

Schoolwide Title I Annual Action Plan

Set **Goals**, Strengthen **Practices**, Align **Resources**, Motivate **Commitment**

School	East High School	
District	KANSAS CITY PUBLIC SCHOOLS (As of 5-28-2020)	
Plan Year(s)	2020-21 SY	
Principal / Lead Person	Luis Hinojosa	
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School Improvement Planning Team

Name	Stakeholder Group*	Signature
Luis Hinojosa	Principal	
Ben Richardson	Vice Principal	
Sheila Dannar	Vice Principal	
Cleora Taylor	Vice Principal	
Bryan VanOsdale	Vice Principal	
Andrew Larson	Federal Programs	
Shana Rainey	Instructional Coach	
Andrew Killen	Teacher	
Katherine Perna	Teacher	
Yessica Mora	Parent	
Jessica Jones	Parent (SAC Chair)	
Dea Davis	Budget	

* Indicate Stakeholder Group to which each planning team member belongs. Stakeholders marked with + are required.

Principal+
Teacher(s)/Certified Staff+
Parents + (at least 2)
Support staff +
Title 1 Supervisor/Coordinator+

Vice Principal
Other Administrator(s)
Business/Finance Dept. staff
Business/Community Member(s)

Assistant Superintendent(s)
Superintendent
Board member(s)

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1 Highlights of our Annual Action Plan

1a ABOUT OUR SCHOOL

East High School is made up of over 1100 students, making it the largest high school in the District. Over 40 languages are spoken. There are 513 African and African American students, 396 Hispanic students, 85 Asian students, 81 Caucasian students, 11 students of Native American and Pacific Island descent. There are 591 students of ELL status and 108 students with IEPs.

1b PLANNING AND STAKEHOLDER ENGAGEMENT PROCESS

We have 2 groups that reviewed this process. Our building leadership team, comprised of teachers and counselors, along with administrators, and our other group is our Parent Advisory Committee. Since we were given the opportunity to have a formal school evaluation, we had an outside agency provide a detailed audit of our building. We used the audit, as well as the information provided by the teams, to develop our plan.

1c OVERVIEW OF CURRENT STATE: ACCOMPLISHMENTS AND CHALLENGES

Accomplishments: Culture of staff and students has improved. We have more targeted instruction toward State standards. We have been awarded a SIG grant and are allowed to continue this for next year.

Challenges: Increasing rigor and student engagement. The SIG grant is challenging within itself due to the number of initiatives that were embedded prior to my arrival.

1d OUR PRIORITIES FOR THE NEW SCHOOL YEAR

1. Increasing instructional rigor and student engagement in the classrooms.
2. Creating a safe, focused, and positive student culture by consistently implementing BIST and providing social and emotional learning supports and opportunities.
3. Developing a career pathways program for all students.

1e PAYING ATTENTION TO OUR INTENTION: MONITORING, ADJUSTING AND COMMUNICATING PROGRESS

We have created a document that details milestones, with owners and due dates, for every initiative in our school for next year. This document will allow us to meet together regularly for progress monitoring.

2 Where are we now?

2a SUMMARY: CURRENT STATE OF STUDENT LEARNING & ACHIEVEMENT

2017 EOC MPI Scores:

Biology- 301
Am Govt- 320
Alg I- 325
Alg II- 321
Eng II- 287

2018 EOC MPI Score Goals:

Biology- 325
Am Govt- 375
Alg I- 340
Alg II- 340
Eng II- 325

2018 EOC MPI Scores:

Biology –
Am Govt- 338
Alg I- 223
Alg II- 180
Eng II- 245

2019 EOC MPI Scores:

Biology – 195
Am Govt-
Alg I- 211
Alg II- 325
Eng II- 255

2020 EOC MPI Goals:

Biology – exempt
Am Govt- exempt
Alg I- exempt
Alg II- exempt
Eng II- exempt

The focus on rigor and student engagement is intended to increase academic achievement. A modified block schedule was implemented during the 2019-20 school year to support project based learning in every classroom.

2b SUMMARY: CURRENT STATE OF THE INSTRUCTIONAL CORE

East HS retained 81% of staff from 2019-20 to 2020-21. Each month, EOC core classes create a goal for students to track progress toward mastery of the respective standards. Results are reported to building leadership, who then report to the State during monthly meetings.

Based on our formative assessments, in most EOC tested courses, approximately 60% of students are performing near an average range. In some cases, as many as 80%.

Our focus on aligning our instruction to state standards has allowed us to gear our instruction with more precision and allowing us to be more rigorous.

2c. SUMMARY: CURRENT STATE OF EDUCATIONAL STRATEGIES & PROGRAMS

Since we were awarded the SIG grant, we have been able to provide PD and follow up training on a wide variety of techniques and strategies:

All staff are trained on PBL

Teachers received internal PD on TLAC, as well as having gone to external trainings.

Teachers have been trained on the Workshop Model

We have implemented a career pathway program for all 9th through 12th grade students.

Teachers were trained in BIST strategies and follow-up training continues for improved classroom management and to help build relationships with students.

3 Where do we want to go next?

3a. STRATEGIC GOALS & MEASURES OF STUDENT SUCCESS

GOAL #1	SUCCESS IN THE EARLY YEARS	<input checked="" type="checkbox"/> if a focus this planning year
Measure 1a	Increased percentage of Kindergartners who have pre-kindergarten experiences.	<input type="radio"/>
Measure 1b	Increased percentage of students from each student subgroup meeting or exceeding standards in English Language Arts and Mathematics at the end of Grade 3.	<input type="radio"/>
Measure 1c	Increased percentage of students who demonstrate persistence and confidence in social, emotional, and problem solving skills.	<input type="radio"/>
GOAL #2	WHOLE CHILD: SAFE, CHALLENGED AND SUPPORTED	<input type="checkbox"/>
Measure 2a	Increased percentage of students who feel that their school offers a safe environment for learning, and who have a sense of belonging and personally meaningful friendships.	<input type="radio"/>
Measure 2b	Increased percentage of students who receive effective social and emotional behavior interventions and continuous access to an advocate/mentor/ counselor.	<input type="radio"/>
Measure 2c	Increased percentage of students participating in athletics or other extra-curricular/co-curricular activities	<input type="radio"/>
GOAL #3	CONTINUOUS GROWTH TOWARD MASTERY OF ALL ACADEMIC SUBJECTS	<input type="checkbox"/>
Measure 3a	Increased percentage of students meeting proficiency standards on local, state, and national examinations.	<input type="radio"/>
Measure 3b	Increased percentage of identified students who move up or out of tiered academic support (e.g., English Language Learners (ELL); Problem-solving Team (PST); Individualized Education Program (IEP)).	<input type="radio"/>
Measure 3c	Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.	<input type="radio"/>
GOAL #4	21 st CENTURY CRITICAL THINKERS AND PROBLEM-SOLVERS	<input checked="" type="checkbox"/>
Measure 4a	Increased percentage of students who can solve real-world, interdisciplinary problems.	<input type="radio"/>

Measure 4b	Increased percentage of students who can use appropriate digital tools and resources to plan and conduct research, manage projects, solve problems, and make informed decisions.	<input type="radio"/>
Measure 4c	Increased percentage of students meeting standards on performance-based assessments (e.g., Career/Technical Education, CTE; industry licensing or certification; Armed Services Vocational Aptitude Battery, ASVAB; apprenticeships)	<input type="radio"/>

GOAL #5	READINESS FOR COLLEGE, CAREER AND LIFE	<input type="checkbox"/>
Measure 5a	Increased percentage of students with school attendance of at least 90%.	<input type="radio"/>
Measure 5b	Increased percentage of students who complete courses, activities, and experiences based on college and career plan.	<input type="radio"/>
Measure 5c	Increased 4-year high school graduation rates and decreased 4-year high school dropout rates.	<input type="radio"/>

3b. OUR VISION, OUR MISSION, OUR CORE VALUES

East High School Mission: East High School will work collaboratively with all stakeholders to create a culture of respect and lifelong learning, encouraging students to be goal-oriented and to advocate for themselves, their families, and their communities.

East High School Vision: East Students graduate with ability to think critically and write effectively.

Core Values: Integrity, Leadership, Confidence, Determination, Respect

3c. ANNUAL STUDENT ACHIEVEMENT TARGETS

#	School Focus <i>(40 characters max.)</i>	Annual Improvement Target <i>(250 characters max.)</i>	Alignment with District Strategic Plan	
			Which Goal? (1-5)	Which Measure (1a-5c)
A	Creating a safe, focused, and positive student culture by consistently implementing BIST and providing social and emotional learning supports and opportunities.	By May 2021, we will have a reduction of office referrals by 10% compared to the 2019-20SY. By May 2021, our ADA will improve by 10% compared to the 2019-20SY.	2	2b
B	Increasing instructional rigor and student engagement in the classrooms.	By May 2021, we will have a 10% increase of students scoring proficient or advanced on EOC tests in each subject with a minimum MPI score of 300.	3	3a
C	Developing a career pathways program for all students.	By May 2021, 100% of students in grades 9-12 will complete courses, and participate in activities and experiences, based on their college and career plans.	5	5b

4 How are we going to get there?

Professional Practices for Instructional Effectiveness

The Professional Practices for Instructional Effectiveness are focused on defining the teaching practices, leadership practices, and organizational practices most essential for responsive instruction across our district. The practices outline the expectations for all KCPS staff and the standards by which we will be held accountable. The practices are organized around the Four Pillars.

Pillar A Personalized, Rigorous, Culturally Responsive Teaching & Learning

TEACHING PRACTICES

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.

LEADERSHIP PRACTICES

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.

L2: Principal communicates high expectations by prioritizing mastery of instruction for all student subgroups, and leading ongoing teacher, team and school-wide dialogue about student work products.

ORGANIZATIONAL PRACTICES

O1: School staff communicates a consistent message of high expectations, high support, and instructional approaches from a wide range of historical, cultural, and linguistic perspectives.

O2: District/School leadership ensures that standards-aligned, culturally relevant curricular are implemented and supported with curriculum guides, professional development, and a balanced assessment system.

Pillar B Safe Climate and Strong Relationships with Families & Community

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 learn at home, give appropriate assistance, support homework and academic resilience, and engage in two-way home-school communication.

O3: District builds systems to link educators, students, parents, caregivers, and community to the schools, and to foster a safe caring environment.

O4: District enables parents to participate as partners in developing school policies and practices and in analyzing student and school performance data.

Pillar C Caring and Effective Teacher in Every Classroom, and Effective Leader In Every School

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.

L5: Principal uses multiple strategies to provide timely feedback about classroom practices and student learning (e.g., lesson study, collaborative analysis of student work, classroom observations, and team planning).

L6: Principal/Instructional Leadership Team implement differentiated professional development, focused on continuous improvement of student learning and professional practice.

O5: District Leadership creates work environments that support teachers and principals in what they need to focus on: quality instruction and well-run schools.

O6: Administrative Team clearly communicates the district's vision, mission, teacher-quality, and performance data and seek community input for continuous improvement.

Pillar D Data-Informed, Effective, and Efficient Systems

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.

L7: Leadership Team uses student work and data to recommend instructional strategies and interventions for all students, and disseminates periodic progress reports to all stakeholders.

L8: Principal/Leadership Team works collaboratively with teachers to use a well-defined system to gather and analyze data about student growth and professional practices.

O7: District leadership implements a user-friendly system to provide information for monitoring and adjusting professional practice and to guide professional development.

O8: Central Office partners with all schools to provide professional development to all educators regarding analysis and interpretation of a variety of data about student learning and professional practices.

4a. The Big Picture: Practices, Strategies, PD & Collaboration

<p>A. Creating a safe, focused, and positive student culture by consistently implementing BIST and providing social and emotional learning supports and opportunities.</p>	<p>By May 2021, we will have a reduction of office referrals by 10% compared to 2019-20SY. By May 2021, our ADA will improve by 10% compared to the 2020SY.</p>
<p>B. Increasing instructional rigor and student engagement in the classrooms.</p>	<p>By May 2021, we will have an increase of 10% in percentage of students scoring proficient or advanced in EOC tests in each subject with a minimum MPI score 300.</p>
<p>C. Developing a career pathways program for all students.</p>	<p>By May 2021, 100% of students in grades 9-12 will complete courses, and participate in activities and experiences, based on their college and career plans.</p>

<p>PROFESSIONAL PRACTICES</p>	<p>EDUCATIONAL STRATEGIES</p>	<p>PD & COLLABORATION THEMES</p>	<p>INDICATORS OF SUCCESS</p>
<p>A. T1- Teacher guide students to direct their own learning and to work with other students on culturally and socially relevant research projects and assignments.</p> <p>T3- Teacher implement a caring environment that fosters high expectations, responsibility, independence, and social and emotional competencies.</p> <p>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 PD.</p>	<p>A. BIST Advisory- Character building programs Mentoring TLAC SIOP</p>	<p>A. Language to Reduce Resistance Topic</p> <p>Culturally Responsive Teaching</p> <p>Trauma Informed Instruction</p>	<p>A. Reduced referrals</p> <p>Improved attendance</p> <p>Positive student survey results</p>

<p>B.</p> <p>T2- Teachers utilize a variety of high engagement strategies, real life and authentic learning opportunities and motivational approach to raise expectations for all students regardless of current level of performance.</p> <p>L3- Principal supports educators, students, families and the community to sustain high achievement in a positive, safe school environment.</p>	<p>B.</p> <p>PBL Workshop Model SIOP TLAC ACT Tutoring</p>	<p>B.</p> <p>Student Centered Learning</p> <p>Increasing rigor and expectations</p> <p>Aligning instruction with state standards</p>	<p>B.</p> <p>EOC Goals met</p> <p>Improvement of formative assessment scores</p> <p>Average ACT score increases</p>
<p>C.</p> <p>T2- Teachers utilize a variety of high engagement strategies, real life and authentic learning opportunities and motivational approach to raise expectations for all students regardless of current level of performance.</p>	<p>C.</p> <p>PBL Advisory curriculum aligned to career choice Career mentors Pathway events</p>	<p>C.</p> <p>PBL</p> <p>Teacher partnerships with colleges and industries</p> <p>Pathway PLC</p>	<p>C.</p> <p>Student assigned with pathways of choice</p> <p>Completion of pathway requirements including attendance and GPA.</p>

4b. Assessment Calendar

	Grade Level	Content/Subject	Type of Assessment	Start Date	End Date
July					
August	9-12	All Subjects	Q1 Pre Achievement Series		
	9-12	WIDA	ESL		
September					
October	9-12	All Subjects	Q1 Post and Q2 Pre Achievement Series		
	9-11	All Subjects	PreACT		
November					
December	9-12	EOC Subjects	End of Course		
	9-12	All Subjects	Q2 Post and Q3 Pre Achievement Series		
January	9-12	ESL	ACCESS		
	12	All Subjects	ACT		
February	9-12	ESL	ACCESS		
March	9-12	All subjects	Q3 Post and Q4 Pre Achievement Series		
	9-12	All subjects	Mock EOC		
April	12	ALL Subjects	ASVAB		
	9-12	EOC Subjects	EOC		
		All Subjects	ACT		
May	9-12	All Subjects	Q4 Post Achievement Series		
	9-12	EOC Subjects	EOC		
June					

4c. Budget Allocation Summary

Student Target	Practice	Strategy or PD Theme	Expenditure or Action to be Funded	Date(s)	Estimated Cost	Funding Source(s)	+\$\$ [#]
ABC	T1, T3, O5		Supplies		6,000	Title I	
ABC	T3, T5		Employee Travel/Training		10,000	Title I	
B	T1, T2		Technology Software		6,500	Title I	
B	T2, T4, O1		Supplemental Pay – Certified		9,350	Title I	
ABC	T2, T3, L2, O5		Curriculum Related Materials			Title I	
B	T1, T2, L2		Small Equipment		3,000	Title I	
B	T4, L3, O3		Parent Involvement Supplies		1,000	Title I	
B	T4, L3, O3		Parent Involvement Food		1,125	Title I	
B	T2, L3		Tutoring Transportation		15,000	Title I	
B	T2, L3		After School Tutors		15,000	Title I	
B	T2, L3		Supplemental Textbooks		15,000	Title I	
BC	T2, L3		Instructional Program Improvement		65,760	Title I	
B	T2, L3		Grad Lab Coach (2 FTE)		199,504	Title I	
AB	T3, L1, T2, L3		Home School Coordinator		66,895	Title I	
			Grad Lab Para		41,436	Title I	
ABC	T3, L1, T2, L3		Teacher Leader		83,685	Title I	
BC	T2, L3		Technology Supplies		2,000	Title I	
AB	T3, L1, T2, L3		Student Support Specialist (.5 FTE)		33,448	Title I	

[#] check box if expenditure applies only if funding is available

4d. Milestones of Progress

Student Target	Practice	Strategy or PD Theme	Task to be completed	Due Date	Lead Person
			Math (FTE to reduce student teacher ratio in math)		

- 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.

5 How do we ensure disciplined implementation?

5a. **Roadmap for Disciplined Implementation**

5b. **CPR Card™**

5c. **Vital Signs Scorecard**

5d. **PD & Collaboration Calendar**

5e. **Cycles of Inquiry**