

Improvement/Accountability Plan

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School or Charter	Name of LEA: Name of School or Charter: Central High 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:	May 1, 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> <p><input checked="" type="checkbox"/> Title I.A School Improvement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title I.C Education of Migratory Children</p> <p><input checked="" type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21st Century Schools</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title V Flexibility and Accountability</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individuals with Disability Education Act</p> <p style="padding-left: 20px;"><input type="checkbox"/> Rehabilitation Act of 1973</p> <p style="padding-left: 20px;"><input type="checkbox"/> Carl D. Perkins Career and Technical Education Act</p> <p style="padding-left: 20px;"><input type="checkbox"/> Workforce Innovation and Opportunities Act</p> <p style="padding-left: 20px;"><input type="checkbox"/> Head Start Act</p> <p><input checked="" type="checkbox"/> McKinney Vento Homeless Assistance Act</p> <p style="padding-left: 20px;"><input type="checkbox"/> Adult Education and Family Literacy Act</p> <p><input checked="" type="checkbox"/> MSIP</p> <p>Other State and Local Requirements/Needs _____</p>		

<p>What staff/stakeholders have been involved in the needs assessment and development of this plan?</p>	<p>Anthony Madry, Principal Gwendolyn Litzsey, VP of Learning Communities Michael Robins, VP Anthony Holland, VP Charlette Wafer, Instructional Interventionist Lori Peters, Graduate Lab Coach Jamil Snowden, Drop Out Specialist Beverly Hill, Math Chair Allenda Wilson, ELA Chair/Women's Empowerment Jared Kastelein, Science Chair Michael Melling, Social Studies Chair Jacob Kelow, Counselor Sgt. Randy Rystrom, 1st Line Supervisor Clarence Cadenhead, Parent Dewaun Marshall, Parent Angelique Witcher, Parent Angela Steele, Parent Lisa Harden, Grandparent Mikayla Witcher, Student Jordan Fortune, Student Samantha Lopez, Student Daysha Brooks, Student Allen Brenson, Student Eric Morrison-Community Partner Glen Miller-Community Partner Faith Allen-Community Partner</p>
<p>What are the key issues identified from the needs assessment?</p>	<p>Attendance Mathematics Literacy 9th grade retention</p>

<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. Collaborative Culture and Climate <ol style="list-style-type: none"> a. 90/90 Attendance b. Reduce Tardiness c. Parental Involvement 2. Academics <ol style="list-style-type: none"> a. Rigor b. Student Engagement c. Academic Language d. Literacy e. Mathematics 3. Leadership (Instructional) <ol style="list-style-type: none"> a. Capacity Building b. Professional Development c. Support/Resources
--	---

<p style="text-align: center;">The Goals and the Plan (Choose no more than 3 goals to focus on with your improvement plan)</p>				
<p style="text-align: center;">Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:</p>				
Leadership	Collaborative Climate and Culture	<u>Effective Teaching and Learning</u>	Data-Based Decision Making	Alignment of Standards and Curriculum
<p>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1</p>				
<p>Tied to district strategic plan pillar A, personalized rigorous, culturally responsive teaching and learning.</p> <p>Specific: what specifically will be done? Weekly professional development addressing classroom interventions and evidence-based instructional strategies, where Administration will conduct and monitor daily classroom TNTP walkthroughs with intentional feedback.</p> <p>Measurable: what will be measured? Effectiveness of evidence-based instruction with use of classroom tier 1 or 2 interventions, based on the advance or leading rating on TNTP walkthrough tool.</p> <p>Achievable: what will be achieved? Increased levels of students scoring proficient and advanced on EOC (Am. Gov, Biology, English 2, Algebra 1), achievement series and diagnostics by moving 35% of students from Below Basic to Basic from 2018/2019 to 2019/2020.</p> <p>Relevant: how is it relevant? Observable evidence of improved teaching practices must be reflective of the actions conducted in PLC's and Professional Developments.</p>				

Timely: what is the time frame? Begin August 5th with 30, 60, 90 day checkpoints.

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

Although there was positive growth during 2018-2019, the evidence through TNTP walk-through data indicate that the used high yield instructional strategies were not always used but are needed for continued student achievement.

Test scores from EOC, Achievement Series, iReady and data from common formative assessments indicate that students are scoring lower on average compared to the Missouri state averages.

Evidence-Based Strategies for Improvement

- Teachers participate in Professional Development offered through the building and district (My Learning Plan).
- Leadership Team's walk-through utilizing the KCPS walk-through form (TNTP) to measure evidence-based best practices of content standards and curricula.
- Teachers develop strategic plan for instruction based on student data that will be reviewed quarterly for levels of effectiveness.
- Teachers participate in Professional Learning Communities (PLC) and develops an individual and/or collaborative digital data platform for individual and/or collaborative decision making (i.e. Individual Support Plan (ISP), Student Growth Objectives (SGO), and Common Assessments).
- Students developed goals based on data.
- Increase achievement through intentional planning with supports and differentiation for diverse learners.
- Teachers will plan and deliver appropriate strategies to increase exposure to literacy, rigor by scaffolding techniques and incorporating best practices that will demonstrate the 4 R's-Rigor, Realness, Relevance and Relationships.
- ***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 families needs during this time of crisis.***

Funding Source(s): Comprehensive Schools Funding

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 Days - (Understanding)</p> <ol style="list-style-type: none"> 1. Collaboratively Review and analyze data and begin to tier students and develop plans. 2. Create a plan for PD in the use of evidence based best practices to teach diverse learners 3. Review Teacher Evaluation Process 	<p>August 2020</p>	<p>Assistant Principals</p> <ul style="list-style-type: none"> ● Litzsey ● Holland ● Robins <p>Math Interventionist Reading Interventionist</p>	<ul style="list-style-type: none"> ● Comprehensive Budget 	<p>October, 2020</p> <hr style="width: 100%; margin-top: 10px;"/>
<p>60 Days- (Assess)</p> <ol style="list-style-type: none"> 1. Analyze information (Test Data, Attendance, Behavior, & Grades) to build out action for post 90 days. 	<p>Mid- October 2020 (Parent Teacher Conferences</p>	<ul style="list-style-type: none"> ● Assistant Principals 	<ul style="list-style-type: none"> ● Comprehensive Budget 	<p>December, 2020</p> <hr style="width: 100%; margin-top: 10px;"/>

<p>2. Administration & Teachers will attain parental and student feedback on data use to show academic growth.</p> <p>3. Administration observe use of differentiated instruction and small group instruction in all subject areas.</p>				
<p>90 Days- (Optimize)</p> <p>1. 2Define strategy, structures, and implementation plan for post 90 days.</p> <p>2. Use resource tools to evaluate progress for first 90 days</p>	<p>December 2020</p>	<p>Assistant Principals</p> <ul style="list-style-type: none"> ● Litzsey ● Holland ● Robins ● Reading Interventionist, Math Interventionist, Kansas City Teacher Leader (KCTL) 	<ul style="list-style-type: none"> ● Comprehensive Budget 	<p>March, 2021</p> <hr/>
<p>Long Range (Collection and Reflection)</p> <p>1. Regular fidelity checks regular and digital for individual and collaborative decision-making forms and implementation of evidence-</p>	<p>August 2020- May 2021</p>	<ul style="list-style-type: none"> ● Reading Interventionist, Math Interventionist, Kansas City Teacher Leader (KCTL) 		<p>May, 2021</p> <hr/>

<p>based instructional strategies.</p> <p>2. Administration will collect information and data on teacher reflection of data use.</p>				
--	--	--	--	--

Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:				
Instructional 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>Tied to strategic plan pillar A, personalized, rigorous, culturally responsive teaching and learning along with pillar C, caring effective teachers in every classroom and effective leaders in every school.</p> <p>Specific: what specifically will be done? Leadership will increase and build teachers' capacity by facilitating professional development with high yield instructional strategies to change their professional practices that directly impacts student academic achievement. Ensuring that skillful feedback and coaching is intentional and take place after walk-through utilizing the TNTP walkthrough tool. Administration will attend trainings through the Missouri Leadership Development System (MLDS).</p> <p>Measurable: what will be measured? Effectiveness of the evidence-based instructional strategies in the classroom, and the use of support and resources based on the advance or leading rating on TNTP walkthrough tool as well as the data dashboard.</p> <p>Achievable: what will be achieved? Reduce classroom behavior related incidents by 20%, increase in the number of advance and leading ratings on TNTP walkthrough tool, as well as, increase the number of students who attend school regularly.</p> <p>Relevant: how is it relevant? Aligned with mission where students and staff are inspired to reach their academic, social, and professional capacity.</p> <p>Timely: what is the time frame? 2020-2021 SY with 30, 60, 90 day checkpoints.</p>				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				

Central Executive Leadership analyzed the AQ data and had conversations around teaching and learning and determined Instructional Leadership is needed to increase Teacher Effectiveness and Teacher Efficacy. As a result Central High School Administration will work as Instructional Leaders to decrease the number of incidents by 20% ensuring more time is spent toward content mastery, promotion, and on time graduation. Increase the number of students who attend school regularly results in more time in the classroom engaged in meaningful learning. According to the Missouri Leadership Development System effective instructional leadership highly impacts teacher instructional practices and thus student improvement.

Evidence-Based Strategies for Improvement

- Increase student engagement in the classroom through the use of evidence-based instructional strategies and the use of the common lesson cycle for immediate engagement.
- Utilize attendance team meeting to identify at-risk students and to provide targeted support, resources and strategies.
- Utilize the KCPS walk-through form (TNTP) to measure evidence-based best practices of content standards and curricula
- Implement monthly school-wide incentive and celebrations as way to share school wide academics, attendance, and discipline data to all students and to recognize students who exhibit love, honor, and respect.

Funding Source(s): Comprehensive School Funding

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 Days- (Understanding)</p> <ol style="list-style-type: none"> 1. Collaboratively review and analyze data to begin planning lessons and incentives to build culture. 2. Create a plan for PD in the use of evidence based best practices to teach diverse learners 3. The Leadership Team will meet 	<p>August 2020</p>	<p>Vice-Principals (Gwendolyn Litzsey Anthony Holland Michael Robins)</p> <ul style="list-style-type: none"> ● Reading Interventionist, Math Interventionist, Kansas City Teacher Leader (KCTL) <p>Executive team</p>	<p>Comprehensive Budget</p>	<p>October, 2020</p> <hr style="width: 100%; margin-top: 20px;"/>

<p>weekly on Mondays.</p> <ol style="list-style-type: none"> 4. Establish building committees (i.e. attendance, behavior, courtesy, PD) to promote culture. 5. Each administrator will conduct 5-7 walkthroughs per week. 				
<p>60 Days - (Assess)</p> <ol style="list-style-type: none"> 1. The Leadership Team will meet weekly on Mondays. 2. Administration will monitor and observe effectiveness of classroom management and culture weekly (7-10 classrooms/teachers) utilizing walkthrough and data dashboard. 3. Administration & Teachers will attain parental and student feedback on data use to show academic growth. 	<p>Mid- October 2020 (Parent Teacher Conferences)</p>	<p>Vice Principals</p> <ul style="list-style-type: none"> ● Reading Interventionist, Math Interventionist, Kansas City Teacher Leader (KCTL) 	<p>Comprehensive Budget</p>	<p>December, 2020</p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/>

<p>4. The committees will meet weekly or biweekly to debrief, discuss planning, and implement incentives and lessons.</p>				
<p>90 Days (Optimize) 1. Define strategy, structures, and implementation plan for post 90 days. 2. Use resource tools to evaluate progress for first 90 days</p>	<p>December 2020</p>	<p>Vice Principals Executive Team Leadership Team</p> <ul style="list-style-type: none"> ● Reading Interventionist, Math Interventionist, Kansas City Teacher Leader (KCTL) 	<p>Comprehensive Budget</p>	<p>March 2021</p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/>
<p>Long Range (Collection and Reflection) 1. Regular meetings for Leadership Team and Committees and PLC with focus agendas regarding attendance, classroom management, and utilization</p>	<p>August 2020- May 2021</p>	<ul style="list-style-type: none"> ● Vice Principals ● Instructional Coach ● Reading Interventionist, Math Interventionist, Kansas City Teacher Leader (KCTL) 	<p>Comprehensive Budget</p>	<p>May 2021</p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/>

of tools and resources. 2. Administration will collect information and data on teacher reflection of data use.				
---	--	--	--	--

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				
Tied to strategic plan pillar C, professional development & collaboration. and capable, empowered leadership.				
During the 2020-2021 school year, 100% of the teaching staff will participate in the Professional Learning Community (PLC). Teachers will improve their self efficacy using the PLC Continuum Rubric to increase collaborative efficiency among professionals.				
Specific: what specifically will be done? Within the PLC, teachers will collaborate to drill down on specific strategies to increase individual student performance of students historically receiving D's and F's in an effort to decrease the amount of students receiving failing grades. Teachers will increase the amount of time collaborating by using the PLC process to enhance climate and culture in regards to instruction. A concerted effort to look at data will drive conversation.				
Measurable: what will be measured? Based off the Professional Learning Community Continuum Rubric each PLC will start at a baseline of Pre-Initiation/Initiation Stage. Progress will be assessed at least quarterly for improvement.				
Achievable: what will be achieved? Regularly scheduled meetings with effective PLC structure.				
Relevant: how is it relevant? Collaboration is essential to positive academic and behavioral climate and culture for increased student achievement..				
Timely: what is the time frame? 30, 60, 90 day intervals and quarterly.				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				

- Rationale for Strategies we will use in Action Plan:
- Building teacher efficacy and leadership capacity leads to greater collaborative efficiency.
- Collaboration is essential to student achievement and development.
- Using a rubric is best practices for rating the effectiveness of the PLC using the PLC Continuum.
- Protocols for discussion are meant to guide the conversation towards the PLC focus.
- Rationale for Goal: Attendance Data: 50.86% Proportional (Expecting a 5%-10% increase 2020-2021) and 84.83 ADA (5% increase is expected for 2020-2021)

Evidence-Based Strategies for Improvement

1. PLC agenda data
2. Teacher Efficacy Development
3. Embedded Professional Development-30 minutes every Wednesday-Once a week during their common planning (40) minutes. 70 total minutes.
4. Implement Protocols for Academic and Behavioral Data Analysis We need to teach at the tier one level: good first instruction of content and of behavior - teach the behavior you expect (tiered systems of intervention - PLCs married to RtI #8
5. Develop “Guiding Coalition”
6. Administrative Instructional Leadership
7. Develop and monitor solid Tier 1 Teaching Practices
8. Outcomes for effective academic collaboration will include students tiered into systems of interventions including RtI and PST.

Funding Source(s): Missouri Comprehensive Plan

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days - (Understanding) <ol style="list-style-type: none"> 1. Establish PLC Teams 2. Establish Norms/Expectations 3. Provide Professional Development- Introduce PLC Continuum Rubric 	August 15, 2020	Administrative Team Instructional Coach	Book Studies: Visible Learning by John Hattie (2009) Visible Learning: Feedback by John Hattie and Shirley Clarke (2019) Learning By Doing: A Handbook for Professional Learning Communities at Work by Richard DuFour et al. (2016)	October 15, 2021

			(Comprehensive Budget)	
60 Days (Assess) 1. Monitor PLC Progress PLC-Continuum Rubric	October 15, 2020	Administrative Team Instructional Coach	Comprehensive Budget	December 2020 _____
90 Days (Collection and Reflection) 1. Monitor PLC Progress PLC-Continuum Rubric	December, 2020-(Semester)	Administrative Team Instructional Coach	Comprehensive Budget	March 2021 _____
Bi-Weekly/Monthly/Quarterly 1. Review of Current school Data- Attendance, Grades, Discipline 2. Problem Solving Team Reviews Data	October 2020 January 2021 March 2021 May 2021	Administrative Team Instructional Coach PLC Chair Teachers PST Team	Comprehensive Budget	May 2021

Superintendent

Date

State Supervisor, School Improvement

Date