

KCPS Schoolwide Title 1 Plan 2019-2020

The School Improvement Plan is to be completed in cooperation with the School Leadership Department, Curriculum and Instruction, and Federal Programs.

Date: September 28, 2018	
District Name: Kansas City Public Schools	
Building Name: Wendell Phillips Elementary	Building Code: 5200
Grades Served: K-6	
<input type="checkbox"/> Priority School <input type="checkbox"/> Focus School <input checked="" type="checkbox"/> Title I School <input 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
1. Ms. Takeisha Brown 2. Mrs. Lauren Amicone 3. Mrs. Kim Randolph 4. Mrs. Leanne Davis 5. Ms. Angela Edwards 6. Ms. Reaundra Pauley 7. Ms. Kathy Genson 8. Mrs. Dorothy Harris-Banks 9. Ms. Kiania Oates 10. Ms. Jasmin Thomas	Principal Vice-Principal Fourth Grade Teacher Reading Interventionist Special Education Resource Teacher Mathematics Interventionist/Professional Development Chair Second Grade Teacher School Home Coordinator Parent Representative Parent Representative
Description of how staff and stakeholders will be informed and engaged in the school improvement plan.	Phillips' School Improvement Plan will affect students in K-6 th Grades. Our plan will be developed with input from the Leadership Team, certified staff, classified staff, School Advisory Committee (SAC), and community stakeholders. The plan will be shared with our staff and stakeholders during monthly staff meetings; weekly collaborative and data team meetings; bi-annual parent teacher conferences; and monthly SAC meetings. All stakeholders will receive communication through fliers, and building/district websites. This plan ensures that stakeholders and staff are continuously informed and engaged through the planning, implementation, and monitoring of the Title I plan. The plan will be submitted to the district for approval.
Key issues identified from annual performance data	Key issues were identified from the results of the 2018-2019 MAP (3 rd -6 th); and district common assessments (K-6). Phillips' plan includes a review of multiple data sources, over multiple years to identify specific needs related to: academic achievement and attendance rates.

<p>and local assessments.</p>	<p>Phillips' plan includes evidence that performance data are analyzed and the analysis includes:</p> <ul style="list-style-type: none"> • Our ELA MAP data was 26.2% proficient and advanced for 2018-19 school year • Our Math data was 24.7% proficient and advanced for 2018-19 school year • Our Science data was UNKNOWN proficient and advanced for 2018-19 school year • MAP assessment results indicate that there are significant deficiencies in Math, English Language Arts and Science <p>Spring 2018 ELA 31.5% to 26.2% Spring 2019 – Proficient and Advanced students Spring 2018 Mathematics 31.5% to 24.7% Spring 2019 – Proficient and Advanced students Spring 2018 Science UNKNOWN% to UNKNOWN Spring 2019 – Proficient and Advanced students</p>
<p>Key issues identified from needs assessment and/or Surveys or Advanced Questionnaire.</p>	<p>An advanced questionnaire and/or needs assessment was conducted that includes performance data as well as, contextual, perceptual and demographic data. The needs assessment was utilized as the foundation of plan development.</p> <p>Learning Environment</p> <ul style="list-style-type: none"> • 92% of our teachers believe our school leaders promote a safe and productive learning environment • 92% of our teachers believe they have ready access to content experts with deep subject-area knowledge to support their instructional planning. <p>Academic Expectations</p> <ul style="list-style-type: none"> • 92% of our teachers believe they are successful in helping their students achieve academically • 85% of teachers believe that all teachers take responsibility for developing students' literacy • 62% of teachers believe across my school, students support their answers with evidence and explain their thinking <p>Professional Development</p> <ul style="list-style-type: none"> • 77% of our teachers believe our school is committed to improving instructional practices • 54% of our teachers believe we assess whether the professional opportunities we provide help teachers improve their instruction <p>Leadership</p> <ul style="list-style-type: none"> • 77% of teachers understand how our actions contribute to school priorities and goals • 77% of our teachers believe leadership seeks their feedback • 95% of our teachers returned to our building for the 2019-2020 school year
<p>Prioritized Needs for the Building.</p>	<ol style="list-style-type: none"> 1. Increase English Language Arts scores by improving instructional delivery methods and strategies 2. Increase Math scores by improving instructional delivery methods and strategies 3. Increase Science scores by improving instructional delivery methods and strategies 4. Increase attendance percentage 5. Move 50% of below basic students to basic to increase building progress and basic students to proficient by being more intentional in addressing individual students needs <p>Leadership will provide systematic processes for identifying, implementing and monitoring goals as identified in the district strategic plan.</p>

Core Elements for Student Achievement

<p>Leadership</p> <p><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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<p>SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):</p>
<p>The administrative team conduct at least 20 walkthroughs and provide timely staff feedback monthly. The administrative team will attend at least 2 PLC meetings a month and provide feedback/support where needed. As a result of time management, 100% of our staff will show growth resulting in improved student achievement for 90% of our students by the end of the 2019-2020 school year.</p>
<p>Rationale (name the existing conditions/data points to support the selection of the objective/goal):</p>
<p>Due to low performance in English language arts, mathematics and science. High quality principals provide the vital link between curriculum and learning. The principal sets the vision and enables teachers to equip students with 21st –century skills that prepare them for college and careers.</p>

Research Based Strategy(ies) for Implementation:

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Principal will provide time for building collaboration and data team meetings to improve classroom instruction.	August 2019	Administrators	District mandated weekly 75 minutes collaboration time Bi-Weekly Grade Level Team Meetings	<input type="checkbox"/> May, 2020
Principal will monitor and provide feedback to staff for ongoing performance improvement.	September 2019	Administrators	Building Walkthrough forms District required monitoring forms	<input type="checkbox"/> May, 2020

Principal will determine data collection process for effective instruction and learning and activities.	September 2019	Administrators	Leadership Team District Protocols	<input type="checkbox"/> May, 2020
Principal will utilize staff mapping to support continuous development of staff	September 2019	Administrators	District Mapping Protocol Building Developed Protocol	<input type="checkbox"/> May 2020

Collaborative Cultures <i>Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.</i>	CSIP: Goal 3	Teacher Evaluation: Standard 7 Standard 9
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SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):
100% of teachers will participate and collaborate within our Professional Learning Community (PLC- via team meetings, data team cycles), Positive Behavior Intervention Support (PBIS) training and Professional Development (PD), as measured by data from MyLearningPlan. As result of the implementation of PLC, PBIS and PD 100% of our students will show achievement growth in ELA and math, and science as measured by iReady, common formative assessments, and Achievement Series, by May 20, 2020.
Rationale (name the existing conditions/data points to support the selection of the objective/goal):
<ul style="list-style-type: none"> • Based on district initiatives and Phillips’ baseline data (2018-2019 MAP), there is a building need to enhance data driven instructional practices, by implementing researched based strategies with a focus on the district’s strategic plan. <ul style="list-style-type: none"> ○ ELA MAP (Spring 2019) data was 26.2% proficient and advanced ○ MATH MAP (Spring 2019) data was 24.7% proficient and advanced ○ SCIENCE MAP (Spring 2019) data was UNKNOWN proficient and advanced

Research Based Strategies for Implementation:
<p>Pillar A 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</p> <p>Pillar C 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.</p>

Pillar D

T7: Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.

Funding Source(s): Title I, SchoolSmartKC, Scholastic, My Very Own Library

MSIP Standard(s)

Measurable Adult Behaviors:

As part of our PLC, instructional staff will participate in bi- weekly collaborative team meetings, data team meetings (data cycle), and PBIS to create a system by which we are able to share information, discuss student needs and implement strategies to address deficits and increase student achievement.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Teachers will attend monthly district PD training sessions on Wednesday mornings.	UNKNOWN	District teacher facilitators Curriculum Department	District Curriculum DESE Standards	<input type="checkbox"/> May 20, 2020
Teachers will attend district mandated PD to receive training on new district initiatives.	8/2019	Curriculum Department	Curriculum Department	<input type="checkbox"/> May 20, 2020
Teachers will attend on-going building Professional Development to address the needs of our students and staff.	8/2019	Principal Vice Principal District and Building Instructional Staff Collaborative Teams Community Stakeholders	Building and district instructional staff	<input type="checkbox"/> May 20, 2020
Analyze and monitor for implementing data driven	10/2018	Principal Vice-Principal Instructional Staff	MAP, iReady, Data Cycles, Achievement Series Assessments District Assessments	<input type="checkbox"/> May 20, 2020

instruction during bi- weekly collaborative team meetings.		Collaborative Teams	Classroom formative Assessments	
Review PBIS Tier II and Tier III plan for implementation and attend PBIS training.	9/2020	Principal Vice-Principal Instructional Staff PBIS Committee Counselor Collaborative Teams Leadership Team	PBIS district training, PBIS Committee	<input type="checkbox"/> May 20, 2020
Monitor data cycle progress to track student growth.	9/2020	Principal Vice-Principal Instructional Staff Collaborative Teams	Data Cycles, PBIS data, MAP Data, District Formative and Summative Assessments, and iReady	<input type="checkbox"/> May 20, 2020
Collaborate with parents during monthly SAC meetings, parent-teacher conferences, and throughout the year.	SAC MEETINGS 9/18/19 10/16/19 11/20/19 12/18/19	Instructional Staff Community Stakeholders SAC	Parent Portal Website School Fliers Instructional Staff Communication /Teacher and Student Letters	<input type="checkbox"/> May 20, 2020
Individual teacher data meetings.	10/2018	Principal Vice-Principal	Teacher/Student Data Notebooks/Data Walls Classroom Observation Data Standards Mastery Formative and Summative Assessment Data	<input type="checkbox"/> May 20, 2020

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):

Instructional staff will implement research based strategies ensuring 100% or more of the students will achieve mastery in English Language Arts, Math and Science as measured by monthly formative and summative assessments.

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

MAP 2019 for ELA, Math and Science - In 2018-2019, our ELA MAP data was 26.2 % proficient and advanced which decreased from 31.5% the previous year; our math data was 24.7% proficient and advanced which decreased from 31.5% the previous year; our science data was UNKNOWN% which decreased from UNKNOWN%.

Based on district summary of item analysis, our building-wide areas of concern are increasing grade level rigor in English Language Arts, Math and Science by increasing:

- **problem solving skills**
- **real-world applications**
- **writing across all contents**
- **answers supported with text evidence**
- **explanations for their thinking/critical thinking skills**
- **higher levels of DOK /rigor in questioning**
- **vocabulary**

All instructional staff analyzed and evaluated English Language Arts, math, and science data, to identify strengths and challenges per grade level. Our data will determine the focus for collaborative meetings for all grade levels. All instructional staff will implement strategies and interventions presented during district and building Professional Development sessions.

Research Based Strategy for Implementation:

- **Pathways to Reading, Reader’s & Writer’s Workshop, Discovery Ed, Zoo Ed, Greg Tang & Dana Vantura**

Pillar A

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

Pillar D

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.

Strategies for Implementation:

Help students...

- *establish and communicate learning goals*
- *effectively interact with their new knowledge*
- *practice and deepen their understanding of new knowledge critically*
- *generate and test hypotheses about new knowledge*
- *track student progress using district formative and summative assessments*
- *celebrate successes*

Funding Source(s):

MSIP Standard(s):

Measurable Adult Behaviors:

- Administrators, leadership team, and teachers will conduct monthly informal walkthroughs and observations. Formal observations are posted on MyLearningPlan for instructional staff. Instructional staff will use 100% researched- based strategies and interventions, as measured by building tracking forms.
- Daily lesson plans will include standards and formative assessments aligned with the district curriculum.
- Instructional staff will be prepared and collaborate during data cycle meetings. This will be measured by examining student work to focus on the student data, and by sharing instructional strategies to increase student achievement.
- Instructional staff will increase knowledge and implement strategies gained from district and building professional development as measured by building walkthroughs, lesson plans, and by examining student data for increases in student achievement.
- Teacher Leader will support and collaborate with teachers to increase student achievement by assisting teachers to implement best practices and modeling instructional strategies.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Analyze assessment data and student work to determine student needs and interventions.	8/2019	Instructional Staff Collaborative Teams Teacher Leader Leadership Team	Data Cycle, MAP Data, QRI, Alpha Kids, District Formative and Summative Assessments, State Standards	<input type="checkbox"/> May 20, 2020
Monitor data cycle and progress to track student growth.	10/2019	Instructional Staff Collaborative Teams Teacher Leader Leadership Team Principal	MAP Data Data Cycle, District Formative and Summative Assessments, and Standards Mastery, iReady	<input type="checkbox"/> May 20, 2020
Individual teacher data meetings with Principal and Teacher Leader for feedback and goal setting.	08/2019	Instructional Staff Collaborative Teams Teacher Leader Leadership Team Principal	Student Data, Frontline Education District formative and Summative Assessments	<input type="checkbox"/> May 20, 2020
Collaborative meetings will result in the implementation of targeted instructional strategies in each classroom.	08/2019	Instructional Staff Collaborative Teams Teacher Leader Leadership Team Principal	Instructional Staff Wednesday District Focus PD Building PD	<input type="checkbox"/> May 20, 2020

Coaching/Modeling will be implemented to increase student achievement.	9/2019	Instructional Staff Collaborative Teams Teacher Leader Content Teacher Principal	Instructional Staff	<input type="checkbox"/> May 20, 2020
Professional Development sessions focused on increasing student achievement.	8/2019	District Professional Development Chair Teacher Leader Content Leaders Instructional Staff Principal Stakeholders	Curriculum Department Instructional Staff	<input type="checkbox"/> May 20, 2020
Formal and Informal Observations	8/2019	Instructional Staff Collaborative Teams Teacher Leader Leadership Team	Frontline Education, Walkthrough Checklist	<input type="checkbox"/> May 20, 2020

School Culture <i>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.</i>	CSIP: Goal 2	Teacher Evaluation: Standard 2 Standard 5 Standard 7
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SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):
The students, staff, families and community stakeholders will work collaboratively to maintain a safe and caring environment that fosters high expectations as measured by survey and interview results throughout the 2018-2019 school year.
Rationale (name the existing conditions/data points to support the selection of the objective/goal):
We must provide a safe learning environment that promotes trust, open communication, and healthy partnerships with families and community stakeholders to ensure the success of the school community.

Research Based Strategy for Implementation:
<p>Pillar A 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</p> <p>Pillar B 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. 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 learning at home, give appropriate assistance, support homework and academic resilience, and engage in two-way homeschool communication</p> <p>Funding Source(s): MSIP Standard(s)</p>
Measurable Adult Behaviors:

Staff, students, families and stakeholders demonstrate care and concern for and in connection with one another as measured by observations, survey and interview results throughout the 2018-2019 school year.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
District Safe Schools Training	8/2019	KCPS District Personnel	On-Line Safe Schools Training	<input type="checkbox"/> October 31, 2019
Celebrate the continuous improvement of our students and staff.	8/2019	Administrators Leadership Team Instructional Staff	Classroom Celebrations Awards Assemblies Data Walls	May 22, 2020
Positive Behavior Intervention Support	8/2019	PBIS Team	Tier 1, Tier 2, and Tier 3 Teams Tiger Store On-Going PBIS Training	<input type="checkbox"/> May 22, 2020
Building Safety Drills	8/2019	Administration	District Handbook District Security	<input type="checkbox"/> May 22, 2020
Problem Solving Teams	9/2019	Administrators Counselor Teachers Nurse Social Worker SPED Teacher	Nurse Counselor Social Workers Intervention Central Big Smiles 20/20 Vision	May 20, 2020

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):

Our goal is to have at least 90% of our students in attendance 90% of the time with an average daily attendance of 95% or greater for students and staff during the 2018-2019 school year, as measured by students' attendance housed in the district's data center (Pulse).

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

Based on the data and the 90/90 attendance formula, absenteeism is a problem at Phillips. By decreasing the number of absences we will help students succeed academically, graduate on time, avoid dropping out, and increase the likelihood of job success after graduation. This goal addresses the KCPS Strategic Plan and the Missouri School Improvement Plan-5 (MSIP-5). Phillips'90/90 daily attendance was 93.5% as of May, 2019.

Research Based Strategy(ies) for Implementation:

Pillar B

T4: Teachers and attendance committee will routinely communicate with families about each student's progress relative to attendance and academic expectations to seek their involvement as equal partners.

Pillar D

T7: Teachers and attendance committee will meet regularly to review student attendance data to identify and target the personalized needs of students.

Funding Source(s): SchoolSmartKC

MSIP Standard(s):

Measurable Adult Behaviors:

Students and staff will set a goal to have 95% or better attendance for the school year.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p>Tiger Pride – Daily building public announcement and tracking of student attendance on monthly classroom calendar.</p> <p>Classroom celebration for spelling TIGER PRIDE</p>	8/2019	Building Counselor Principal Building Staff Nurse	Tiger Store Tiger Bucks Incentives	<input type="checkbox"/> May 20, 2020
<p>Teacher/Parent Contact – Daily for students who are absent.</p>	9/2019	Instructional Staff Parents Secretary Counselor Nurse	Parent Contact Log Parent Attendance Letters	<input type="checkbox"/> May 20, 2020
<p>Weekly perfect attendance trophy celebration for classroom.</p>	9/2019	Instructional Staff Volunteers (REZ-Downtown) Principal Nurse	Tiger Bucks and Tiger Store	<input type="checkbox"/> May 20, 2020
<p>Perfect Attendance Bulletin Board</p>	9/2019	Instructional Staff Teacher Leader Nurse	Building Newsletter and Website Paper	<input type="checkbox"/> May 20, 2020
<p>Reporting chronic attendance problems</p>	9/2019	Instructional Staff Principal Building Counselor Nurse District Social Worker	Counselor Swope Parkway Counselor District Social Worker Office of Student Support Prosecutor's Office	<input type="checkbox"/> May 20, 2020

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.