Education Teachers will align IEP
goals more closely to grade level standards
where applicable

3.) Secure the Reading and Math
Interventionists three days per week (increase
from two) to work with small groups in order
to enhance students' math and reading skills

The Goals and the Plan
(Choose no more than 3 goals to focus on with your improvement plan)

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

Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1

Administrators will observe and provide feedback related to student engagement, differentiated instructional strategies, and academic rigor on walkthroughs and evaluative conferences that will result in a 50% decrease for all students; including those with Individualized Education Programs, in the Below Basic category in ELA, Math, and Science according to the 2019-2020 MAP results.

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

Communication Arts, MAP

Grade	Advanced	Proficient	Basic	Below Basic	Total Students
3rd-6th	8.3%	15.9%	42.6%	33.2%	277
3rd	11.1%	20.4%	27.8%	40.7%	54

4th	7.4%	20.6%	51.5%	20.6%	68
5th	7.7%	16.7%	44.9%	30.8%	78
6th	7.8%	7.8%	42.9%	41.6%	77

Mathematics, MAP

Grade	Advanced	Proficient	Basic	Below Basic	Total Students
3rd-6th	5.4%	13.0%	26.0%	55.6%	277
3rd	11.1%	20.4%	31.5%	37.0%	54
4th	5.9%	17.6%	20.6%	55.9%	68
5th	5.1%	9.0%	26.9%	59.0%	78
6th	1.3%	7.8%	26.0%	64.9%	77

Communication Arts, MAP, by Subgroup (IEP)

Grade	Below Basic	Basic	Proficient	Advanced
3rd	90%	0%	10%	0%
4th	78.6%	14.3%	7.1%	0%
5th	66.7%	11.1%	22.1%	0%
6th	71.4%	14.3%	7.1%	7.1%

Mathematics, MAP, by Subgroup (IEP)

Grade	Below Basic	Basic	Proficient	Advanced
3rd	80%	10%	10%	0%
4th	78.6%	21.4%	0%	0%
5th	77.8%	11.1%	0%	11.1%
6th	92.9%	7.1%	0%	0%

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

Continuous Growth Toward Mastery of All Academic Subjects: Every student will progress at a pace that closes the achievement gap and will meet or exceed academic standards in academic subjects.

a) Increased percentage of students meeting proficiency standards on local, state and national examinations.
b) Increased percentage of identified students who move up or out of tiered academic support (e.g., English Language Learners [ELL]; Problem-Solving Team [PST]; Individualized Education Program [IEP]).
c) Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.

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

Teaching Practices

T1: Teachers guide students to direct their own learning and to work with other students on culturally and socially relevant research projects and assignments.

T2: Teachers utilize a variety of high engagement strategies, real-life and authentic learning opportunities and motivational approaches to raise expectations for all students, regardless of current level of performance.

Leadership Practices

L1: Principal/Leadership encourages teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations and provide 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.

Strategies for Improvement

- Administrators will apply knowledge gained from district, local, out-of-state Professional Development and research to real-world experiences and reflect on those experiences with colleagues. This learning community will act as a support network for developing leadership capacity to improve classroom teaching.
- Administrators will apply the Professional Learning Community Model to enhance teaching and develop a collaborative focus on improving student learning and achievement in English language arts and math.
- Administrators will help to set challenging learning goals and clarify what success means (Hattie, 2009).
- Administrators and Instructional Support Coach will participate in PLC meetings with teachers as measured by improved instructional strategies and student achievement.
- Administrators will conduct 5 "Classroom Walkthroughs" each week to identify instructional practices in need of improvement, especially practices related to rigor and engagement in English language arts and math.
- Teachers will include differentiated instructional strategies in lesson plans (small group instruction, RtI, math workshop model, reading workshop model, and learning stations)
- Teachers will include content-specific vocabulary words per content area in their lesson plans

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
1st quarter **1. Attend grade level PLC meetings with classroom teachers and analyze current student achievement data (ongoing)** **2. Strategically develop PD agendas and ongoing professional learning**	August 2019	Administrative Team, Teachers, and Instructional Support Coach	MAP data, common assessment data, formative assessment data, iReady data, QRI data, pathways data, attendance data, Big 5 data	☐ _____

3. Administrators will meet weekly with Instructional Support Coach to evaluate progress and plan ongoing professional development (ongoing) **4. Conduct weekly classroom walkthroughs** **5. Present a monthly report focused on assessment, discipline, and attendance data (quarterly)** **6. Review KCPS Stakeholder survey of teachers' perceptions of culture and climate of the school, and respond to needs (1ˢᵗ quarter)**				
2ⁿᵈ quarter **1. Teachers will complete Individual Support Plans** **2. Teachers will complete Student Growth Objectives** **3.**	October 2019	Administrative Team, Teachers, and Instructional Support Coach	MAP data, common assessment data, formative assessment data, iReady data, QRI data, pathways data, attendance data, Big 5 data	☐ _____
3ʳᵈ quarter **1.** **2.** **3.**				☐ _____
Long Range **1.** **2.** **3.**				☐ _____

Goal #2 - Circle the appropriate Area of the Continuous Improvement System this goal falls under:				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2

Utilizing the PLC process, 80% of the students will perform on or above level according to the iReady grade/class reports as a result of effective implementation of the PLC process over the course of the 2019-2020 school year.

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

Communication Arts, MAP

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

Continuous Growth Toward Mastery of All Academic Subjects: Every student will progress at a pace that closes the achievement gap and will meet or exceed academic standards in academic subjects.
   a) Increased percentage of students meeting proficiency standards on local, state and national examinations.
   b) Increased percentage of identified students who move up or out of tiered academic support (e.g., English Language Learners [ELL]; Problem-Solving Team [PST]; Individualized Education Program [IEP]).
   c) Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.

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

Teaching Practices

T1: Teachers guide students to direct their own learning and to work with other students on culturally and socially relevant research projects and assignments.

T2: Teachers utilize a variety of high engagement strategies, real-life and authentic learning opportunities and motivational approaches to raise expectations for all students, regardless of current level of performance.

Leadership Practices

L1: Principal/Leadership encourages teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations and provide 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.

Strategies for Improvement

- Collect and chart data to identify how students are performing/processing standards
- Analyze student work specific to data
- Effectively utilize the PLC Cycle 1) Data analysis and instruction modification 2) Interventions and Extensions 3) Curriculum Design and Pacing 4) Student exploring and learning 5) Formative assessments

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
1st quarter **1. Implement effective teaching strategies via the outcomes of the PLC meetings** **2. Implement effective teaching strategies via the outcomes of weekly onsite Professional Development** **3. Facilitate professional development on differentiated instruction in science, math, and reading**	August 2019	Instructional Support Coach, teachers, Administrators, District Content Coordinators	PLC Logs, PLC Timeline, My Learning Plan professional development catalog MAP data, common assessment data, formative assessment data, iReady data, QRI data, pathways data, attendance data, Big 5 data	☐ _____
2nd quarter **1. Facilitate professional development on small group instruction in science, math, and reading** **2. Facilitate professional development on learning stations in science, math, and reading** **3. Facilitate professional development on the Reader's Workshop in reading**	August 2019	Instructional Support Coach, Teachers, Administrators, District Content Coordinators	PLC Logs, PLC Timeline, My Learning Plan professional development catalog MAP data, common assessment data, formative assessment data, iReady data, QRI data, pathways data, attendance data, Big 5 data	☐ _____
3rd quarter **1. Facilitate professional development on the Math Workshop in math** **2. Ongoing use of the S.T.E.M. lab** **3. Invite curriculum coordinators for onsite modeling and PD**	August 2019	Instructional Support Coach, District Content Coordinators, Teachers	PLC Logs, PLC Timeline, My Learning Plan professional development catalog MAP data, common assessment data, formative assessment data, iReady data, QRI data, pathways data, attendance data, Big 5 data	☐ _____
Long Range **1. Supplemental teachers will provide instruction for Tier II students** **2.**	August 2019	Reading Interventionist, Math Interventionist	PLC Logs, PLC Timeline, My Learning Plan professional development catalog	☐ _____

3.			MAP data, common assessment data, formative assessment data, iReady data, QRI data, pathways data, attendance data, Big 5 data	

Goal #3 - Circle the appropriate Area of the Continuous Improvement System this goal falls under:				
Leadership	**Collaborative Climate and Culture**	**Effective Teaching and Learning**	**Data-Based Decision Making**	**Alignment of Standards and Curriculum**

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2

By May 2020, 100% of students will increase their average scale scores from the Fall 2019 assessment to the Spring 2020 Assessment in both ELA and Math as reflected in the iReady performance reports.

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

Communication Arts, MAP

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   c) Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.

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

Teaching Practices
T1: Teachers guide students to direct their own learning and to work with other students on culturally and socially relevant research projects and assignments.
T2: Teachers utilize a variety of high engagement strategies, real-life and authentic learning opportunities and motivational approaches to raise expectations for all students, regardless of current level of performance.

Leadership Practices
L1: Principal/Leadership encourages teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations and provide 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.

Strategies for Improvement

- Administer iReady assessments, QRI, and AlphaKids; analyze data, and plan/implement interventions to improve reading achievement.
- Implement differentiated learning for RTI dedicated time (30 minutes per day) using Imagine Learning and teacher small group.
- Implement strategies for summarizing, compare and contrast, non-linguistic representations (Marzano) to address deficiencies observed in ELA and math unit assessments.
- Implement RTI using iReady, Imagine Learning, Reflex Math, and Accelerated Reader to improve student achievement in ELA and math.
- Instructional Support Coach will plan, model, and reflect with teachers for effective implementation of workshop models, RtI, and small group structures and strategies that support student engagement and rigor in the classroom.
- Instructional Support Coach will plan, model, and reflect with teachers for effective implementation including summarizing, compare and contrast, non-linguistic representations, setting objectives, and providing feedback.
- ELL teachers will provide small group instruction to reinforce grade level curriculum to develop student understanding and use of English language arts.
- ELL students will utilize the Imagine Learning program during the school day for additional practice with ELA concepts.
- Students will utilize Imagine Learning during the school day for dedicated RTI time.
- Common and formative assessments will allow teachers to monitor progress monthly.
- Reading Interventionist will work with the classroom teacher and district personnel to coordinate reading instruction designed to meet the individual needs of students.
- Math Interventionist will work with the classroom teacher and district personnel to coordinate math instruction designed to meet the individual needs of students.
- Teachers will use an Anticipatory set, modeling, guided practice, individual practice and check for understanding as described in their weekly lesson plans
- Teachers will attend weekly professional development and, participate in effective PLC meetings
- Building and District administrators will observe and provide feedback to teachers

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
1st quarter	August 2019	Teachers, Interventionists,	1:1 student devices, reading inventories	

1. Administer iReady for reading and math, use results to determine needed skills 2. Administer reading inventories 3. Analyze PLC logs to determine effectiveness of interventions		Instructional Support Coach, Administrators	PLC Logs, PLC Timeline, My Learning Plan professional development catalog MAP data, common assessment data, formative assessment data, iReady data, QRI data, pathways data, attendance data, Big 5 data	☐ _____
2nd quarter **1. Analyze iReady data to assess growth and areas in need of intervention** **2. Analyze MAP 2019 reports to identify areas in need of improvement** **3. Determine groups for supplemental instruction tutors to work with students needing academic interventions**	August 2019	Teachers, Interventionists, Instructional Support Coach, Administrators	PLC Logs, PLC Timeline, My Learning Plan professional development catalog MAP data, common assessment data, formative assessment data, iReady data, QRI data, pathways data, attendance data, Big 5 data	☐ _____
3rd quarter **1. 45 minutes of iReady in math per week** **2. 45 minutes of iReady in reading per week** **3.**	August 2019	Students, Teachers	1:1 student devices PLC Logs, PLC Timeline, My Learning Plan professional development catalog MAP data, common assessment data, formative assessment data, iReady data, QRI data, pathways data, attendance data, Big 5 data	☐ _____
Long Range **1.** **2.** **3.**				☐ _____

Budget Allocation Summary				
Goal # (1-3)	**Expenditure or Action to be Funded**	Date	Estimated Cost	Funding Source(s)
#3	Reading Interventionist	8/2019	45,192	Title I
#3	Math Interventionist	8/2019	45,192	Title I
#2	Instructional Support Coach	8/2019	70,190	Title I
#3	Home School Coordinator	8/2019	57,830	Title I
#3	Parent Involvement Assistant	8/2019	48,084	Title I

_____   _____

Superintendent   **Date**

_____   _____

State Supervisor, School Improvement   **Date**

_____   _____

Federal Programs Supervisor/School Improvement Staff   **Date**