

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: Fall 2020	
District Name: Kansas City Public Schools	
Building Name: Harold Holliday Montessori School Building Code: 5450 Grades Served: P3 - 6th	
<input type="checkbox"/> Priority School <input type="checkbox"/> Focus School <input type="checkbox"/> Title I School <input checked="" type="checkbox"/> Signature School <input type="checkbox"/> SIG School	
School Improvement Team <i>The following participated in the development and implementation of the SIP.</i>	
Name	Position
KaLinda Bass-Barlow	Principal
Janita Webb	Vice Principal
Jennifer Hodgkins	Children's House Guide (P3, P4, K Teacher)
Wednesday Gray	Children's House Guide (P3, P4, K Teacher)
Monchelle Gordon	Children's House Assistant (P3, P4, K Assistant)
Karen Moyer	Lower Elementary Guide (1 st – 3r Grade Teacher)
Tarwiyah Hazziez	Lower Elementary Guide (1 st – 3r Grade Teacher)
Patty Jensen	Lower Elementary Assistant (1 st – 3r Grade Assistant)
Encore Rep	Encore Teacher
Parent / PTA - nomination process	Parent
Description of how staff and stakeholders will be informed and engaged in the school improvement plan.	The development team is representative of the stakeholders. The document was completed in collaboration with stakeholders at various points..
Key issues identified from annual performance data and local assessments.	Academic performance in the areas of reading and math. Due to COVID-19, we analyzed growth and averaged class data from iReady data from Fall to Winter
Key issues identified from needs assessment and/or Surveys or Advanced Questionnaire.	Reading and Math Performance Anti-Bias and Anti-Racism Work Continued Vertical Collaborative Sessions among teams

Prioritized Needs for the Building.	Continued Quality Montessori Practices Academic Foci(s): Reading and Math
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Core Elements for Student Achievement

<p style="text-align: center;">Leadership</p> <p style="text-align: center;"><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 style="text-align: center;">CSIP: Goals 1-5 Pillar C Strategic Priority 9</p>	<p style="text-align: center;">Principal Evaluation: Standard 2</p>
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SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):
<p>Principal Bass-Barlow will attend 2- 3 Montessori professional development sessions and visit two public Montessori schools to observe the integration of standards-based teaching by the end of the 19-20 school year.</p> <p>Principal Bass-Barlow will continue building upon Montessori knowledge with A to I training</p> <p>Vice Principal Webb will began Primary Montessori Training through summer of 2021</p>
Rationale (name the existing conditions/data points to support the selection of the objective/goal):
<p>Montessori trained principal leading a growing ‘turnaround’ Montessori school. By attending Montessori professional learning, campus administration will better understand quality Montessori practices enabling her to be a competent Montessori instructional leader thus facilitating the academic growth of the school through research-based Montessori practices.</p>

Research Based Strategy(ies) for Implementation:
<p>Funding Source(s): Signature Funding</p> <p>MSIP Standard(s):</p>

Measurable Adult Behaviors:

Provide quality feedback to teachers weekly. The principal and vice principal will complete a minimum of 50 total classroom walkthroughs and provide teachers quality feedback.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Attend virtual Montessori PD sessions and training courses.	SY 20-21	KaLinda Bass-Barlow Janita Webb	Montessori Institute of North Texas	<input type="checkbox"/> Winter 2021
Attend the virtual AMI Refresher Course (Feb '21)	Feb 2021	tbd	Association of Montessori International Professional Development	<input type="checkbox"/> Spring 2021
Visit public Montessori in North Carolina	Spring 2021	KaLinda Bass-Barlow	Accredited AMI School under the leadership of a trained AMI principal.	<input type="checkbox"/> Spring 2021
Visit public Montessori school in St. Louis	Spring 2021	KaLinda Bass-Barlow Janita Webb	City Gardens Montessori School	<input type="checkbox"/> December 2020

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):

Grade levels teams will meet as a team a minimum of one time per week to collaborate in Professional Learning Communities where they will analyze data, discuss Montessori practices, and best non Montessori teaching practices. Vertical teams will meet one time per month to collaborate about building related needs.

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

Teams continued to consistently collaborate during the 19-20SY; as a result, they created common assessment tools and developed stronger Montessori practices and academic achievement improved. Meeting frequently will continue to afford teams opportunities to focus on learning, collaborate and be results oriented.

Research Based Strategies for Implementation:

Certified part time *Teaching Methods Coach – Supporting Montessori Guide* was hired.

Professional Learning Communities

Calibration Walkthroughs

Peer Walkthroughs

Funding Source(s): Title
MSIP Standard(s):

Measurable Adult Behaviors:

All team members will collaborate as a team a minimum of once per week. Team notes will be placed in the Google Team Drive folder.

Teaching Methods Coach to support newly trained Children’s House Montessori teachers (Brown, Hogan and Gordon) and untrained elementary teachers (Lainui and Wash) that is enrolled in training through Montessori Institute of North Texas.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Meet four times per month	Ongoing - fall 2020	All guides (teachers)	Albums, classroom, teacher conference room, Google drive	<input type="checkbox"/>

Meet weekly as a team - Mondays (3:45 - 4:30 pm)	Ongoing	All lower elementary guides and assistants	Anecdotal notes, lesson plans and student data	
Record meeting notes	20-21	All guides (teachers)	Google drive	<input type="checkbox"/>
Consult and coach	20-21	Mary Newman-Dowd	Montessori lessons	<input type="checkbox"/>

<p>Curriculum, Instruction and Assessment</p> <p><i>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.</i></p>	<p>CSIP: Goal 1 Goal 2 Goal 3 Goal 4</p>	<p>Teacher Evaluation: Standard 1 Standard 2 Standard 3 Standard 4 Standard 7</p>
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x English Language Arts x Math Science

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):
<ul style="list-style-type: none"> ● As a result of implementing systemic READING strategies, 80% of students will effectively use strategies independently when prompted with 80% accuracy. ● As a result of implementing systemic MATH strategies, 80% of students will effectively use strategies independently when prompted with 80% accuracy. ● Lower and upper elementary Montessori guides will participate in district professional development learning opportunities as needed to better understand non-Montessori best teaching practices in the areas of reading, math and science.

- Teachers will meet weekly as a PLC and unpack Missouri Learning Standards.
- Teachers will complete quarterly data dives around district data (Achievement Series, MAP Item Analysis).
- Students will engage in iReady four days per week; 2 days per content area (reading and math) for 15 minutes.
- 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.

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

- 3rd graders scored a basic average of 439 in the area of Math on iReady Winter Diagnostic 2019
- 3rd graders scored a basic average of 503 in the area of ELA on iReady Winter Diagnostic 2019
- 4th graders scored a basic average of 456 in the area of Math on iReady Winter Diagnostic 2019
- 4th graders scored a basic average of 534 in the area of ELA on iReady Winter Diagnostic 2019
- 5th graders scored a basic average of 470 in the area of Math on iReady Winter Diagnostic 2019
- 5th graders scored a basic average of 570 in the area of ELA on iReady Winter Diagnostic 2019
- 6th graders scored a proficient average of 495 in the area of Math on iReady Winter Diagnostic 2019
- 6th graders scored a basic average of 593 in the area of ELA on iReady Winter Diagnostic 2019

Research Based Strategy for Implementation:

- Guides will implement strategies from the Reading and Writing Strategies text.
- Guides will implement Guided Reading strategies for Jan Richardson's *The Next Steps to Guided Reading*.
- Envision math will be implemented 3 times per week to 3rd graders (small group instruction and independent practice).
- Montessori teachers will create a crosswalk between Montessori standards and MLS.
- Certified part-time employees will provide reading and math intervention to 4th - 6th grade students that scored Below Basic 30 minutes per day two days per week.
- Certified part-time employees will tutor SB319 students before school two days per week before school.
- Students will actively engage in i-Ready Reading and Math 4 days per week (2 days per subject area) for 15 minutes daily.

Funding Source(s):

MSIP Standard(s):

Measurable Adult Behaviors:

**The adults will facilitate reading and math groups 3 times per week.
 The lead teachers will prepare and submit quality lesson plans weekly.
 Participate in crosswalk work with district coaches.**

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<i>Classroom elementary guides will attend quarterly professional development in the areas of reading and math.</i>	20-21	Lower elementary guides: Haaziez, Hoyos, Moyer, McDonald, Launiu Upper elementary guides: Wash, Parker	District Professional Development Montessori Consultants	<input type="checkbox"/>
Participate in building level reading PD.	20-21	Lower and Upper El Teachers	Building Professional Development	<input type="checkbox"/>
Resources	Ongoing	KaLinda Bass-Barlow Lois Palmer, bookkeeper	Reading and Math Montessori resources	<input type="checkbox"/>

School Culture <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>	CSIP: Goal 2	Teacher Evaluation: Standard 2 Standard 5 Standard 7
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SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Building administrators will keep an open-door policy – meaning administrators are approachable and accessible to stakeholders Monday – Friday from 8:30 – 4:30 pm.

Reduce OS suspensions by 50%.

98% of interaction with stakeholders will be positive.

Work cooperatively with PTA. The principal or vice principal will attend monthly PTA meetings.

Facilitate Parents as Partners events in conjunction with PTA to increase school-home engagement.

Complete 4 parent surveys per year.

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

Parent participation outside of school events is low at Holliday. Attendance is less than 10% at most Parents as Partners activities.

Research Based Strategy for Implementation:

Funding Source(s):
MSI Standard(s):

Measurable Adult Behaviors:

**Phone calls to parents (attendance).
Conferences with parents (attendance).
Attend PTA meetings.**

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Keep an open door policy during office hours 8:30 – 4:30 pm. One or both administrators will be readily available.		KaLinda Bass-Barlow, Principal Janita Webb, Vice Principal		<input type="checkbox"/>
Eagerly greet and assist stakeholders		Laschon Pounds, Secretary		<input type="checkbox"/>
Eagerly greet and assist stakeholders		All staff		<input type="checkbox"/>

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):

97.1 % of all Harold Holliday Montessori students will attend school every day for the entire duration of the school day.

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

More than 93% of students attended school daily during the 19-20 school year.

Research Based Strategy(ies) for Implementation:

- Attendance meetings
- Home-school communication
- Attendance incentives

Funding Source(s):

MSIP Standard(s):

Measurable Adult Behaviors:

**Call families when students are absent.
Engaging lessons.
Recommend students to the Puzzle Solving Team**

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Daily attendance reports Attendance letters	2020 - 2021	Laschon Pounds, secretary		<input type="checkbox"/>
Monitor Attendance Reports	2020 - 2021	KaLinda Bass-Barlow, principal Stacey Ragsdale-Moore, Vice Principal		<input type="checkbox"/>
Monitor Health Concerns	2020 - 2021	Latonya Daniels, Nurse		<input type="checkbox"/>
Boni Tolson	2020 - 2021	Boni Tolson & Kimberly Green, Counselors		<input type="checkbox"/>

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.

