

Paseo Schoolwide Title I Improvement/Accountability Plan

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): LEA <input checked="" type="checkbox"/> X School or Charter	Name of LEA: Name of School or Charter: Paseo Academy of Fine and Performing Arts	Check if appropriate <input type="checkbox"/> X Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input type="checkbox"/> At-Risk <input type="checkbox"/> Other
Date: 5-28-2019		
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"/> X 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 		

What staff/stakeholders have been involved in the needs assessment and development of this plan?	Chester Palmer- Interim Principal Christopher Green- Vice Principal Charles Waldier- Counselor Joi Dennis- Home School Coordinator Christopher Peacock- Arts Coordinator Ann Kelly- Exceptional Education Melvin Brown- Parental Involvement Chair Doris Sandefur- Professional Development Chair Sheree Yoder- Arts Dept. Chair Michelle Burden- Science Dept. Chair Stephanie Kimbrough- Math Department Chair Christal Williams- ELA Dept. Chair William Gavila- KCFTA Union Rep/Social Studies Department Chair Larnell Jones- SAC Vice President Cheryl Goodwin- Parent Darren Woodruff- Parent Savion Robinson- Student Briana Woodard- Student Jordyn Foster- Student
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<p>What are the key issues identified from the needs assessment?</p>	<p>1. LEADERSHIP PILLAR</p> <ul style="list-style-type: none"> • Establish and implement systemic communication protocols with all stakeholders; for example “a concern drop-box” for suggestions prior weekly PD’s. • Intentional collaboration at every level and all stakeholders • Developing Leaders within building (teachers and students) • Modeling leadership qualities • Be a Palm Tree - flexible but consistent <p>2. COLLABORATIVE CULTURE AND CLIMATE PILLAR</p> <ul style="list-style-type: none"> • Increase teacher collaboration across core and with arts, with a focus on building PLCs • Consistent, 100% student oriented atmosphere, with effective communication to create an environment working towards increased academic achievement, graduation rate and attendance. • Model and teach positive behaviors (by teachers) and hold students accountable for behaviors that are taught. • Fostering a school spirit of inclusion and accountability by taking pride in schools, students, staff and self. • Positive behavior recognition via extra-curricular activities. <p>3. EFFECTIVE TEACHING AND LEARNING PILLAR</p> <ul style="list-style-type: none"> • School-wide system to handle behavioral problems; Expectations with the collaborated protocol will be communicated and implemented, principal and vice-principal need to be in every classroom at least once every day • Studying the data of each student and creating an atmosphere for each that is conducive to their learning environment. Standards based curriculum and lessons • Engaging lessons, positive learning environment, high expectations • Consistent differentiation in teaching style. • Project based instruction; interactive learning environment; student led learning; hands on learning
<p>What are the prioritized needs for the LEA or building based on a root cause analysis?</p>	<p>1. To establish two-way communication among all stakeholders and develop leaders within the building to increase academic achievement, attendance and graduation rates.</p>

	<p>2. More opportunities for collaboration across core subjects and the arts with a focus and revamping of PLC's and more efficient use of Professional Development, Response to Interventions and Problem Solving Teams.</p> <p>3. To create and monitor a building wide system to handle behavioral problems and administration being more visible in classrooms ensuring lessons are engaging with a positive learning environment and holding adults and students to high expectations.</p>
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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:				
Leadership X	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>S. Administration will take an instructional leadership role to increase student achievement by closing the achievement gap by M. MAP and EOC results in the 2019-20 School Year.</p> <p>A. The administration will collaborate with stakeholders to increase student achievement by 10%</p> <p>R. Instructional Leadership is required to increase student achievement</p> <p>T. 2019-20 School Year using results from I-Ready, Achievement Series, Formative Testing and Practice MAP scores with 30/60/90 day checkpoints</p> <p>Alignment to KCPS Strategic Plan Pillar A Strategic Priority 2: Focus teaching on high standards, rigorous curriculum and reliable assessments Pillar C Strategic Priority 9: Develop a network of top-notch leaders and leadership teams</p>				

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

Staff using a root cause analysis, survey regarding the DESE 5 pillars of instruction suggesting that stakeholders felt the leadership pillar was vital to improving student achievement, selected the rationale for this goal.

Strategies for Improvement

- Conduct weekly leadership meeting keeping accurate agendas and minutes
- Use component of MLDS comprehensive improvement training to assist staff with classroom instruction
- Review of weekly lesson plans by administration
- Paseo Academy will promote leadership within the building with the use of a staff leadership team comprising of 20% of staff and department chairs to create mission and vision statements that will assist in the frameworks of a Fine and Performing Arts institution by September 1, 2019.
- Paseo Academy administration will attend weekly PLC team meetings and provide opportunity for questions and feedback to measure curriculum alignment, rigor and differentiated instruction.

Funding Source(s): CIS Budget

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Create Leadership Team comprised of staff. 2. Determine if Mission and Vision statements	April 15, 2019 August 2, 2019	Principal Vice Principals Leadership Team Department Chairs Professional Development Chair	Data: Mission and Vision Statements MLDS components/strategies	<input type="checkbox"/> _____

<p>are aligned with MLDS components</p> <p>3. Facilitate Professional Development with MLDS components that will be used in curriculum planning and instruction</p>	<p>August 5-6, 2019</p>		<p>Survey from First week of Professional Development</p>	
<p>60 Days</p> <p>1. Continuous weekly leadership team meetings</p> <p>2. Aligning school curriculum to MLDS comprehensive components during Professional Development and PLC meetings.</p> <p>3. Review of data comparing achievement levels of previous years to current student progress</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Principal</p> <p>Vice Principals</p> <p>Leadership Team</p> <p>Department Chairs</p> <p>Professional Development Chair</p> <p>Paseo Academy Staff</p>	<p>Data:</p> <p>Lesson Plans</p> <p>MLDS components</p> <p>I-ready</p> <p>Achievement Series pre and post test</p> <p>Tyler Pulse</p> <p>Student Pass/Fail Rates</p>	<p><input type="checkbox"/> _____</p>
<p>90 Days</p> <p>1. Review Instructional Observation Data from Walk Through for</p>	<p>October 1, 2019</p>	<p>Principal</p> <p>Vice Principals</p>	<p>Data:</p> <p>My Learning Plan- walk through data</p> <p>MLDS components</p> <p>I-Ready, Achievement Series</p>	<p><input type="checkbox"/> _____</p>

<p>curriculum alignment/rigor 2. Attending MLDS comprehensive meetings 3. Conferences with Teachers regarding curriculum alignment and student data</p>	<p>Ongoing October 8, 2019</p>		<p>Tyler Pulse Pass/Fail Percentages</p>	
<p>Long Range 1. Continued meetings with Leadership Team to guide student and school achievements 2. Review of Student achievement data to determine growth from MLDS components 3. Individually review effectiveness of Teachers via walk through and observations</p>	<p>Ongoing January 15, 2019 January 15, 2019</p>	<p>Principal Vice Principal Leadership Team Department Chairs Paseo Staff</p>	<p>Data: My Learning Plan I-Ready Achievement Series MLDS components Tyler Pulse MAP results Agendas/Meeting Notes from Leadership Team</p>	<p><input type="checkbox"/> _____</p>

Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:

Leadership	Collaborative Climate and Culture X	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2				
<p>S. To Use PLC structure to facilitate collaboration around content both vertically and horizontally</p> <p>M. 100% of teachers will engage in weekly PLC meetings with focus on aligning content vertically and horizontally across the arts and core subjects using PLC format with documented notes, minutes and agendas from meetings</p> <p>A. Use of master schedule and leadership facilitation with gradual release to department heads and PLC</p> <p>R. Engage staff in protocols and practices to collaboratively increase student achievement and positive culture</p> <p>T. Practices will be administered throughout the 2019-20 SY with 30, 60, 90 day checkpoints</p> <p>Alignment to KCPS Strategic Plan</p> <p>Pillar B Strategic Priority 4: Provide a community wide network of supports for students and families</p> <p>Pillar C Strategic Priority 8: Invest in continuous professional development for all staff, so that, in time each achieves mastery of their own craft</p> <p>Pillar D Strategic Priority 10: Cultivate a focus on results and continuous improvement</p>				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
<ul style="list-style-type: none"> • Advanced Questionnaire facilitated to stakeholders indicated school climate was a high priority • Tyler Pulse data statistics of attendance and discipline events indicated improvements • Review of the Teacher/Parent/Student Compact • Data and Feedback from Student Led School Improvement Meetings • Data from 2018-19 I-ready and Achievement Series Pre and Post Test indicated needs for student achievement improvement • Results from Staff Needs Assessment and Root Cause analysis indicate need for collaboration and alignment between core and arts disciplines as well as middle and high school transitions 				

Strategies for Improvement

- Paseo Academy will provide incentive based recognition for students for attendance, behavior and academic growth at the end of every quarterly grading period
- Incentive based recognition for teacher attendance at the end of every quarterly grading period
- Paseo will foster a spirit of inclusion by having quarterly programs/celebrations to promote school pride and culture
- Realignment of Professional Development to allow collaboration between arts, core instructors, high school and middle school teachers
- Recruit students and parents for School Advisory Committee
- Create school wide mentoring program to track and intervene targeted students who have attendance, behavior or academic needs.
- Collaboration with stakeholders to develop school regulations and norms aligning to Teacher/Student/Parent/School compact to hold students and adults to high expectations to reduce student discipline by 10%
- To actively engage stakeholders in collaboration to develop a Response To Intervention system and protocols for use of Problem Solving Team to improve student attendance, behavior and academics by September 1, 2019.
- Using problem solving team to create a system of school wide behavior protocols and RTI's to attempt to keep students in classrooms and improve student achievement

Funding Source(s): CIS Budget

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 Days 1. Alignment of Professional Development to allow for weekly collaboration</p>	<p>August 2, 2019</p> <p>June 8, 2019</p>	<p>Principal Vice Principal Parent Liaison Professional Development Chair Home School Coordinator Counselors</p>	<p>Data: My Learning Plan Tyler SIS- attendance, grades, behavior District/Assessment Calendar I-ready, achievement series</p>	<p><input type="checkbox"/> _____</p>

<p>2. Create master schedule to allow for common planning time for teachers have regularly scheduled PLC collaboration</p> <p>3. Organize Problem Solving Team/Student Mentor Program to target at risk scholars</p>	<p>September 1, 2019</p>	<p>Secretaries ELA Interventionist Math Interventionist Reading Interventionist</p>	<p>EOC exam results CIS Budget CIS Budget CIS Budget</p>	
<p>60 Days</p> <p>1. Member of Administration will attend and facilitate PLC meetings with gradual release</p> <p>2. Facilitate Problem Solving team to track students targeted for high risk for academic, attendance and behavior issues.</p> <p>3. Schedule special recognition programs and events for academic and attendance achievements</p>	<p>November 15, 2019</p> <p>End of 1st Quarter Grading period</p> <p>End of 1st Quarter Grading Period</p>	<p>Principal Vice Principal Parent Liaison Professional Development Chair Home School Coordinator Counselors Secretaries Parents/ SAC ELA Interventionist Math Interventionist Reading Interventionist</p>	<p>Data: My Learning Plan Tyler SIS- attendance, grades, behavior District/Assessment Calendar I-ready, achievement series EOC exam results Building calendar CIS Budget CIS Budget CIS Budget</p>	<p><input type="checkbox"/> _____</p>

<p>90 Days</p> <p>1. Review targeted students' progress and conduct parent/probation meetings. Special attention to senior students</p> <p>2. Semester achievement incentive\activity for students</p> <p>3. Continuation of PLC protocol to align curriculum with Professional Development and regularly scheduled meetings</p>	<p>Beginning of Second Semester/End of second quarter grading period</p> <p>December 20, 2019</p> <p>Ongoing</p>	<p>Principal Vice Principal Parent Liaison Professional Development Chair Home School Coordinator Counselors Secretaries Parents/ SAC ELA Interventionist Math Interventionist Reading Interventionist</p>	<p>Data: My Learning Plan Tyler SIS- attendance, grades, behavior District/Assessment Calendar I-ready, achievement series EOC exam results Building calendar CIS Budget CIS Budget CIS Budget</p>	<p><input type="checkbox"/> _____</p>
<p>Long Range</p> <p>1. Review data of attendance, academic, behavior and graduation progress</p> <p>2. End of year celebration recognizing students and staff with academic and</p>	<p>End of 3rd Quarter Grading Period/ EOC/MAP schedules</p> <p>May 15, 2019</p>	<p>Principal Vice Principal Parent Liaison Professional Development Chair Home School Coordinator Counselors Secretaries Parents/ SAC</p>	<p>Data: My Learning Plan Tyler SIS- attendance, grades, behavior District/Assessment Calendar I-ready, achievement series EOC exam results Building calendar</p>	<p><input type="checkbox"/> _____</p>

attendance achievements 3. Create master schedule to for continuation of PLC protocols for collaboration to improve students achievement	June 1, 2019			
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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 X	Data-Based Decision Making	Alignment of Standards and Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3				
<p>S. Administration will use TNTP Walkthrough and Weekly lesson plans to increase teacher effectiveness to increase student achievement</p> <p>M. Lesson Plans TNTP to increase percentage of approaching and advanced ratings by 10%</p> <p>A. 100% of teachers turning in effective lessons plans weekly to administration</p> <p>R. Increase student achievement in grades 7-12</p> <p>T. Student data will be tracked for the 2019-20 SY using 30-60-90 Day checkpoints.</p> <p>Alignment to KCPS Strategic Plan Pillar A Strategic Priority 3: Tailor Instruction and interventions to each students' strengths and needs Pillar D Strategic Priority 12: Deliver effective operations, guidance and assistance</p>				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				

- Student Achievement Levels on Achievement Series, I-ready, End of Course Exams and MAP exams
- Tyler Pulse data on discipline events
- Advanced Questionnaire
- Staff and Stakeholder Survey
- Professional Development Schedule/Agendas

Strategies for Improvement

- Paseo Academy will provide staff development on project based learning, and student led instruction while using KCPS district mapping calendar
- Paseo Academy administration will visit each classroom daily to ensure classrooms have positive learning environments, engaging lessons and differentiated instruction
- Paseo Academy will restructure weekly Professional Development to provide PLC's opportunity to study data and collaborate to implement strategies to improve student achievement
- Staff will be required to submit a weekly lesson plan to administration using building template to determine if lessons are aligned with district and state standards to improve student achievement.
- The administration will serve as instructional leaders by conducting classroom walkthroughs and providing feedback to instructors focusing on curriculum alignment, rigor and level of instruction
- To increase student achievement levels in grades 7-12 using data from Achievement series and I-ready staff will collaborate to implement strategies outlined in MLDS comprehensive school components facilitated by school administration by September 15 2019.

Funding Source(s): CIS Budget				
Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Assign teachers to particular administrators for walkthroughs and evaluations. 2. Review TNTP protocol and rubric with staff during Professional Development- lesson plan design/curriculum mapping 3. Conduct walkthroughs together as administrative team to collaborate on rubric and what effective teaching looks like in the classroom	July 31, 2019 August 25, 2019 August 20, 2019 Second week of school	Principal Vice Principal Department Chairs Paseo Staff Reading Interventionist Math Interventionist	Data: My Learning Plan Tyler SIS- attendance, grades, behavior CIS Budget District/Assessment CIS Budget Calendar I-ready, achievement series EOC exam results Building calendar	<input type="checkbox"/> _____
60 Days 1. Conduct 15 walkthroughs weekly and provide feedback to teachers	September 1, 2019-ongoing	Principal Vice Principal Department Chairs Paseo Staff ELA Interventionist Reading Interventionist	Data: My Learning Plan Tyler SIS- attendance, grades, behavior CIS Budget District/Assessment CIS Budget	<input type="checkbox"/> _____

<p>2. Identify teachers who have shown consistently performed in the lagging/approaching range</p> <p>3. Provide opportunities for teaches to do classroom observations of teachers performing in the advanced/proficient range-provide subs if needed.</p>	<p>End of 1st Quarter Grading Period</p> <p>October 20, 2019</p>	<p>Math Interventionist</p>	<p>Calendar I-ready, achievement series EOC exam results Building calendar District/Assessment Calendar Calendar I-ready, achievement series EOC exam results Building calendar</p>	
<p>90 Days</p> <p>1. Re-evaluate data of teachers performing in lagging/approaching range-provide resources-create improvement plans.</p> <p>2. Review of data and aggregate data as a staff during PD</p> <p>3. Continue classroom walkthroughs and lesson plan reviews</p>	<p>November 1, 2019</p> <p>November 1, 2019</p> <p>Ongoing</p>	<p>Principal Vice Principal Department Chairs Paseo Staff ELA Interventionist Reading Interventionist Math Interventionist</p>	<p>Tyler SIS- attendance, grades, behavior District/Assessment Calendar CIS Budget CIS Budget CIS Budget I-ready, achievement series EOC exam results Building calendar</p>	<p><input type="checkbox"/> _____</p>
<p>Long Range</p>		<p>Principal Vice Principal Department Chairs</p>	<p>Tyler SIS- attendance, grades, behavior District/Assessment</p>	<p><input type="checkbox"/> _____</p>

<p>1. Examine Data from various assessment sources to determine what adjustments need to be made to curriculum/subjects teaching assignments</p> <p>2. Complete walkthroughs TNTP evaluations for staff</p> <p>3. Collaboration among staff vertically and horizontally to prepare for formative assessments</p>	<p>End of Grading Periods- Ongoing</p>	<p>Paseo Staff ELA Interventionist Reading Interventionist Math Interventionist</p>	<p>Calendar CIS Budget CIS Budget CIS Budget I-ready, achievement series EOC exam results Building calendar</p>	
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Superintendent

Date

State Supervisor, School Improvement

Date

Federal Programs Supervisor/School Improvement Staff

Date