

KCPS School Improvement Plan 2020-21

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

Date: 05/28/2020	
District Name: Kansas City Public Schools	
Building Name: Carver Dual Language	Building Code 4290
Grades Served: K-6	
Priority School <input type="checkbox"/> Focus School <input type="checkbox"/> Title I School <input checked="" type="checkbox"/> Signature School <input checked="" type="checkbox"/> SIG School <input type="checkbox"/>	
School Improvement Team	
<i>The following participated in the development and implementation of the SIP.</i>	
Name	Position
Mike Coulter*+	Principal
Krista Sly*+	Vice Principal
Morgan McPartland*	5th and 6th grade teacher
Erin Strack*	English Language Learner Teacher
Amanda Niedzwiecki*+	3rd Grade Teacher ; Spanish Reading Interventionist
Andrew Murphy*+	3 rd Grade Teacher; Instructional Coach
Carmen Lafalce*	2 nd Grade Teacher
Melissa Gonzalez	Parent Liaison
Alicia Gonzalez	PTA President, Parent
Deanna Snider	LINC Coordinator
Kristi DeSelms*	Counselor
*indicates member of 2019-20 Carver Guiding Coalition	
+indicates member of 2019-20 Instructional Leadership Team	
<i>Description of how staff and stakeholders will be informed and engaged in the school improvement plan.</i>	Carver's Guiding Coalition Team met monthly and the Instructional Leadership Team met weekly throughout the school year to look at current data and to write goals to address each area of the SIP. Both teams will continue to meet in June, July, and August to further discuss implementation and professional development needed to meet goals. The team will use Google Docs to continue to collaborate and refine the SIP plan. Mr. Coulter will present the plan to parents at the September Title I meeting and get feedback and recommendations. During the Sept. meeting the team will meet to review any parent input and review team member comments placed on the google document. Final edits, updates, and revisions will be completed by the team.

<p><i>Key issues identified from annual performance data and local assessments.</i></p>	<p>ELA data from the 18-19 MAP shows 27.6% of students are in Below Basic (BB) and 22.4 % are in the Proficient or Advanced levels. Math data from the 18-19 MAP shows 21.6% of students are in BB and 34.1% are in the Top Two. Due to the pandemic related school closure, the MAP was not administered for the 2019-20 school year. Spanish Literacy data from the 2019-20 Logramos (March 2020 administration) reports sixth graders Spanish reading grade level average is 7.7 (national percentile rank at the 66th) and fourth grade reading grade level average is 5.3 (62nd percentile). Second grade did not complete the Logramos prior to the school closure. For the 2019-20 administration (May 2019), second grade's overall grade level average was 2.8. While Carver's overall attendance for the abbreviated 2019-20 was reasonably high (95.4%), there were 27 students (7% of enrollment) attendance rates below the 90% for the year. This is a decrease from 36 students (10%) in 2018-19, but it is still an area of concern.</p>
<p><i>Key issues identified from needs assessment and/or Surveys or Advanced Questionnaire.</i></p>	<ul style="list-style-type: none"> • Tier 3 students who lack not only grade level skills in math and reading, but also prerequisite skills needed for success with learning grade level content. • Understanding of basic math concepts and number sense. • Basic phonemic awareness. • Attendance concerns for a small number of students. • Lack of participation in online learning or lack of skill at using online learning materials.
<p><i>Prioritized Needs for the Building.</i></p>	<p>Oracy Strategies and Focus on Oracy Implementation of RTI Model, focused on addressing PLC Questions 2,3, and 4. Continued training, writing, and using of Biliteracy Unit Frameworks (BUFs) to plan units tied to curriculum and state standards. Train staff to improve competency at writing and interpreting Formative Assessments. Teachers will create and use Formative Assessments to plan future Tier 1, Tier 2, and Tier 3 Instruction. Support teams to build capacity of Carver's PLC/collaborative teams. Assign leadership members to work with specific PLC teams to facilitate growth and team effectiveness. Continue student recruitment plan. Design a master schedule that includes RTI blocks. Utilize staff to support Tier 2 and Tier 3 instruction. Monitor and team on most at-risk students for attendance, academics, and social/emotional concerns.</p>

<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</p> <p>Strategic Priority 9</p>	<p>Principal Evaluation: Standard 2</p>
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SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):
Leadership will support and monitor building PLC processes to improve teacher practice and student achievement. Using rating feedback forms on PLC effectiveness, ratings will improve when comparing first semester data to second semester data during the 2020-2021 school year.
Rationale (name the existing conditions/data points to support the selection of the objective/goal):
The low percentage of students in Top Two as indicated by MAP show a need to focus on students mastering grade level content. PLCs focusing on questions 2,3 and 4 (How will we know when they've learned it? How will we respond when they don't learn? How will we respond when they already know it?) will drive RTI Tier 2 and Tier 3 instruction.

Research Based Strategy(ies) for Implementation:
PLC Processes
Formative Assessments
Collaborative Data Analysis
RTI

Funding Source(s):
Title 1, Signature School
Funds, Operating Funds,
District PD Funds
MSIP Standard(s):1,2

Measurable Adult Behaviors:

Guiding Coalition/Leadership members will attend district PD on PLCs, formative assessments, and RTI
 Guiding Coalition/Leadership will train staff on formative assessments and RTI (Tier 2 and Tier 3)
 Teachers will develop common formative assessments and RTI (Tier 2 and Tier 3)
 Leadership will be assigned a specific grade level and will attend grade level PLC meetings to support and monitor PLC processes
 Teachers will post and discuss student-friendly objectives based on grade-level standards
 Teachers will collaborate to form and implement RTI effectively.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Train staff on Formative Assessments and RTI approaches	August and September (Initial) On-going	Leadership	District PD, Online Resources, Carver Guiding Coalition (onsite PD presentations)	<input type="checkbox"/> May 2021
Attend District PD on Formative Assessment, PLCs, Collaboration, RTI, and Virtual Learning/Teaching	June 2020	Leadership	Teacher Institute Principal Institute	<input type="checkbox"/> August 2020
Continued training on PLC processes	On-going	Leadership	PLC Forms Wednesday PD Time Weekly PLC Meetings	<input type="checkbox"/> May 2021

Assign a leadership member to each PLC to support and attend meetings	August 2020	Leadership	Leadership Team Weekly PLC Meetings PLC Survey to measure Effectiveness	<input type="checkbox"/> May 2021
Attend District PD on PLCs, Collaboration, Data Interpretation, and RTI (focus on Tiers 2 and 3)	June 2020	Leadership	Teacher Institute Principal Institute	<input type="checkbox"/> May 2021

Collaborative Cultures

Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.

CSIP:
Goal 3

Teacher Evaluation:
Standard 7
Standard 9

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

By May 2021, each grade level will have written and implemented at least 3 complete Biliteracy Unit Frameworks (in addition to those completed during 2019-20).

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

A better understanding of unit planning and a breakdown of standards to be taught will improve teacher practice and delivery. BUFs will also create consistency in teaching over time and across classrooms.

Ensure that standards are being met, but not duplicated.

Ensure that there is directed language transfer so content is accessible in both English and Spanish for all students.

Research Based Strategies for Implementation

Build leadership capacity of teacher leaders through PLCs and collaboration to write the BUFs.

Effective PLCs

Ongoing professional development

Sending a team to the Teaching for Biliteracy Conference to gain research and research-based strategies (Building Capacity)

Continued PD and support for oracy

Peer observations

Funding Source(s):

Title 1, Signature School

Funds, Operating Funds,

District PD Funds

MSIP Standard(s):1,2

Measurable Adult Behaviors:

Teams will continue to meet weekly for planning and PLCS
 The team that went to the conference continues to support dual language development
 BUFs are uploaded to the drive and continued opportunities to reflect and modify are present quarterly
 Record sample lessons and upload to drive

Action Steps	Start Date	Person Responsible	Resource s	Complete / Date
Train and schedule PLCs with weekly meetings and provide support from instructional coaches	Aug 2020	Leadership Team	PLC district provided training materials PLC training materials	May 2021
Videotape model oracy lessons and upload to the drive	Sept 2020	Leadership Team	Materials from center for teaching biliteracy	May 2021
Continue to provide PD and BUF writing workshops. Provide similar PD for teachers new to Carver for 2020-21.	Aug 2020	Leadership Team	Center for Teaching Biliteracy Resources	May 2021

Subs hired to give teachers time to collaborate with instructional coaches to write BUF	Dec 2020	Instructional Coaches	Model BUF frameworks	May 2021
Collect survey data from teachers that measures their understanding and implementation of effective PLCs	Nov 2020 April 2021	Leadership team, Principals	Survey	May 2021

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

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

1. The average score will be on or above grade level as measured by the Logramos Spanish Assessment in Spring 2021.
2. The number of students performing at the Tier 1 level, as measured by a comparison of Fall 2020 and Spring 2021 scores on the iReady assessments will increase and the number of students scoring at the Proficient or Advanced levels on the 2021 Spring MAP will increase in Math, ELA, and Science when compared with the Spring 2019 MAP administration.
3. The percentage of students scoring in the Below Basic range on the Spring 2021 MAP will be lower for all grade levels and subject areas than it was for the Spring 2019 administration of the MAP.
4. The number of students regularly completing online assignments (if required due to the continuation of the COVID-19 Pandemic or other reasons) will increase by at least 35% to 83% or higher.

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

Over the last three years, the number of students in Below Basic on the MAP has been significantly reduced. Data shows we are moving students to Basic and they are nearing grade level proficiency. Tier 1 and Tier 2 instruction through classroom differentiated instruction and school-wide RTI implementation will be monitored to move our Basic students to Proficiency. Tier 3 instruction will be implemented to reduce the number of students with MAP scores in the Below Basic range.

Spanish literacy is now being systematically assessed at Carver.

Valid K-2 literacy assessments measured in the language in which students have been instructed are now present. Data shows that all students are near grade level and we need to sustain and increase proficiency for all students as measured by Logramos.

During the Spring 2020 implementation of virtual learning, 48% of Carver's students regularly completed online assignments and 75% of the students were logged onto online learning platforms.

Due to the COVID-19 Pandemic, faculty and administration will utilize virtual or online teaching methods 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 technology devices in order to implement the learning and meet families' needs during this time or crisis.

Research Based Strategies for Implementation:

- Pathways to Reading Phonemic Awareness/Literacy Program
- Grade-level professional learning communities
- Teachers working together to create BUFs
- teachers all feeling empowered and knowledgeable enough to teach science, so that science is taught consistently
- Peer observations
- Content area professional development
- Guided Reading
- Push-in ELL programming
- Push-in SPED
- RTI
- Formative Assessments
- Utilization of staff (Math and Reading Interventionist, Instructional Coach, Spanish Interventionist, ELL)
- Oracy strategies
- Bridging content in bilingual classrooms
- Number talks
- Spanish language small group assistance in K-1 and 4-6

Funding sources: Title 1, Signature School Funds, Operating Funds, District PD Funds

MSIP standards 1, 2

Measurable Adult Behaviors:

Teams will continue to meet weekly for planning and PLCs

Staff that went to Dual Language conferences continues to support dual language development

BUFs are uploaded to the drive and continued opportunities to reflect and modify are present quarterly

Instructional coaches support teaching of math and literacy in both languages

All teachers are supported in teaching guided reading in Spanish and held accountable for student reading levels through running records

Formative assessments developed by PLC teams

RTI schedule developed

RTI time used effectively to support student mastery of grade level content

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
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Data Analysis	Sept. 2020	Classroom Teacher Principals Instructional Coach	Data from , iReady, iStation, Logramos, Pathways, MAP,	On-going
PD on PLCs, RTI, and Virtual Learning/Teaching	Summer 2020 and throughout 2020-21	Leadership	KCPS CIPD, Carver Guiding Coalition, Carver PD Chair	May 2021
Guided Reading support in Spanish Pathways Support in English	Sept. 2018	Leadership	Lesson Plans for GR Model lessons given Pathways materials and training Spanish Interventionist	May 2021
RTI Schedule Established RTI Processes Established	Sept. 2020	Leadership Reading & Math Interventionist	Schedule District Training School PD	May 2021

<p>School Culture</p> <p><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></p>	<p>CSIP: Goal 2</p>	<p>Teacher Evaluation: Standard 2 Standard 5 Standard 7</p>
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<p>SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):</p>
<p>Enroll at least 63 Kindergarteners and maintain a total enrollment of at least 385 students based on May 1, 2021 count.</p>
<p>Rationale (name the existing conditions/data points to support the selection of the objective/goal):</p>
<ul style="list-style-type: none"> - Two years ago enrollment levels dictated a staff reduction of two teachers. - Last year and this year enrollment has increased and we want to maintain and grow the program. - The dual language program is most effective if students stay in the program through 6th grade. - In order to effectively implement Carver’s dual language model, it is essential to have an enrollment level high enough to create multiple class sections in each grade level.

<p>Research Based Strategy for Implementation:</p>
<ul style="list-style-type: none"> - Work with the district and community partners to implement a Pre-K program. - Improve parent and community awareness of benefits of dual language education and how the program works. - Improve customer services and perceptions of the school and program. - Improve district awareness of program and needs. -
<p>Funding Source(s): Signature Funds Title I funds Operating Funds MSIP Standard(s):4</p>
<p>Measurable Adult Behaviors:</p>

Plan and present informational session on Dual Language Education and Carver's model for district leadership.
 Plan and host dual language awareness and recruitment events.
 Carver Leadership Team will analyze survey data and other school climate surveys to design plans for student recruitment and retention.
 Recruitment team will collaborate with KCPS recruitment specialist to develop plans for recruitment.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
The leadership team will gather information and data from those families that left Carver.	Sept. 2020	Recruitment Team, Secretary		Dec. 2020
Cross-reference PreK signup lists with actual enrollments.	Sept 2020	Parent Liaison, Secretary	Lists	Dec. 2020
Establish a Carver recruitment team / committee	Dec. 2017	Leadership Parent Liaison	District Recruitment Office	On-going

Meet with recruitment specialist assigned to Carver to help with recruitment efforts	Yearly	Parent Liaison KCPS recruitment specialist	Funding for recruitment	On-going
Plan recruitment events	Yearly	Recruitment Team	Funding for recruitment	On-going

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):

The number of students with cumulative attendance rate below 90% will be reduced by 50% when compared to last year's data.

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

38 students during the 18-19 school year had an attendance rate below the 90%, based on minutes of attendance.

Research Based Strategy(ies) for Implementation:

Community Classroom Meetings
Schools' attendance team will identify and focus on these students. Inform teachers of this data.
Problem solving team support and processes
Parent Liaison engages and supports parents building relationships and community

Funding Source(s):

MSIP Standard(s):

Measurable Adult Behaviors:

Classroom teachers will schedule and use classroom meetings.
Attendance team members will meet once a week to review data, problem-solve, and plan for interventions and support of most at-risk students.
Attendance team members will celebrate attendance goals met at monthly Go Carver Assembly.
Attendance team members will post attendance and share data with teachers.
Whole school, grade level, and home room attendance rates will be posted and shared with students.
Parent Liaison will call home daily when students are absent. Classroom teachers will communicate with parents of chronically absent students.
Teachers will refer students to the PST that are chronically absent (< 90% without explanation of chronic absences, i.e., hospitalization)

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Attendance team meets regularly	August	Entire Team		On-going
Parent liaison calls home every day to check on students who are absent.	August	Melissa Gonzalez	Tyler	On-going
Display attendance data in a visible kid-friendly manner.	September	Mike Coulter		On-going
Implement attendance buddy program and individual attendance plans.	December	Attendance Team	Tyler Celebration Materials	On-going

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.