

KCPS 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: Fall 2019	
District Name: Kansas City Public Schools	
Building Name: Harold Holliday Montessori School	Building Code: 5450
Grades Served: P3 - 6	
<input type="checkbox"/> Priority School <input type="checkbox"/> Focus School <input type="checkbox"/> Title I School <input checked="" type="checkbox"/> Signature School <input type="checkbox"/> SIG School	
School Improvement Team <i>The following participated in the development and implementation of the SIP.</i>	
Name	Position
KaLinda Bass-Barlow	Principal
Janita Webb	Vice Principal
Jennifer Hodgkins	Children's House Guide (P3, P4, K Teacher)
Karen Moyer	Lower Elementary Guide (1 st – 3r Grade Teacher)
Gary McCulley	Encore Teacher
Michelle Tolson	Special Education Teacher
Henry Toney	Parent
Description of how staff and stakeholders will be informed and engaged in the school improvement plan.	The development team is representative of the stakeholders. The document was completed in collaboration with stakeholders at various points in its development.
Key issues identified from annual performance data and local assessments.	Academic performance in the areas of reading and math.
Key issues identified from needs assessment and/or Surveys or Advanced Questionnaire.	Quality Montessori practices and resources.
Prioritized Needs for the Building.	Continued Quality Montessori Practices Continued Investment of Quality Montessori Resources Academic Foci(s): Reading and Math

Core Elements for Student Achievement

<p>Leadership <i>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.</i></p>	<p>CSIP: Goals 1-5 Pillar C Strategic Priority 9</p>	<p>Principal Evaluation: Standard 2</p>
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SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):
Principal Bass-Barlow will attend 2- 3 Montessori professional development sessions and visit two public Montessori schools to observe the integration of standards-based teaching by the end of the 19-20 school year.
Rationale (name the existing conditions/data points to support the selection of the objective/goal):
Montessori trained principal leading a growing ‘turnaround’ Montessori school. By attending Montessori professional learning, the principal will better understand quality Montessori practices enabling her to be a competent Montessori instructional leader thus facilitating the academic growth of the school through research-based Montessori practices.

Research Based Strategy(ies) for Implementation:
Funding Source(s): Signature Funding MSIP Standard(s):
Measurable Adult Behaviors:

Provide quality feedback to teachers weekly. The principal and vice principal will complete a minimum of 50 total classroom walkthroughs and provide teachers quality feedback.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Attend the AMS Conference (Mar '20)	March 2020	KaLinda Bass-Barlow Janita Webb	Montessori Institute of North Texas	<input type="checkbox"/> Winter 2020
Attend the AMI Refresher Course (Feb '20)	Feb 2020	KaLinda Bass-Barlow, Martha Dean, Vicki Barbour	Association of Montessori International Professional Development	<input type="checkbox"/> Spring 2020
Visit public Montessori in North Carolina	Spring 2020	KaLinda Bass-Barlow	Accredited AMI School under the leadership of a trained AMI principal.	<input type="checkbox"/> Spring 2020
Visit public Montessori school in St. Louis	Fall 2019	KaLinda Bass-Barlow Janita Webb	City Gardens Montessori School	<input type="checkbox"/> December 2019
Participate in Montessori PLC and calibration walkthroughs with Border Star Montessori principal.	2019 - 2020 school year	KaLinda Bass-Barlow Janita Webb	Border Star Montessori	<input type="checkbox"/> Spring 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):

Grade levels teams will meet as a team a minimum of one time per week to collaborate in Professional Learning Communities where they will analyze data, discuss Montessori practices, and best non Montessori teaching practices.

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

Teams began to collaborate with intentionality during the 16-17 school year; as a result, teams bonded and Montessori practices and academic achievement improved. Meeting frequently will afford teams opportunities to collaborate and discuss best instructional strategies.

Research Based Strategies for Implementation:

Hired a certified part time *Teaching Methods Coach – Supporting Montessori Guide* was hired.

Professional Learning Communities

Calibration Walkthroughs

**Funding Source(s): Title
MSIP Standard(s):**

Measurable Adult Behaviors:

All team members will collaborate as a team a minimum of once per week. Team notes will be placed in the Google Team Drive folder.

Teaching Methods Coach to newly trained Children’s House Montessori teachers and untrained Lower El teacher that is enrolled in training.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Meet four times per month	Fall 2017 Ongoing 19-20 sy	All guides (teachers)	Albums, classroom, teacher conference room, Google drive	<input type="checkbox"/>
Meet weekly as a team - Mondays (3:45 - 4:30 pm)	Fall 2017 Ongoing 19-20 sy	All lower elementary guides and assistants	Anecdotal notes, lesson plans and student data	<input type="checkbox"/>
Record meeting notes	Fall 2017 Ongoing 19-20 sy	All guides (teachers)	Google drive	<input type="checkbox"/>
Consult and coach	Sept 2017 Ongoing 19-20 sy	Mary Newman-Dowd	Montessori lessons	<input type="checkbox"/>

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.

CSIP:

Goal 1
Goal 2
Goal 3
Goal 4

Teacher Evaluation:

Standard 1
Standard 2
Standard 3
Standard 4
Standard 7

English Language Arts Math Science

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

Lower and upper elementary Montessori guides will participate in quarterly district professional development learning opportunities to better understand non-Montessori best teaching practices in the areas of reading, math and science.

Teachers will meet weekly as a PLC and unpack Missouri Learning Standards.

Elementary teachers will work with district coaches to create a Montessori Crosswalk.

Teachers will complete quarterly data dives around district data (Achievement Series, MAP Item Analysis).

Students will engage in iReady four days per week; 2 days per content area (reading and math) for 15 minutes.

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

- **43% of all 3rd graders scored below basic in the area of reading on the 2016-2017 MAP Assessment.**
- **50% of all 3rd graders scored below basic in the area of math on the 2016-2017 MAP Assessment.**
- **0% of all 4th graders scored below basic in the area of reading on the 2016-2017 MAP Assessment.**
- **50% of all 4th graders scored below basic in the area of math on the 2016-2017 MAP Assessment.**

- **11% of all 5th graders scored below basic in the area of reading on the 2016-2017 MAP Assessment.**
- **22% of all 5th graders scored below basic in the area of math on the 2016 2017 MAP Assessment.**
- **? % of all 5th graders scored below basic in the area of science on the 2016-2017 MAP Assessment.**
- **19% of all 6th graders scored below basic in the area of reading on the 2016-2017 MAP Assessment.**
- **38% of all 6th graders scored below basic in the area of math on the 2016-2017 MAP Assessment.**

Research Based Strategy for Implementation:

- Guides will implement strategies from the Reading Strategies text.
- Guides will implement Guided Reading strategies for Jan Richardson’s *The Next Steps to Guided Reading*.
- Envision math will be implemented 3 times per week to 3rd graders (small group instruction and independent practice).
- Montessori teachers will create a crosswalk between Montessori standards and MLS.
- Certified part-time employee will provide reading and math intervention to 4th - 6th grade students that scored Below Basic 30 minutes per day two days per week.
- Certified part-time employee will tutor SB319 students before school two days per week before school.
- Students will actively engage in i-Ready Reading and Math 4 days per week (2 days per subject area) for 15 minutes daily.

Funding Source(s):
MSIP Standard(s):

Measurable Adult Behaviors:

The adults will facilitate reading and math groups 3 times per week.
The lead teachers will prepare and submit quality lesson plans weekly.
Participate in crosswalk work with district coaches.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<i>Teachers will attend Pathways training.</i>	Summer 19	Children’s House & Lower elementary teachers	District Professional Development	<input type="checkbox"/>

<i>Classroom elementary guides will attend quarterly professional development in the areas of reading and math.</i>	Fall 2019	Lower elementary guides: Haaziez, Hoyos, Moyer, McDonald, Upper elementary guides: Lawless, Parker	District Professional Development Montessori Consultants	<input type="checkbox"/>
Participate in building level reading PD.	2019-20	Lower and Upper El Teachers	Building Professional Development	<input type="checkbox"/>
Resources	Ongoing	KaLinda Bass-Barlow Lois Palmer, bookkeeper	Reading and Math Montessori resources	<input type="checkbox"/>

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):

Building administrators will keep an open-door policy – meaning administrators are approachable and accessible to stakeholders Monday –Friday from 8:30 – 5 pm.

Reduce OS suspensions by 50%.

98% of interaction with stakeholders will be positive.

Work cooperatively with PTA. The principal or vice principal will attend monthly PTA meetings.

Facilitate Parents as Partners events in conjunction with PTA to increase school-home engagement.

Complete 4 parent surveys per year.

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

Parent participation outside of school events is low at Holliday. Attendance is less than 10% at most Parents as Partners activities.

Research Based Strategy for Implementation:

Funding Source(s):
MSI Standard(s):

Measurable Adult Behaviors:

Phone calls to parents (attendance).
Conferences with parents (attendance).
Attend PTA meetings.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Keep an open door policy during office hours 8:00 – 5pm. One or both administrators will be readily available.		KaLinda Bass-Barlow, Principal Janita Webb, Vice Principal		<input type="checkbox"/>
Eagerly greet and assist stakeholders		Laschon Pounds, Secretary		<input type="checkbox"/>
Eagerly greet and assist stakeholders		All staff		<input type="checkbox"/>

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):

97.1 % of all Harold Holliday Montessori students will attend school every day for the entire duration of the school day.

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

More than 93% of students attended school daily during the 17-18 school year.

Research Based Strategy(ies) for Implementation:

- Attendance meetings
- Home-school communication

Funding Source(s):

MSIP Standard(s):

Measurable Adult Behaviors:

**Call families when students are absent.
Engaging lessons
Recommend students to the Puzzle Solving Team**

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Daily attendance reports Attendance letters	ongoing	Laschon Pounds, secretary		<input type="checkbox"/>
Monitor Attendance Reports	2019-2020 school year	KaLinda Bass-Barlow, principal Stacey Ragsdale-Moore, Vice Principal		<input type="checkbox"/>
Monitor Health Concerns	2019-2020 School year	Latonya Daniels, Nurse		<input type="checkbox"/>
Boni Tolson	Fall 2017	Boni Tolson & Kimberly Green, Counselors		<input type="checkbox"/>

Superintendent of Schools

Date

Deputy Superintendent

Date

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.