

Schoolwide Title I Improvement/Accountability Plan Template 2019-2020

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School or Charter	Name of LEA: Dr. S. Fowler Name of School or Charter: Troost Elementary School 5580	Check if appropriate <input checked="" type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input type="checkbox"/> At-Risk <input type="checkbox"/> Other
Date: May 24, 2019		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
<p>One plan may meet the needs of a number of different programs. Please check all that apply.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney-Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____ 		

	Name	Position
<p>What staff/stakeholders have been involved in the needs assessment and development of this plan?</p>	<ol style="list-style-type: none"> 1. Dr. Lateshia Woodley 2. Dr. S. Fowler 3. Rocenetta Jacobs 4. David Price 5. Shavon Robinson 6. Mary White 7. Rychinda Johnson 8. Melissa Hill 9. Carly Prewitt 10. Dana Sleeth 11. Bridgette Holmes 12. Angela Bell 	<p>Assistant Superintendent of School Leadership Principal Vice Principal Teacher Teacher Teacher Teacher Teacher ELA Interventionist Math Interventionist Parent Parent</p>
<p>What are the key issues identified from the needs assessment?</p>	<ol style="list-style-type: none"> 1. During the 2018-2019 school year, Troost did not reach its target goal of 70.1 % for attendance. Currently, 67% of students attend school 90% of the time. 2. Student discipline continues to be problematic. During the 2017-2018 school year, there were over 1,300 incidents resulting in 174 days of OSS. During the 2018-2019 school year, there were over 1,000 incidents resulting in more that 200 days of OSS. 3. Academic achievement at Troost is moving in a positive direction; however; during the 2018-2019 school year, Troost did not meet its goal of 50% of students performing at Tier I in ELA and Math. 20% of students are in Tier I in reading while 18% of students are in Tier I in Math. 	
<p>What are the prioritized needs for the LEA or building based on a root cause analysis?</p>	<ol style="list-style-type: none"> 1. Attendance at Troost needs to improve to support academic achievement (PBIS, RTI, PLC) 2. A strong teaching staff skilled in high yield instructional strategies, trauma, restorative practices and collaboration/PLCs is needed to improve classroom instruction in all contents areas, particularly in reading, math and science (PLC, RTI) 3. Targeted and individualized professional development sessions for staff and students are needed to encourage and nurture teachers /student relationships which will inevitably reduce the number of students who receive disciplinary referrals that result in out of school suspensions (RTI, PLC, PBIS) 	

The Goals and the Plan (Choose no more than 3 goals to focus on with your improvement plan)				
Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:				
Instructional 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				
<p>By the end of the 2019-2020 school year, the Leadership Team at Troost Elementary School will meet with PLCs bi-weekly to discuss high yield instructional strategies, RTI, PBIS, attendance and additional walkthrough data to increase teacher effectiveness. This should increase academic achievement by 10%, increase student attendance from a goal of 70.1% to 75% and reduce behavioral incidents by 10% as measured by attendance data, i-Ready data, Alpha Kids, AQ data, data entered in Tyler, Needs assessment, root cause analysis, formative assessments; etc.</p> <p>S- The Leadership Team at Troost will meet with PLCs bi-weekly to discuss high yield instructional strategies M- RTI, PBIS, attendance, i-Ready, Alpha Kids, AQ and additional walkthrough data will be utilized A- Increase in academic achievement by 10%, increase in attendance from a goal of 70.1% to 75% and reduce behavioral incidents by 10% R- Aligned with Pillar D for data-informed, effective and efficient systems T- 2019-2020 SY with 30, 60 and 90 days and Long Range checkpoints</p>				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
<p>The Troost Leadership team evaluated academic programming and performance data by analyzing local assessment data, demographic data and MAP results. The indicators of attendance, behavior, and academics have shown the Leadership Team that the culture within Troost will need to be strengthened. We have discussed these indicators and decided as a collaborative team, that building a cohesive network within our teacher leaders will enhance our school-wide culture. Data from Tyler revealed that 757/1064 behavior incidents occurred in classrooms predominately M-W. Evidence from the Fishbone activity supports that creating a growth mindset culture will increase teacher productivity, academic achievement and decrease behavioral concerns which is in alignment with District goals.</p> <ul style="list-style-type: none"> • Strategic Thinking: The leadership team sets the vision and enables teachers to equip students with 21st century skills that prepare them for college/careers. 				

- **Instructional Leadership:** The leadership team must be responsible for coaching and facilitating staff instructional development. Quality instructional leaders will ensure that the link between a viable curriculum and learning take place. Through consistent observational feedback from the leadership team, teachers will revisit, reteach, and revise their priority learning targets for mastery.
- **Strong school culture:** The leadership team will cultivate an environment which promotes diversity and ensures positive learning experiences for students.
- **Collaborative Cultures:** The leadership team will cultivate an environment where the entire staff will collaborate to enhance instruction with data gathered from the data cycles, grade levels, and PLCs.

Strategies for Improvement

Administrators will maximize instructional time by implementing the SAMs process with fidelity. The leadership team will provide directive and non-directive observational feedback using, TNTP, to classroom teachers during weekly and monthly data-team/PLC meetings. Observational feedback to all classroom teachers on instructional strategies (Marzano, Teach like a Champion). Administrators will communicate growth and social/emotional success regarding students on a monthly basis. Learning environments will be planned (RTI) and discussed during PLC and Leadership Team meetings. The Administrative Team will also review all existing data in weekly leadership team meetings. Finally Administrators (Principal and Vice Principal will participate in MLDS).

1. MLDS, PLC agendas, SAMs schedule and walk through data will be used as evidence to measure success.
2. Establish leadership team calendar, protocols and procedures to progress monitor plan.
3. Implement a tiered teacher support plan.
4. Each administrator will be responsible for cultivating a collaborative team that meets regularly to discuss culture, climate and preventions/intervention for student behaviors.

Funding Source(s): Comprehensive Schools Funding

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Admin. will participate in MLDS	August	Principal/Admin. Team will be responsible for Instructional Leadership	Comprehensive Schools Funding MLDS Resources	October

<p>2. School-wide PD on Data Teams, PBS, RTI, Culturally Responsive/ Trauma</p> <p>3. Monthly Observation/ Data Team Meetings/Celebrations/Attendance</p> <p>4. Work with i-Ready Consultant</p> <p>5. Culturally Responsive/ Trauma</p> <p>6. Develop a schedule for high yield instructional strategies of the month</p> <p>7. Conduct 3 walkthroughs per day no matter what</p> <p>8. Create a coaching cycle and conversation plans for at least 3 teachers per week</p> <p>9. The Admin team will meet daily to debrief and weekly to discuss Big Rocks</p>		<p>Principal/Admin. Team will be responsible for Instructional Leadership/Attendance Committee/PST</p> <p>Principal/Admin. Team will be responsible for Instructional Leadership/Attendance Committee/PST</p> <p>Admin. Teams and PLCs</p> <p>Admin. Teams and PLCs</p> <p>Admin/Instructional team</p> <p>Admin. team/Instructional team</p>	<p>Missouri Schoolwide Positive Behavior Systems</p> <p>District resources</p> <p>PLC agendas and notes/observational data</p> <p>SAMS and TNTP walkthrough data</p> <p>Walkthrough data and notes</p> <p>Meeting notes and agendas</p>	
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<p>60 Days</p> <p>1. RTI in Place, Continued PD/PBS</p> <p>2. Monthly Observations/ Data Team Meetings</p> <p>3. Celebrations/ Communicate Academic and Social/Emotional Progress</p>	October	<p>Administrative Team/PLCs</p> <p>Administrative Team/PLCs</p> <p>Administrative Team/PLCs/PST/announcement</p>	<p>Comprehensive School Funds</p> <p>Meeting notes and agendas</p> <p>Meeting notes and agendas</p> <p>Newsletters and meeting notes/announcements</p>	November
<p>90 Days</p> <p>1. RTI Implemented/ Monitored</p> <p>2. Weekly Observations/ Data Team Meetings</p> <p>3. Communicate Academic/ Social/Emotional Progress</p>	December	<p>Principal/Admin. Team/Leadership Team</p> <p>Admin. /PLCs</p> <p>Admin. Team/PST/PLCs</p>	<p>Comprehensive Schools Funds</p> <p>Notes and meeting agendas/observations</p> <p>Notes and meeting agendas</p> <p>Notes/observations/celebrations</p>	March

<p>Long Range</p> <p>1. RTI Fully Implemented/ Student Achievement increased</p> <p>2. PBS Fully Implemented and Challenging Behaviors Decreased</p> <p>3. Review and revise behavior matrix and flow chart of classroom managed and office managed behaviors.</p>	<p>March</p>	<p>Admin. Team/Leadership Team/PLC</p> <p>Admin. Team/PLC/PBS/PST</p> <p>Admin. Team/PLC/PBS/PST</p>	<p>Walkthrough data and feedback Formative and Summative assessment</p> <p>PLC meeting notes and data entered in Tyler</p> <p>PLC meeting notes and data entered in Tyler</p>	<p>May</p>

Goal #2 - Circle the appropriate Pillar 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				
<p>By the end of the 2019-2020 school year, 100% of certified staff will participate in monthly grade level and data team meetings to analyze mobility, student academic and behavioral data, make instructional decisions, develop specific RTI strategies to address tier needs and monitor the use effective instructional strategies to enhance the culture and climate of classrooms and the building as measured by PLC notes, RTI, Achievement Series, iReady, agendas, walkthrough data and common and formative assessments and data entered in Tyler.</p> <p>S- Certified staff will participate in monthly meetings to analyze student mobility, academics and instruction</p> <p>M- 100% of PLCs will document through notes and agendas RTI strategies used for effective instruction</p> <p>A- Tier needs will be determined through i-Ready, Achievement Series and other common and formative assessments</p> <p>R- Aligned with Pillar D Data-informed, Effective and Efficient Systems</p> <p>T- 2019-2020 SY 30, 60, 90 days and Long Range checkpoints</p>				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
Based on PLC data, MAP, iReady, Achievement Series and other common and formative assessments, less than 21% of students are performing at grade level. Key issues identified through our needs assessment and root cause analysis indicate that our staff as a whole lack knowledge of effective reading/math instruction and behavior management strategies to support challenging and struggling learners.				
Strategies for Improvement				
<ol style="list-style-type: none"> 1. During weekly PLC time, teams will use a common focused agenda with established norms which will be uploaded in Google Docs 2. During PLC time, teachers will rate themselves on a continuum of components for student focused instruction 3. PLC teams will implement school-wide instructional strategies of the month 				

4. PLC teams will tier (RTI) students in groups to increase engagement and academic achievement
5. PLC teams will develop SMART goals to target academic and behavioral growth
6. Work with Community Partners who are skilled in the effective use of academic and behavioral strategies and techniques
7. During PLC time, teachers will discuss pacing and the effective use of the stated curriculum
8. PLC teams will establish the use of data notebooks to monitor iReady usage reports and iReady growth reports and other assessment data.
9. PLC teams will keep updated grade books and keep students informed of their progress

Funding Source(s): Comprehensive School Funds

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days	August			October
1. Meet Weekly in PLCs		Admin. Team/Leadership team/all PLCs	PLC agenda, goals notes	
2. The Administrative Team will meet with PLCs to establish requirements for meetings		Admin. Team/Leadership team/all PLCs	PLC agendas, goals, notes	
3. Establish a protocol/rubric for student focused teaching and vertical alignment		Admin. Team/Leadership team/all PLCs		
3. Establish school-wide instructional strategies to include student mobility		Admin/Leadership team/all PLCs	Data Tracker, Reading, Math & Science iReady Data, QRI, Alpha Kids, Achievement Series	
4. Tier Students based iReady/ Alpha Kids/QRI, summative and formative data		Principal/Leadership team/all PLCs	Survey Data Tyler Pulse	

<p>5. PLCs will develop SMART goals and monitor assessments/interventions for academics and behaviors (RTI)</p> <p>6. Monthly onsite coaching cycle, instructional support, and professional development for teachers</p> <p>7. PLCs will work with VIP Movement and the Behavior Interventionist//Therapist through the PBS framework, book study and culturally responsive teaching and learning to monitor student' academic and behavioral growth.</p>		<p>Principal/Leadership team/all PLCs</p> <p>Principal/Leadership team/all PLCs/Coaches and interventionists</p> <p>Principal/Leadership team/all PLCs</p> <p>Principal/Leadership team/all PLCs/Anthony Butler/Center for Conflict Resolution</p>	<p>CSFunds/Coaches and Interventionists</p> <p>VIP Movement/ Anthony Butler/ CCRR</p> <p><i>The Will to Lead, The Skill to Teach</i> by Muhammad and Hollie</p>	
<p>60 Days</p>	<p>October</p>		<p>Comprehensive Schools Funds</p>	<p>November</p>

<p>1. Continue to monitor PLC agendas and meeting notes</p> <p>2. Continue book study to measure values and core beliefs about students, teaching and learning</p> <p>3. PLCs will continue to monitor for student focused learning strategies and vertical alignment.</p> <p>4. PLCs will continue to learn and implement the RTI process and reteach for mastery.</p>		<p>PLCs/Admin/Building Instructional Coaches/Leadership Team</p> <p>PLCs/Principal/Building Instructional Coaches/Leadership Team</p> <p>PLCs/Admin/Building Instructional Coaches/Leadership Team</p> <p>PLCSsAdmin/Building Instructional Coaches/Leadership Team</p>	<p>Meeting notes and agendas submitted to Google Docs</p> <p>Muhammad and Hollie</p> <p>Data Notebooks Reading, Math & Science iReady Data, QRI, Alpha Kids, Achievement Series Academic and Behavioral data</p> <p>Coaching cycle data</p> <p>Data on Reading, Math & Science iReady Data, QRI, Alpha Kids, Achievement Series</p>	
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<p>90 Days</p> <ol style="list-style-type: none"> 1. PLCs will continue to focus on data (academic and SEL) to inform instruction. 2. PLCs will continue to regroup students into small groups based on assessments/interventions 3. PLCs will continue to participate in monthly coaching cycles for instructional support and professional development 4. PLCs will continue to monitor progress toward academic and behavioral SMART goals. 	<p>December</p>	<p>PLCS/Admin/Building Instructional Coaches/Leadership Team/PST</p> <p>PLCS/Admin/Building Instructional Coaches/Leadership Team</p> <p>PLCS/Admin/Building Instructional Coaches/Leadership Team</p> <p>PLCS/Admin/Building Instructional Coaches/Leadership Team</p>	<p>Comprehensive School Funds</p> <p>Meeting notes and agendas submitted to Google Docs</p> <p>PLCs/Interventionists/ Coaches/Assessment data</p> <p>PLCs/Interventionists/ Coaches</p> <p>Data Notebooks Reading, Math & Science iReady Data, QRI, Alpha Kids, Achievement Series Academic and Behavioral data</p>	<p>March</p>
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<p>Long Range</p> <p>1. PLCs will continue to upload completed agendas</p> <p>2. Skills and strategies learned from the book study will be evident</p> <p>3. Lesson plans will demonstrate the implementation of vertical alignment</p> <p>4. RTI will be fully implemented with a fluid schedule in place</p> <p>5. Academic data will show that at least 50% of students are performing at or above grade level</p>	March	<p>PLCS/Admin/Building Instructional Coaches/Leadership Team</p> <p>PLCS/Principal/Building Instructional Coaches/Leadership Team</p> <p>PLCs</p> <p>Grade Level PLCs</p> <p>PLCs/Interventionists/Coaches</p> <p>PLCs/Admin/Leadership</p>	<p>Comprehensive Schools Funds</p> <p>PLC agendas and notes Google Drive</p> <p>Survey data from book study/lesson plans/walkthrough data</p> <p>PLC meeting and agenda notes</p> <p>Lesson Plans and RTI Schedule</p> <p>Academic Assessment/ Data Notebooks Reading, Math & Science iReady Data, QRI, Alpha Kids, Achievement Series</p>	May

<p>6. Behavioral/SEL data will show a 10% decrease in at promise behaviors</p> <p>7. The Coaching Cycle will be fully implement with supporting data.</p> <p>8. Continue to review and revise behavior matrix and flow chart of classroom managed and office managed behaviors (PBS)</p> <p>9. Revise structure for identifying students with SEL needs and implementing interventions.</p>		<p>Admin/Instructional Coaches</p> <p>Admin/PLCs/PST/Student Support Services</p> <p>Admin/PLCs/PST/Student Support Services</p>	<p>Academic and Behavioral data</p> <p>Data on Coaching Cycle</p> <p>PBS Matrix</p> <p>PBS Matrix</p>	
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Goal #3 - Circle the appropriate Pillar 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
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3

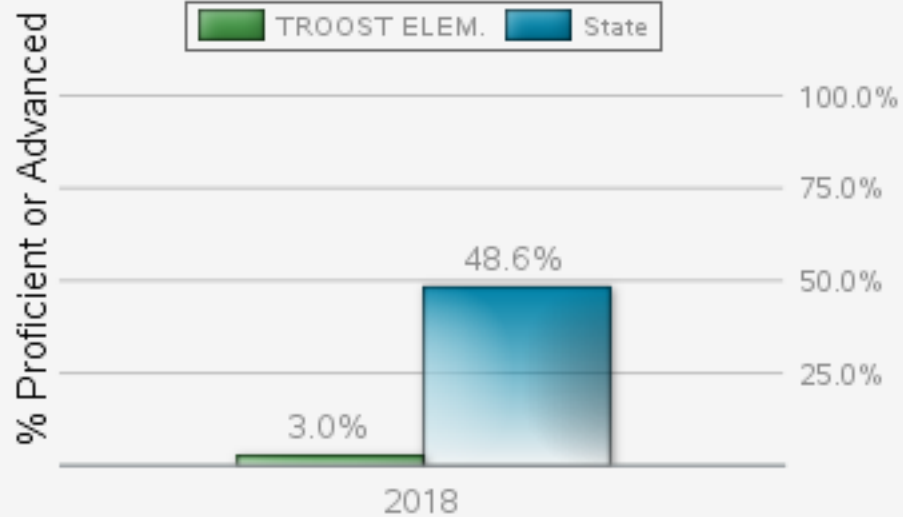
By November 2019, 100% of certified staff members will use the stated District curriculum maps, common assessments, high yield instructional strategies, the data cycle process with fidelity to target student needs as measured by i-Ready, at a score of 90% or better on SGOs. Thus, Troost Elementary School will be able to demonstrate improvement in the performance of every student to meet or exceed the state standard or demonstrate required improvement and enable every student to meet their personal and academic goals. (We will focus on every student’s strengths and opportunities ensuring growth.)

- S- Certified staff will use the stated District curriculum maps with the support of instructional coaches and interventionists
- M- i-Ready data, common/formative assessments and high yield instructional will be utilized
- A- Students will receive effective instruction on a daily basis and demonstrate improvement in academic and personal goals
- R- Aligned with Pillar A Personalized, Rigorous, Culturally Responsive Teaching and Learning
- T-2019-2020 SY 30, 60, 90 days and Long Range checkpoints

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

During the 2018-2019 school year, the administrative team was responsible for conducting 10 educational walkthroughs per week to ensure teachers utilized the stated curriculum and high yield instructional strategies to promote academic achievement. This was not the case. ELA is just one visual example to demonstrate that students at Troost are not performing at grade level. Extend MAP results indicate lower achievement in Math as well.

3rd Grade English Language Arts Proficiency



KANSAS CITY 33 (048078)
TROOST ELEM. (5580)

Content Area	Grade	Year	Students who must test(Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	03	2018	52	0	0.0	0.0	59.6	36.5	*	*
Eng. Language Arts	04	2018	57	0	0.0	0.0	42.1	49.1	5.3	3.5
Eng. Language Arts	05	2018	59	0	0.0	0.0	27.1	61.0	10.2	1.7
Eng. Language Arts	06	2018	54	0	0.0	0.0	38.9	46.3	11.1	3.7
Mathematics	03	2018	52	0	0.0	3.9	70.0	26.0	*	*

Mathematics	04	2018	57	0	0.0	0.0	82.5	15.8	*	*
Mathematics	05	2018	59	0	0.0	1.7	77.6	20.7	*	*
Mathematics	06	2018	54	0	0.0	0.0	66.7	14.8	16.7	1.9

Funding Source(s): Comprehensive Schools Funds

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Meet weekly in grade level PLCs and engage in goal setting 2. Administer pre and post assessments. 3. Set and monitor SMART goals and post them. 4. Use data to plan for instruction and student supports. 5. Provide PD on Culturally and Linguistically Responsive Teaching and Learning including rationale and specific strategies/protocols.	August	Admin Team PLCs/Admin PLCs/Interventionists Admin/Leadership team/all PLCs Leadership team/all PLCs/students Admin/Leadership/Consultant CIPD	Comprehensive Schools Funds Weekly agendas and meeting notes District Assessment Resource Pre and post data Assessment data/walkthrough data/high yield instructional strategies Resources on Culturally Responsive	October

<p>60 Days</p> <ol style="list-style-type: none"> 1. Provide opportunities for students to track their data. 2. Create intervention schedule with a specific intervention block for each grade level. 3. Grade level teachers will collaborate to provide tier 2 interventions to students in reading and math. 4. Interventionists will work with teachers to help students transfer strategies they are learning in tier 3 interventions. 5. Provide differentiated professional development 6. Model high yield instructional strategies/protocols in classrooms, at PD days and staff meetings. 	<p>October</p>	<p>All PLCs/students</p> <p>Leadership/Interventionist/Coaches</p> <p>All PLCs/students/reading and math interventionists</p> <p>All PLCs/students/reading and math interventionists</p> <p>Admin/Leadership/CIPD/PLCs</p> <p>Admin/Leadership/CIPD/PLCs</p>	<p>pedagogy ie, Ladson-Billings</p> <p>Academic Assessment/ Data Notebooks Reading, Math & Science iReady Data, QRI, Alpha Kids, Achievement Series Academic and Behavioral data</p> <p>Comprehensive School Funds</p> <p>CIPD resources</p> <p>CIPD resources</p>	<p>November</p>
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<p>7. Review the workshop model and provide PD around specific components of reading, writing, and math.</p>		<p>Admin/Leadership/CIPD/PLCs/reading and math interventionists</p>	<p>CIPD resources</p>	
<p>90 days</p> <p>1. Continue to pre/post-test, analyze data and monitor for instruction</p>	<p>December</p>	<p>Leadership/grade-level PLCs/Coaches/Interventionists</p>	<p>District Assessment resources</p>	<p>March</p>

<p>3. Provide opportunities for learning walks and lesson studies.</p>		Admin/Leadership/PLCs	Collaboration with PLCs and other buildings	
<p>Long Range</p> <p>1. Have a fluid intervention schedule with a specific intervention block for each grade level, RTI</p>	March	Admin/Leadership/Coaches/Interventionists/ PLCs	Instructional resources/RTI	May
<p>2. Grade level teachers will collaborate to provide tier 2-3 interventions to students in reading and math.</p>		Admin/Leadership/Coaches/Interventionists/ PLCs	Instructional resources/RTI	
<p>3. Interventionists will work with teachers to help students transfer strategies they are learning in tier 3 interventions.</p>		Admin/Leadership/Coaches/Interventionists/ PLCs	Instructional resources/RTI	

Superintendent

Date

State Supervisor, School Improvement

Date

Federal Programs Supervisor/School Improvement Staff

Date