Improvement/Accountability Plan for Comprehensive Schools

Focus of Plan (check the appropriate box):	Kansas City Public Schools	
• LEA	**Name of School or Charter:** Phillis Wheatley Elementary	**Principal/Lead Person:** Micah Enders
• School or Charter	**Address:** 2415 Agnes Ave. Kansas City, MO. 64127	**School Website:**

Plan Year(s): 2019-2020 School Year

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.

- • **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**
- • **Title II.A Language Instruction for English Learners and Immigrant Children**
- • **Title IV 21st Century Schools**
- • **Title V Flexibility and Accountability**
- • **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**
- • **McKinney Vento Homeless Assistance Act**
- • **Adult Education and Family Literacy Act**
- • **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*
Micah Enders	**Principal**
Rheanna Egli	**Teacher/Certified Staff**
Tameka Fulson	**Parent**
Mary Lindsey	**Parent**
Katie Amos	**Support Staff**
Elizabeth Austin	**Title 1 Supervisor/Coordinator**
Miah Lugrand	Vice-Principal
Darrin Slade	Assistant Superintendent
Mark Bedell	Superintendent

*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. Increased student achievement amongst students with IEP's
2. Increased student achievement and reduction in students below basic on the MAP assessment in both ELA and Math
3. Increasing teacher capacity

What are the prioritized needs for the LEA or building based on a root cause analysis?

1. Professional Development implementation and instruction centered around standard based IEP goals. Increased alignment of instruction to standard based IEP goals.

2. Building a clear systematic RTI process to ensure that every student receives targeted intervention that addresses individual student needs.

3. Professional development on quality Tier 1 instruction. Focused around scaffolding to meet various instructional levels.

4. Collaborative PLC's focused around student learning and data driven decisions.

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

Through the use of district curriculum and assessments, the percent of students scoring **below basic will decrease by 25% by the end of the 2019-2020 academic school year as measured by the Missouri State Assessment.**

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

MPI has consistently dropped over the last 3 years.
Over 50% of students in grades 3-6 scored below basic in all subjects. (ELA, Math, and Science)

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

Alignment to KCPS Strategic Plan - Professional Practices for Instructional Effectiveness (p.15 KCPS Strategic Plan):
Pillar A: Teaching & Learning, Strategic Priorities 2 & 3
Pillar C: Investing in People, Strategic Priorities 7 & 8

Strategies for Improvement
- Data Analysis/Data Driven Instruction
- Professional Development

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days				

1. **Complete 20 or more walkthroughs per month with feedback, action steps and follow up** 2. **Triangulate assessment data to identify bubble students and inform instructional groups** 3. **Analyzed previous MAP and current iReady Diagnostic student data to inform instructional groups** 4. **On-going root cause analysis to address building needs and identifying next steps**		Admin All instructional staff All instructional staff Admin & Building Leadership Team	• _____
60 Days 1. **Administer 2nd Qtr. Scholastic Guided Reading Assessment and analyze data** 2. **3 week RTI cycle-- continuously monitor and analyze data to inform instruction and adjust groups** 3. **After school tutoring for students identified as 1 or more years below grade level in reading** 4. **Small group instruction**		Classroom teachers All instructional staff Tutoring staff Classroom teachers	• _____
90 Days 1. **Begin implementing MAP test taking strategies**		Classroom teachers	• _____
Long Range 1. **On-going onsite professional development to increase teacher capacity & retention (Guided Reading/Small Group Instruction, CIPD, Greg Tang strategies, Writing across the curriculum, RTI).** 2. **Consistent 1:1 conversation with students around their individualized data to ensure student ownership**		Admin, CIPD, identified professional development presenters Admin/ Instructional Staff	• _____

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

By May 2020, through the implementation of RTI and effective PLC's, we will reduce the percent of Tier 3 students by 50% and the percent of Tier 2 students by 25% according to end of year iReady diagnostic assessment.

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

Beginning of year iReady Diagnostic Assessment Results:
ELA--
Tier 3: 61%
Tier 2: 30%
Tier 1: 9%

Math:
Tier 3: 61%
Tier 2: 35%
Tier 1: 4%

Alignment to KCPS Strategic Plan - Goals and Measures of Student Success (p. 14 KCPS Strategic Plan)**:**
3.b, 3.c

Alignment to KCPS Strategic Plan - Professional Practices for Instructional Effectiveness (p.15 KCPS Strategic Plan)**:**
Pillar A: Teaching & Learning, Strategic Priorities 2 & 3

Strategies for Improvement

Data Analysis/Data Driven Instruction
- Use iReady reports & Diagnostic assessments to identify strengths and weaknesses
- Weekly PLC meetings w/ grade level teams and administration
- Individualized instruction provided by Math and Reading Interventionist
- Individual RTI instruction for all students

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days				

1. **Triangulate assessment data to form RTI groups and identify bubble students** 2. **All certified staff including administration does small group during RTI** 3. **Continue to strengthen PLC process implemented (weekly agenda, tracking data on master tracker, andon-going discussion of data using PLC guiding question.**		Admin & Classroom teachers All instructional staff All members of PLC's	• _____
60 Days 1. **Assess PLC progress using the DESE PLC rubric** 2. **3 week RTI cycle-- continuously monitor and analyze data to inform instruction and adjust groups** 3. **Quarterly Scholastic Guided Reading Assessment**		PLC team members All instructional staff Classroom teachers	• _____
90 Days 1. **Use iReady reports & Winter Diagnostic assessments to identify strengths and weaknesses** 2.		All instructional staff	• _____
Long Range 1. 2. 3.			• _____

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 #3

By May 2020, we will increase our MPI index for our special education students by a minimum 4 MPI points as measured by the Missouri State Assessment.

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

The school is identified as a targeted school due to performing in the bottom 5% of the state on the subgroup of students with an IEP.

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

Alignment to KCPS Strategic Plan - Professional Practices for Instructional Effectiveness (p.15 KCPS Strategic Plan):
Pillar A: Teaching & Learning, Strategic Priorities 2 & 3
Pillar D: Managing the Whole, Strategic Priority 10

Strategies for Improvement

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. **Special Education Teachers provided professional development on writing standards based IEP goals.** 2. **Identify special education bubble students** 3. **Increase PLC's and collaboration with special education and general education staff**		Admin/ SPED coordinators Admin/Resource teachers All instructional staff/ SPED coordinators		• _____
60 Days 1. **Provide follow up professional development & feedback on implementation of standards based IEP goals** 2. **Co-teaching observation and feedback** 3. **Monthly PLC's with Special Education coordinators**		SPED coordinators Admin Admin/ SPED coordinators & Staff		• _____
90 Days				

1. 2. 3.			• _____
Long Range 1. **Increase push in support** 2. 3.		Admin & teachers	• _____

Budget Allocation Summary

Goal # (1-3)	Expenditure or Action to be Funded	Date	Estimated Cost	Funding Source(s)

_____   _____

Superintendent   **Date**

_____   _____

State Supervisor, School Improvement   **Date**

_____   _____

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