

Central Middle School Comprehensive Improvement/Accountability Plan

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input type="checkbox"/> School or Charter	Name of LEA: Kansas City Public Schools Name of School or Charter: Central Middle School	Check if appropriate <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input type="checkbox"/> At-Risk <input type="checkbox"/> Other
Date: 5-28-2020		
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 type="checkbox"/> 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 		

<p>What staff/stakeholders have been involved in the needs assessment and development of this plan?</p>	<p>Simone Chambers Kyle Fuchs Tiffaney Whitt Casey Welch Alexis Wilkerson Stacy Gilson Heather Charlton Shonda O'Dell Keishya Dickerson Keven Benbow Shaylee Welch Thomas Fay</p>
<p>What are the key issues identified from the needs assessment?</p>	<ol style="list-style-type: none"> 1. Low Achievement 2. Discipline 3. Attendance 4. Cohesive Unified Vision
<p>What are the prioritized needs for the LEA or building based on a root cause analysis?</p>	<ol style="list-style-type: none"> 1. Increase Student Achievement 2. Improve Student Behavior 3. Increase Attendance <p>Consistent Messaging of Vision/Goals</p>

The Goals and the 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
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1

During the 2020-2021 SY, Central Middle School’s Administrative Team, will establish a strong collaborative culture by meeting biweekly to discuss instructional strategies, strong classroom management practices and provide support and resources needed to ensure teaching and learning are the focus in every classroom. This will result in a 10% decrease in classroom related incidents and will be measured with discipline data from Pulse, Spring AQ survey results, iReady and Achievement Series data.

S – Improve collaboration and support to teachers through biweekly meetings

M- Tyler and Pulse data, iReady and Achievement Series data

A – Reduction of classroom behavior related incidents by 10%, increase in the number of advancing ratings on TNTP walkthrough data by 10%

R – Aligned with mission where students and staff are inspired to reach their maximum academic, social and professional potential.

T -2020-2021 SY with 30, 60, 90 day checkpoints

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

Data to support the establishment of goals:

1. Data from the Mass Insight survey indicated students do not feel challenged and do not feel teachers believe they can do well.
2. Data from Tyler revealed 808/1671 discipline events occurred in the classroom. This data supports the implementation of strong classroom management plans to address behavior. This data also supports the implementation of building wide systems and processes to ensure efficient and smooth daily operations.
3. Data from the Mass Insight Report disclosed staff desires opportunity for collaboration with the administrative team and shared decision making with building related matters.

Strategies for Improvement

1. Each administrator will be responsible for cultivating a collaborative team that meets regularly to discuss building topics related to culture, climate, interventions, student behavior, etc.

2. Conflict resolution and restorative justice practices in place to decrease student discipline and improve the classroom learning environment.

Funding Source(s): Comprehensive Schools Funding/Title 1

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 Days: August/September 2020</p> <ol style="list-style-type: none"> 1. School-wide implementation of building culture lessons by teachers during the first week of school 2. Implementation of strong classroom management plans by all teaching staff. 3. Central Middle Administrative Team meets daily to debrief and weekly to discuss major planning and building issues. 4. The Leadership Team will meet the first and third Monday of the month. 5. Five walkthroughs per week by each 	<p>08/24/20</p>	<p>Central Middle School administrative team</p> <p>Central Middle School administrative team, all teaching staff</p> <p>Central Middle School Administrative Team</p> <p>Central Middle School administrative team, all teaching staff</p> <p>Central Middle School administrative team</p>	<p>Culture lessons provided to staff</p> <p>Classroom Culture Rubric</p> <p>Administrative Team notes</p> <p>Team meeting notes stored in Google Drive</p> <p>TNTP Walkthrough observation form and rubric</p>	<p><input type="checkbox"/> On-going</p>

<p>member of the administrative team</p> <p>6. Weekly submission of lesson plans</p> <p>7. Establishment of biweekly meetings by admin team with assigned teachers</p>		<p>Central Middle School administrative team and all teachers</p> <p>Central Middle School administrative team and all teachers</p>	<p>Google Drive</p>	
<p>60 Days: September/October 2020</p> <p>1. Continue to monitor and measure effectiveness of classroom management and culture.</p> <p>2. Central Middle Administrative Team meets daily to debrief and weekly to discuss major planning and building issues.</p> <p>3. The Leadership Team will meet the first and third Monday of the month.</p> <p>4. Continue with five walkthroughs per week by each member of the administrative team</p>	<p>09/24/20</p>	<p>Central Middle School administrative team</p> <p>Central Middle School administrative team</p> <p>Central Middle School Administrative Team and Lead Teachers</p> <p>Central Middle School Administrative Team</p>	<p>Classroom Culture Feedback Rubric</p> <p>Team meeting notes stored in Google Drive</p> <p>KCPS TNTP Walkthrough Form and Rubric</p>	<p><input type="checkbox"/> On-going</p>

<p>5. Weekly submission of lesson plans on Google Drive by all teachers.</p> <p>6. Biweekly meetings by admin team with assigned teachers</p>		<p>Central Middle School administrative team, all teaching staff</p> <p>Central Middle School administrative team</p>	<p>Google Drive</p>	
<p>90 Days: October/November 2020</p> <p>1. Continue to monitor and measure effectiveness of classroom management and culture.</p> <p>2. Central Middle Administrative Team meets daily to debrief and weekly to discuss major planning and building issues.</p> <p>3. Continue with five walkthroughs per week by each member of the administrative team</p> <p>4. The Leadership Team will meet the first and third Thursday of the month.</p>	<p>10/24/20</p>	<p>Central Middle School administrative team</p> <p>Central Middle School Administrative Team</p> <p>Central Middle School administrative team</p> <p>Central Middle School administrative team and lead teachers</p>	<p>Classroom Culture Feedback Rubric</p> <p>Team Meeting Notes</p> <p>KCPS TNTF Walkthrough Form and rubric</p> <p>Team meeting notes stored in Google Drive</p>	<p><input type="checkbox"/> On-going</p>

<p>5. Weekly submission of lesson plans on Google Drive by all teachers.</p> <p>6. Biweekly meetings by admin team with assigned teachers</p>		<p>Central Middle School administrative team and all teachers</p> <p>Central Middle School administrative team</p>	<p>Google Drive</p>	
<p>Long Range:</p> <p>1. Continue to monitor and measure effectiveness of classroom management and culture.</p> <p>2. Central Middle Administrative Team meets daily to debrief and weekly to discuss major planning and building issues.</p> <p>3. The Leadership Team will meet the first and third Monday of the month</p> <p>4. Five walkthroughs per week by each member of the administrative team</p> <p>5. Weekly submission of lesson plans on Google Drive by all teachers.</p>	<p>11/24/20</p>	<p>Central Middle School Administrative Team</p> <p>Central Middle School Administrative Team</p> <p>Central Middle School Administrative Team and Lead Teachers</p> <p>Central Middle School Administrative Team and all teachers</p> <p>Central Middle School Administrative Team and teachers</p>	<p>Classroom Culture Feedback Rubric</p> <p>Team meeting notes stored in Google Drive</p> <p>KCPS TNTP Walkthrough Form and rubric</p> <p>Google Drive</p>	<p><input type="checkbox"/> 05/20/21</p>

6. Biweekly meetings by admin team with assigned teachers		Central Middle School Administrative Team		
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Goal #2 - 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 #2				
<p>During the 2018-2019 SY, 100% of Central Middle School's vertically aligned Professional Learning Communities (PLCs) will have documented shared discussions, with identified follow-up actions, at five times per week on any of the following topics: establishment of a viable and guaranteed curriculum, common formative assessments, tier 2 interventions, and best teaching practices; as measured by PLC notes, agendas, and The Professional Learning Community Continuum Rubric and TNTP Walkthrough data.</p> <p>S- Vertically aligned PLCs and Solution Tree Resources to focus on guaranteed and viable curriculum, CFAs, tier 2 interventions, and best teaching practices M- 100% of all PLCs will meet; documented through notes, agendas and measured with PLC continuum rubric A - Daily structured meetings that are built into the master schedule. R - Aligned with vision to build capacity, provide intentional interventions and inspire all to reach their maximum capacity. T- 2020-2021 SY with 30, 60, and 90-day checkpoints</p>				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
<p>Professional Learning Communities (PLCs) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment. The meetings are used at Central Middle School as a way to organize teachers into working groups, both departmentally and cross curricular to assess, formulate, and improve instructional strategies. This will result in increased student engagement in the classroom, with an improved focus on teaching and learning.</p> <p>Departmental and Cross curricular PLCs are designed provide focus on classroom instruction and ensure a viable curriculum is taught, tested, and appropriate interventions are implemented at the right time for the right students. It will also provide teachers the opportunity to share best practices, discuss student work, data, and create engaging lessons.</p>				
Strategies for Improvement				
<ol style="list-style-type: none"> 1. During weekly PLC time, teams will collaboratively create/revise their team meeting norms. 2. During the PLC time, teams will identify the essential standards that will be taught and establish a guaranteed curriculum. 3. For each standard, the team will write the standard in student-friendly learning targets, determine the level of rigor, identify prior skills/academic vocabulary needed, create/select the common assessment that will be used to measure student mastery, and determine when the standard will be taught. 4. Each team will have at least <u>one</u> SMART goal that measures the effectiveness of common formative assessments. 				

5. Each team member will create and maintain a data notebook.
6. Teams will collaboratively create at least four common assessments (1 per term).
7. Teams will collaboratively align their grading practices and check that grade books are set up correctly for each team member.
8. Teacher will update grades a minimum of once per week.
9. Teams will determine weekly tier 2 intervention days to work with students who need additional time to master concepts.
10. PLC teams will upload agendas and meeting notes to Google Drive.

Funding Source(s): Comprehensive School Funding/Title I

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 days: August/September 2020</p> <ol style="list-style-type: none"> 1. The Administrative Team will meet with staff to establish PLC requirements for the submittal of agenda and notes. 2. PLCs will meet to establish meeting norms and SMART goals. 3. PLCs will review student academic data. 4. PLCs will Identify essential learning standards. 5. PLCs will develop common Formative 	<p>08/24/20</p>	<p>Administrative Team, all PLCs</p> <p>Administrative Team, PLC leads and teachers</p> <p>Administrative Team, PLC leads and teachers</p> <p>Administrative Team, PLC leads and teachers</p> <p>Administrative Team, PLC leads and teachers</p>	<p>PLC notes, goals and agendas – Solution Tree</p> <p>PLC notes, goals and agendas – Solution Tree</p> <p>PLC notes, goals and agendas – Solution Tree</p> <p>PLC notes, goals and agendas – Solution Tree</p> <p>PLC notes, goals and agendas – Solution Tree</p>	<p><input type="checkbox"/> On-going</p>

<p>Assessments and common rubrics</p> <p>6. PLCs will determine and implement weekly tier 2 intervention days to work with students who need additional time to master concepts.</p>		<p>Administrative Team, PLC leads and teachers</p>	<p>PLC notes, goals and agendas – Solution Tree</p>	
<p>60 days: September/October 2020</p> <p>1. PLCs will submit completed agendas and meeting notes, within 24 hrs. of meeting</p> <p>2. PLCs will monitor progress toward identified SMART goals.</p> <p>3. PLCs will continue to review student academic data and update data in Hope Room.</p> <p>4. PLCs will continue to develop and administer common Formative Assessments and</p>	<p>09/24/20</p>	<p>PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p>	<p>Book <i>Learning by Doing</i></p> <p>PLC Central Middle School Agenda and Notes Guide</p> <p>Achievement Series Data</p> <p>iReady Data</p> <p>Common Formative Assessments and Common Rubrics</p>	<p><input type="checkbox"/> On-going</p>

<p>utilize common rubrics to assess student progress.</p> <p>5. PLCs will continue with weekly tier 2 intervention days to work with students who need additional time to master concepts.</p>		<p>Central Middle School Administrative Team and PLC leads</p>		
<p>90 days: October/November 2020</p> <p>1. PLCs will continue to upload completed agendas and meeting notes, within 24 hrs. meeting completion.</p> <p>2. PLCs will continue to monitor progress toward identified SMART goals.</p> <p>3. PLCs will continue to review student academic data and update data in Hope Room.</p> <p>4. PLCs will continue to develop and administer common</p>	<p>10/24/20</p>	<p>PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p>	<p>Book <i>Learning by Doing</i></p> <p>PLC Central Middle School Agenda and Notes Guide</p> <p>Student academic data.</p> <p>Student academic data.</p> <p>Common Formative Assessments</p>	<p><input type="checkbox"/> On-going</p>

<p>Formative Assessments and utilize common rubrics to assess student progress.</p> <p>5. PLCs will continue with weekly tier 2 intervention days to work with students who need additional time to master concepts.</p>		<p>Central Middle School Administrative Team and PLC leads</p>	<p>Common Rubrics</p>	
<p>Long Range:</p> <ol style="list-style-type: none"> 1. PLCs will continue to upload completed agendas and meeting notes, within 24 hrs. meeting completion. 2. PLCs will continue to monitor progress toward identified SMART goals. 3. PLCs will continue to review student academic data and update data in Hope Room. 4. PLCs will continue to develop and administer common Formative Assessments and 	<p>11/24/20</p>	<p>PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p> <p>Central Middle School Administrative Team and PLC leads</p>	<p>Book <i>Learning by Doing</i></p> <p>PLC Central Middle School Agenda and Notes Guide</p> <p>Student academic data.</p> <p>Student academic data.</p> <p>Common Formative Assessments and Common Rubrics</p>	<p><input type="checkbox"/> 05/20/21</p>

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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	Data-Based Decision Making	Alignment of Standards and Curriculum															
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3																			
<p>During the 2020-2021 SY, Central Middle School Administrative Team, responsible for ensuring the high academic achievement for all students, will utilize the math and reading interventionists to work with students who have scored below basic in math and ELA on the MAP in spring of 2019. The Central Middle School administrative team will ensure teachers provide weekly tier 2 interventions for students who need additional time to master concepts. This will result in a 10% increase in the number of students scoring proficient and advanced on the 2021 MAP. Fall 2019 iReady, Achievement Series and 2018 MAP scores will be used to place students in appropriate intervention classes. Semester iReady, Achievement Series and Spring Mock MAP scores will be used to assess effectiveness.</p> <p>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 the needs of families during this time of crisis.</p> <p>S – Math and Reading interventionists will meet with specific students daily to improve functional skills and move closer to grade level M – iReady, Achievement Series, MAP data A – Students will receive specific interventions daily based on their academic data R – Intervention time is part of the student schedule T – 2020-2021 SY with 30, 60, and 90 day checkpoints</p>																			
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)																			
<p>MAP 4-Year Trend Data (% of students scoring proficient or advanced):</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>11.21%</td> <td>19.75%</td> <td>20.52%</td> <td>11.1%</td> </tr> <tr> <td>Math</td> <td>4.52%</td> <td>8.16%</td> <td>5.36%</td> <td>6.3%</td> </tr> </tbody> </table>						2015	2016	2017	2018	ELA	11.21%	19.75%	20.52%	11.1%	Math	4.52%	8.16%	5.36%	6.3%
	2015	2016	2017	2018															
ELA	11.21%	19.75%	20.52%	11.1%															
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MAP Scores:	2016	2017	2018
ELA	19.7	20.5	11.1
Math	8.2	5.4	6.3
Science	12.1	12.4	----- (Field Test)

(% scoring proficient and advanced)

Greater than 90% of students scoring consistently basic and below basic in math and 80% of students consistently scoring basic and below basic in ELA supports the need for math and reading intervention. The interventionists will work with specific students to help improve their fundamental skills and provide time to build the foundation for stronger understanding and higher assessment scores in these areas.

Strategies for Improvement

1. Reading and Math interventionists will be used for tier 3 intervention during a designated intervention class that will be on the student schedule.
2. For those students who have scored in the basic category, they will have intervention with TPT (Tomorrow’s Promise Today) 2x weekly for math. The days students are not meeting with TPT they will be in a study hall/character class.

Funding Source(s): Comprehensive School Plan/Title I

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 Days: August/September 2020</p> <ol style="list-style-type: none"> 1. Teachers will administer district Pre-Tests and analyze data in order to plan for instruction that addresses student needs. 2. Teachers will begin using student 	08/24/20	<p>Central Middle School Teachers</p> <p>CMS Teachers</p>	<p>District Pre-Assessment</p> <p>Student Data Trackers</p> <p>Student Trackers</p>	<p><input type="checkbox"/> On-going</p>

<p>trackers so students can become responsible for their learning.</p> <p>3. Teachers will upload their lesson plans weekly to Google Drive.</p>		<p>Central Middle School Teachers and Administrative Team</p>	<p>CIPD Curriculum Google Drive</p>	
<p>60 days: September/October 2020</p> <p>1. Teachers will administer district Pre-Tests/Post-Tests and analyze data in order to plan for instruction that addresses student needs.</p> <p>2. Teachers will continue to update data walls in classrooms and utilize student trackers.</p> <p>3. Teachers and administration will meet weekly to review academic data.</p>	<p>09/24/20</p>	<p>Central Middle School Teachers</p> <p>Central Middle School Teachers</p> <p>Administrative Team</p>	<p>District Pre and Post Assessments</p> <p>Student Academic Data</p> <p>Data Notebook</p>	<p><input type="checkbox"/> On-going</p>

<p>4. Teachers will continue to upload lesson plans to Google Drive</p>		<p>KCPS curriculum</p>		
<p>90 days: October/November 2018</p> <p>1. Teachers will administer district Pre-Tests/Post-Tests and analyze data in order to plan for instruction that addresses student needs.</p> <p>2. Teachers will continue updating classroom data walls.</p> <p>3. Teachers and administration will continue to meet weekly to review academic data.</p>	<p>10/12/19</p>	<p>Central Middle School Teachers</p> <p>Central Middle School Administrative Team</p> <p>Central Middle School Administrative Team</p>	<p>District Pre and Post Assessments</p> <p>CIPD Curriculum</p> <p>Data Notebook</p>	<p><input type="checkbox"/> On-going</p>
<p>Long Range</p> <p>1. Teachers will administer district Pre-Tests/Post-Tests and analyze data in order to plan for instruction that</p>	<p>11/24/20</p>	<p>Central Middle School Teachers</p>	<p>District Pre and Post Assessments</p>	<p><input type="checkbox"/> 05/20/21</p>

<p>addresses student needs.</p> <p>2. Teachers will continue to update their classroom data walls.</p> <p>3. Teachers and administration will continue to meet weekly to review academic data.</p>		<p>Administrative Team</p> <p>Central Middle School Administrative Team</p>	<p>Data Notebook</p>	
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Superintendent

Date

State Supervisor, School Improvement

Date

Federal Programs Supervisor/School Improvement Staff

Date