

### Improvement/Accountability Plan Template

Improvement/Accountability Plan		
<b>Focus of Plan (check the appropriate box):</b> <ul style="list-style-type: none"> <li>• LEA</li> <li>• School or Charter</li> </ul>	<b>Name of LEA: Kansas City 33</b>  <b>Name of School or Charter:</b> Benjamin Banneker Elementary School	<b>Check if appropriate</b> <b>X. Comprehensive School</b> <b>***Requires a Regional School Improvement Team</b> <ul style="list-style-type: none"> <li>• Targeted School</li> <li>• At-Risk</li> <li>• Other</li> </ul>
<b>Date: 5/29/20</b>		
<b>Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</b>		
<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"> <li>• <b>Title I.A School Improvement</b></li> <li>• Title I.C Education of Migratory Children</li> <li>• Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</li> <li>• Title II.A Language Instruction for English Learners and Immigrant Children</li> <li>• Title IV 21<sup>st</sup> Century Schools</li> <li>• Title V Flexibility and Accountability</li> <li>• Individuals with Disability Education Act</li> <li>• Rehabilitation Act of 1973</li> <li>• Carl D. Perkins Career and Technical Education Act</li> <li>• Workforce Innovation and Opportunities Act</li> <li>• Head Start Act</li> <li>• McKinney-Vento Homeless Assistance Act</li> <li>• Adult Education and Family Literacy Act</li> <li>• MSIP</li> <li>• Other State and Local Requirements/Needs</li> </ul>		

What staff/stakeholders have been involved in the needs assessment and development of this plan?	Name	Position
	<ol style="list-style-type: none"> <li>1. Lloyd Jackson</li> <li>2. Harrison Neal Sr.</li> <li>3. Brenda Barnes</li> <li>4. Tracy Pruitt</li> <li>5. Ashten Alli</li> <li>6. Jessica Vaughan</li> <li>7. Roger Rodriguez</li> <li>8. Monique Young</li> <li>9. LaTanya Handy</li> <li>10. Crystal Shakur</li> <li>11. Valerie Bolles</li> <li>13. Ayana Hubbard</li> <li>14. Carla Howard</li> </ol>	<p>Assistant Superintendent of School Leadership Principal Vice Principal Teacher Teacher Teacher Teacher Counselor Instructional Coach Instructional Coach Teacher SAC/Parent Chair Parent</p>
<p><b>What are the key issues identified from the need's assessment?</b></p>	<ol style="list-style-type: none"> <li>1. During the 2019-2020 school year leadership did not meet the goal of 60% of time spent instructionally based on the SAM Program during months the SAM calendar was active.</li> <li>2. Student performance data from the 2018 MAP indicated that 12.6% of students scored proficient or advanced in ELA and 14.2% of the students scored proficient or advanced in Mathematics.</li> <li>3. During the 2019-2020 school year Banneker failed to reach the DESE baseline 90/90 attendance goal of 90%. Banneker's attendance ended the school year at 87%.</li> <li>4. During the 2019-2020 school year Benjamin Banneker accrued 194 incidents leading to Out of School Suspension.</li> <li>5. During the 2020-2021 school year 12 out of 19 classroom teachers will have 4 years or less teaching experience.</li> </ol>	

	<p>6. Teachers were tiered based on i-Ready Annual growth Data. 19 out of 19 teachers are Tier 3 based on 79% or less of students met individual i-Ready Projected Individual Growth. (Students did not take 3rd iReady final diagnostic for May 2020. iReady results indicated December 2019 winter diagnostic).</p> <p>7. What did the Survey Reveal</p> <ul style="list-style-type: none"> <li>● According to the needs assessment teacher survey only 23.1% of teachers strongly agreed and 30.8% agreed that “(the) school systematically addresses essential content.” (question 40)</li> <li>● Teachers do not understand how to effectively use instructional blocks. According to the needs assessment teacher survey only 7.7% of teachers strongly agreed and 38.5% of teachers agreed that “the amount of essential content that has been identified can be addressed in the instructional time available to teachers.” (question 41)</li> <li>● According to the needs assessment student survey only 12% of students strongly agreed and 18% agreed that “(the) students in my school are friendly.” (question 16)</li> </ul>
<p><b>What are the prioritized needs for the LEA or building based on a root cause analysis?</b></p>	<ol style="list-style-type: none"> <li>1. Need to Improve classroom instruction to increase student performance in Reading, Math, and Science.</li> <li>2. Need to Enhance collaborative culture to support high achievement and personal development through professional learning communities.</li> <li>3. Need to increase attendance.</li> <li>4. Need to Reduce Out of School Suspensions.</li> <li>5. Need for Trauma-Sensitive professional development and daily practices to support social and emotional well-being of students and faculty.</li> </ol>

**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**

**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**

SAM School Administrator manager will be used to increase principal instructional effectiveness by strategically scheduling out day to day operations to identify specific learning targets in Reading, Math, and Science within each classroom. The administrator's SAM goal is 60% of administrator time will be spent on instruction by June 2021.

During the 2019-2020 School year, Banneker School Administrative team will focus on developing an instructional leadership team that will meet bi-weekly to discuss walk-through data, tiered teacher supports, instructional strategies, and professional learning needs, to increase teacher effectiveness. In addition, the administrator will participate in the 2020-2021 Missouri Leadership Development System.

The Leadership goal aligns with Kansas City Public School Strategic Plan Pillar C (Strategic Plan Priority 9.2)-Caring Effective Teachers in Every Classroom and Effective Leaders in Every School.

Specific- Implement a Data Based Instructional Leadership Team Process to increase teacher effectiveness and the administrator will participate in Missouri Leadership Development System.

Measurable- Walk-through data, I-Ready Data, Achievement Series Data and

Achievable-Improve the percentage of teachers by 10 percent moving from Tier 3 to Tier 2 and/or the percentage of teachers by 10 percent scoring proficient or advancing as evidenced by walk-throughs.

Relevant- Aligned to the data needs assessment

Timely- 2019-2020 school year with 30, 60, 90 day check points

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

1. SAMS Baseline Data-August 2019-July 2020 months calendar was inconsistent due to Covid-19 Pandemic and inconsistency of an active SAMs calendar regarding the program implementation.
2. According to the needs assessment teacher survey only 23.1% of teachers strongly agreed and 30.8% agreed that “(the) school systematically addresses essential content.” (question 40)
3. Teachers do not understand how to effectively use instructional blocks. According to the needs assessment teacher survey only 7.7% of teachers strongly agreed and 38.5% of teachers agreed that “the amount of essential content that has been identified can be addressed in the instructional time available to teachers.” (question 41)
4. Student performance data from the 2018 MAP indicated that 12.6% of students scored proficient or advance in ELA and 14.2% of the students scored proficient or advanced in Mathematics.
5. Developing a growth mindset will enhance teacher performance when instructing students.
6. Teachers can influence the way students see and think about things and provide multiple perspectives for learning to occur.

### **Strategies for Improvement**

“Ironically, teams succeed because they are exceedingly human. By acknowledging the imperfections of their humanity, members of functional teams overcome the natural tendencies that make trust, conflict, commitment, accountability, and a focus on results so elusive.” – Lencioni

1. Maximize use to instructional time using the Sam’s tool as outlined below.

SAM first responders used to filter out discipline, questions, direction on importance.

SAM calendar used to strategically plan day to day operations for principal.

SAM time tracker used for feedback on teachers to increase the quality of instruction.

2. Establish Leadership team calendar, protocols, procedures, progress monitoring plan.
3. Implement the coaching feedback cycle with each administrator and instructional coach will conduct a minimum of 5 walk-throughs per week and provide feedback using the TNTP Walk- through tool.

4. Implement a tiered teacher support plan.

**MSIP Standard(s): 2.1, 2.2**

**Funding Source(s): Local and Comprehensive Funds**

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p><b>30 Days</b></p> <ol style="list-style-type: none"> <li>1. Establish a calendar of walkthroughs for each teacher.</li> <li>2. Establish a first year teachers meeting with a mentors calendar.</li> <li>3. Establish a peer observations schedule for 1st year teachers.</li> <li>4. Identify protocols and procedures for obtaining baseline and observation data on number of walkthroughs and direct feedback cycles</li> <li>5. Minimum of 5 observations per</li> </ol>	<p>8/2020</p>	<p>Principal/Vice-Principal</p>	<p>SAM Program</p>	<ul style="list-style-type: none"> <li>• 10/2020</li> </ul>

<p>week for administration and</p> <p>6. Bi-Weekly Instructional Walkthrough Data Cycles</p>				
<p><b>60 Days</b></p> <p>1. Minimum of 4 observations per teacher based on Tiered Support Model</p> <p>2. Provide feedback monthly: 4 direct and 4 non-direct to every teacher based on Tiered Support Model (Summative Assessment, Pathways iReady, and Walkthrough Data)</p> <p>3. Bi-Weekly Instructional Walkthrough Data Cycles calendar will be established.</p>	<p>10/2020</p>	<p>Principal/Vice-Principal</p>	<p>SAM Program</p>	<ul style="list-style-type: none"> <li>• 11/2020</li> </ul>

4. Review Summative Data Pre to Post Summative within PLC				
<p><b>90 Days</b></p> <p>1. Teachers will be re-Tiered based on Data cycle</p> <p>2. Identify the number of walkthroughs and direct feedback cycles based on Tier Support Model</p> <p>3. Conduct Needs Assessment based on instructional resources support survey administered to faculty.</p>	12/2020	Principal/Vice-Principal	SAM Program	<ul style="list-style-type: none"> <li>• 03/2021</li> </ul>
<p><b>Long Range</b></p> <p>1. Consistently meet weekly SAM instructional goal</p>	01/2021	Principal/Vice-Principal	SAM Program	<ul style="list-style-type: none"> <li>• 05/2021</li> </ul>



2. Increase number of direct feedback based on Tier Model				
3. Increase alignment in professional development with emphasis on PLC's, RTI and Trauma Informed Schools Models				

<b>Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:</b>				
<b>Leadership</b>	<b>Collaborative Climate and Culture</b>	<b>Effective Teaching and Learning</b>	<b>Data-Based Decision Making</b>	<b>Alignment of Standards and Curriculum</b>
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2</b>				
<p>During the 2020- 2021 school year Banneker Elementary school will focus on increasing the percentage of students scoring proficient and advanced by 3.5 percent on the end of the year MAP assessment. The goal will be accomplished by the implementation of InInstructional blocks, increasing the effectiveness of PLC's, and utilization of Reading and Math interventionists. Additionally, due to COVID-19, Faculty and administration will utilize virtual or online means to meet the needs of students' learning to ensure their readiness for each grade level. This may include distance learning, extended school year or further professional development. This may also require the purchase of training, materials and/or technology devices in order to carry out the learning and meet family's needs during this time of crisis.</p>				

The Effective Teaching and Learning goal aligns with Kansas City Public School Strategic Plan Pillar A (Strategic Plan Priority 2.2)-Personalized, Rigorous, Culturally Responsive Teaching and Learning.

Specific-Implement Instructional Blocks and PLC's with fidelity to increase student achievement

Measurable- I-Ready Data, Summative Assessment Data, Map Data, Instructional Blocks Rubric, PLC Rubric

Achievable- Using the universal screener I-Ready, progress monitoring using summative assessments and individualized support for students using interventionist will result in an increase in a 10 percent increase in students scoring proficient and advanced at the end of the year MAP assessment.

Relevant- This is a need as evidenced by the 2019 needs assessment and is aligned with district goals and targets

Timely- This will be accomplished this school year with progress monitoring checkpoints at 30, 60, 90-day increments.

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

- Student performance data from the 2016 MAP showed that 21.4% of the students scored proficient or advanced in ELA and 10.3% of the students tested scored proficient or advanced in Mathematics and 11.1% of 5<sup>th</sup> Grade Science students tested scored proficient & advanced.
- Student performance data from the 2017 MAP showed that 21.7% of the students tested scored proficient or advanced in ELA and 12.0% of the students tested scored proficient or advanced in Mathematics and 7.7% of 5<sup>th</sup> Grade Science students tested scored proficient & advanced.
- Student performance data from the 2018 MAP showed that 12.6% of the students tested scored proficient or advanced in ELA and 14.2% of the students tested scored proficient or advanced in Mathematics.
- Student performance data from the 2019 MAP showed that 12.1% of the students tested scored proficient or advanced in ELA and 12.6% of the students tested scored proficient or advanced in Mathematics.
- According to the needs assessment teacher survey only 23.1% of teachers strongly agreed and 30.8% agreed that “(the) school systematically addresses essential content.” (question 40)
- Teachers do not understand how to effectively use instructional blocks. According to the needs assessment teacher survey only 7.7% of teachers strongly agreed and 38.5% of teachers agreed that “the amount of essential content that has been identified can be addressed in the instructional time available to teachers.” (question 41)

<b>Strategies for Improvement</b>				
<b>Funding Source(s): Comprehensive Funds, Local Funds, 1003(a)</b>				
<ol style="list-style-type: none"><li>1. Instructional Coach- utilized to increase instructional delivery within the classroom leading to an increase in student achievement.</li><li>2. Instructional Interventionist- Provide a Response to Intervention for students 1 or more grade-level behind in ELA or Math</li><li>3. Solution Tree Professional Development- Utilizing PLC consultants and professional development will support increase in effectiveness of PLC model.</li></ol>				
Action Steps	Start Date	Person Responsible	Resources	Completed/Date

<p><b>30 Days</b></p> <ol style="list-style-type: none"> <li>1. Establish PLC and PD Calendar</li> <li>2. Provide ongoing professional development regarding PLC's and Instructional Block model</li> <li>3. Establish digital Data Notebooks by utilizing a diverse Teacher Committee and generate a Data Cycle Calendar.</li> <li>4. Tier Students based iReady/ Alpha Kids/QRI, summative and formative data to drive small group instruction</li> <li>5. Tier teachers based on effective PLC usage and Instructional Blocks implementation</li> </ol>	<p>08/2020</p>	<p>Principal/Vice-Principal /Instructional Coaches/Interventionist/Teachers</p>	<p>Digital Data Notebooks, Reading, Math &amp; Science iReady Data, Summative Data, QRI, Alpha Kids, Pathways, Instructional Blocks implementation Rubric PLC Rubric PD Calendar Data cycle calendar</p> <p><b>Comprehensive Funds</b> -2 Instructional Coaches (Budget \$160,000) -2 Interventionists (Math and ELA) (\$161,915)</p>	<ul style="list-style-type: none"> <li>• 10/2020</li> </ul>

<p><b>60 Days</b></p> <ol style="list-style-type: none"> <li>1. Conduct PLC and Instructional Blocks audit utilizing district PLC rubric and Instructional Blocks rubric to provide feedback and support</li> <li>2. Track Professional Development needs based on PLC and Instructional Blocks audits to monitor and adjust</li> <li>3. Establish small group coaching cycle as needed based on PLC and Instructional Blocks audit</li> <li>4. Regroup students in small groups based upon assessments to work with interventionist</li> <li>5. Monitor small group instruction using non-adopted curriculum: guided reading program to provide feedback and support</li> </ol>	<p>10/2020</p>	<p>Principal/Vice-Principal /Instructional Coaches/Teacher/ Interventionist</p>	<p>Digital data notebooks Reading, Math &amp; Science iReady Data, QRI, Alpha Kids, Pathways, Summative Assessment, Instructional Blocks implementation Rubric PLC Rubric</p> <p><b>Comprehensive Funds</b> -2 Instructional Coaches (Budget \$160,000) <b>Title I Funds</b> -2 Interventionists (Math and ELA) (\$161,915)</p>	<ul style="list-style-type: none"> <li>• 12/2020</li> </ul>
<p><b>90 Days</b></p>				

<ol style="list-style-type: none"> <li>1. Adjust professional development calendar</li> <li>2. Continue to track Professional Development needs based on PLC and Instructional Blocks audits to monitor and adjust</li> <li>3. Continue to conduct PLC and Instructional Blocks audit utilizing district PLC rubric and Instructional Blocks rubric to provide feedback and support</li> <li>4. Regroup students in small groups based upon assessments to work with interventionist</li> <li>5. Monitor small group instruction using non-adopted curriculum: guided reading program to provide feedback and support</li> </ol>	12/2020	Principal/Vice-Principal /Instructional Coaches/Interventionist/Teacher	<p>Data Cycle Tracker, Reading, Math &amp; Science iReady Data, QRI, Alpha Kids, Pathways, Summative Assessments, Instructional Blocks implementation Rubric PLC Rubric</p> <p><b>Comprehensive Funds</b> -2 Instructional Coaches (Budget \$160,000)</p> <p><b>Title I Funds</b> -2 Interventionists (Math and ELA) (\$161,915)</p>	<ul style="list-style-type: none"> <li>• 03/2021</li> </ul>
<p><b>Long Range</b></p> <ol style="list-style-type: none"> <li>1. MAP TEST</li> </ol>	1/2021	Principal/Vice-Principal /Instructional Coaches/Interventionist/Teacher/Test Administrator	MAP Test	<ul style="list-style-type: none"> <li>• 5/2021</li> </ul>

**Goal #3 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:**

<b>Leadership</b>	<b>Collaborative Climate and Culture</b>	<b>Effective Teaching and Learning</b>	<b>Data-Based Decision Making</b>	<b>Alignment of Standards and Curriculum</b>
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**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3**

During the 2020- 2021 school year, Banneker Elementary School will implement strategies such as implementing effective social and emotional learning, and trauma informed care practices aimed at increasing attendance and decreasing out of school suspensions. Banneker’s attendance at the end of the 2020-2021 school year will increase by 3% or higher moving from 87% to 90% utilizing the state 90/90 measurable. Banneker’s Out of School Suspension will decrease by 10% moving from 194 Out of School Suspensions to 175 Out of School Suspensions or less by the end of 2020-2021.

SMART Goal: In the 2020-2021 school year 100% of Banneker students and staff will be trauma educated as well as maintaining a minimum of 75% of student participation through virtual learning. This goal will be accomplished by providing trauma training, trauma-related professional development, trauma education to students, and documenting a list of student and staff building supports. The goal will also be supported by tracking student participation, attendance, and providing Positive Behavior Intervention and Supports strategies to maintain consistent student participation.

The Collaborative Climate and Culture goal aligns with Kansas City Public Schools Strategic Plan Pillar B: Safe Climate and Strong Relationship with Families & Communities.

**Specific:** 100% of Banneker students and staff will receive trauma training, trauma-related professional development and trauma education by the end of the 2020-2021 school year. Student participation will be tracked and Positive Behavior Intervention and Support strategies to be put in place to maintain consistent student participation, in-person/online attendance, and decrease in suspensions.

**Measurable:** Staff training attendance logs and weekly student participation reports from teaching staff.

**Attainable:** Staff and students will have trauma education training scheduled throughout the school year. PBIS strategies put in place to support students.

**Relevant:** This meets our district's need to increase school connectedness, school climate, staff retention and student achievement, which is aligned with district goals and targets.

**Timely:** This will be accomplished by the end of the school year with progress monitoring checkpoints at 30, 60, 90-day increments.

Banneker's attendance at the end of the 2020-2021 school year will be 90% or higher utilizing the state 90/90 measurable. Banneker's discipline utilizing Out of School Suspension as the indicator will have 175 counts of OSS or less for the 2019-2020 school year.

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

During the 2017-2018 school year, Banneker failed to reach the 90/90 attendance goal. Benjamin Banneker 90/90 attendance was 69% for the 2017-2018 school year. During the 2018-2019 school year Banneker student's loss 567 days due to Out of School Suspension and had 234 counts of Out of School Suspension.

- Banneker had a 48.3% mobility rate during the 2019-2020 school year. According to John Hattie "Mobility has the single most negative impact on academic outcomes."
- Banneker had 44 out of 436 students identified as Students in Transition during the 2019-2020 school year.



- According to the needs assessment student survey only 12% of students strongly agreed and 18% agreed that “(the) students in my school are friendly.” (question 16)
- Overview of School Community
- Median household income below state average. Median house value significantly below state average. Black race population percentage significantly above state average. Median age below state average. Foreign-born population percentage below state average. Renting percentage above state average. Length of stay since moving in significantly below state average. House age above state average. Percentage of population with a bachelor's degree or higher significantly below state average. (<http://www.city-data.com/zip/64132.html>)

**Strategies for Improvement**

- Full-Time Behavior Interventionist- to address social stressors impacting academic performance
- Implementation of Tiered PST to address academic, behavior, attendance, social/emotional needs.
- Communities In School Director- to address lack of community resources and basic student/family needs.
- Using PBIS model to create school-wide expectations for virtual learning
- Creating interventions to engage students with low participation
- KCPS Success Mentors Initiative
- Home-School Coordinator - to address student and family engagement
- Training staff on trauma and its effects

**Funding Source(s): Comprehensive Funds, Local Funds, 1003(a)**

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<b>30 Days</b> 1. Create a measure of student participation and attendance using PBIS expectations and incentives and	08/2020	Principal/Building Instructional Coaches/Behavior Interventionist/School Counselor/Trauma School Clinician/PBIS Team/	Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST	<ul style="list-style-type: none"> <li>● 10/2020</li> </ul>

<p>train staff how to utilize resource.</p> <p>2.Create an outline of professional development dates and training for staff and students</p> <p>3. Facilitating a workshop to identify effective student and staff supports and adjust as needed for online learning.</p>		<p>Attendance Committee/ Home-School Coordinator/Communities in Schools Coordinator</p>	<p>Team/Attendance Committee</p> <p><b>Title I Funds</b> -Communities In Schools Director (Budget \$25,000)</p> <p><b>Comprehensive Funds</b> -Behavior Interventionist (Budget (\$71,590)</p> <p>-Home School Coordinator (Budget \$56,957)</p>	
<p><b>60 Days</b></p> <p>1. Creating and facilitating classroom lessons to educate students on trauma</p> <p>2. Identify newly enrolled students and</p>	<p>10/2020</p>	<p>Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/Attendance Committee/ Home School Coordinator</p>	<p>Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST Team/Attendance Committee</p>	<ul style="list-style-type: none"> <li>• 12/2020</li> </ul>

<p>facilitate new student small groups (Social/ Emotion and Attendance)</p> <p>3. Ongoing staff professional development on trauma-related topics with feedback from staff needs assessment (survey)</p> <p>4. Begin collecting data highlighting students struggling with and exceeding PBIS expectations and discuss an intervention plan</p> <p>5. Recognize staff members that are implementing the PBIS process consistently and with validity as outlined</p>			<p><b>Title I Funds</b>          -Communities In Schools Director (Budget \$25,000)</p> <p><b>Comprehensive Funds</b>          -Behavior Interventionist (Budget (\$71,590)</p> <p>-Home School Coordinator (Budget \$56,957)</p>	
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in professional development.				
<p><b>90 Days</b></p> <p>1. Update list of Tier 2 and 3 students using PBIS model and review utilized interventions</p> <p>2. Use information from staff surveys to update professional development schedule</p> <p>3. Continue facilitation of new student small groups and add students as needed due to ongoing enrollment</p>	12/2020	Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/Attendance Committee/ Home-School Coordinator	Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST Team/Attendance Committee  <b>Title I Funds</b> -Communities In Schools Director (Budget \$25,000)  <b>Comprehensive Funds</b> -Behavior Interventionist (Budget (\$71,590)  -Home School School Coordinator (\$56,957)	<ul style="list-style-type: none"> <li>• 03/2021</li> </ul>

<p><b>Long Range</b></p> <ol style="list-style-type: none"> <li>1. Track and provide intervention for student engagement and attendance using PBIS</li> <li>2. Use data from staff to provide trauma education through professional development</li> <li>3. Increase staff and student engagement within the Banneker community.</li> </ol>	<p>1/2021</p>	<p>Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST Team/Attendance Committee</p>	<p>Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST Team/Attendance Committee</p> <p><b>Title I Funds</b> -Communities In Schools Director (Budget \$25,000)</p> <p><b>Comprehensive Funds</b> -Behavior Interventionist (Budget (\$71,590)</p> <p>-Home School Coordinator (Budget \$56,957)</p>	<ul style="list-style-type: none"> <li>• 05/2021</li> </ul>
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**Superintendent**

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**Date**

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**State Supervisor, School Improvement**

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**Date**

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**Federal Programs Supervisor/School Improvement Staff**

**Date**