

Improvement/Accountability Plan Template

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <ul style="list-style-type: none"> • LEA X School or Charter	Name of LEA: Kansas City Public Schools Name of School or Charter: Martin Luther King, Jr. Elementary School	Check if appropriate Comprehensive School ***Requires a Regional School Improvement Team <ul style="list-style-type: none"> • Targeted School • At-Risk • Other
Date: 5-29-2020		
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>Title I.A School Improvement</p> <ul style="list-style-type: none"> • Title I.C Education of Migratory Children • Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk • Title II.A Language Instruction for English Learners and Immigrant Children • Title IV 21st Century Schools • Title V Flexibility and Accountability • Individuals with Disability Education Act • Rehabilitation Act of 1973 • Carl D. Perkins Career and Technical Education Act • Workforce Innovation and Opportunities Act • Head Start Act • McKinney Vento Homeless Assistance Act • Adult Education and Family Literacy Act <p>X. MSIP</p> <ul style="list-style-type: none"> • Other State and Local Requirements/Needs 		
What staff/stakeholders have been involved in the needs assessment and development of this plan?	Dana Abram – Principal John Williams -- Vice Principal Vanessa Cunningham - iSpark Teacher	

	<p>Donna Carter - Special Education Teacher Angela Otiker – Instructional Coach Melinda Madden - Reading Interventionist Philomena Lawson - Math Interventionist Avis May - Physical Education Teacher Olivia Stevenson - Teacher Constance Powell - Teacher David Warren - Teacher/Science Chair Tanya Ricketts - Teacher Tiffiney Tyree - Teacher/Professional Development Chair Kathryn Schroeder - Teacher Alania Davis - Teacher Jacqueline Nalls - Teacher Regina Adams-Leavitt - Teacher Judy Reese - Teacher/PBS Coordinator Stephanie Hawkins - Teacher Kim Twogood - Teacher Angela White - Teacher Rhonda Wright - Parent and Community Engagement Specialist Leon Bailey - Teacher Charlene Jones - Counselor Erica Smith-Parent Anesha Marks-Parent</p>
<p>What are the key issues identified from the needs assessment?</p>	<ol style="list-style-type: none"> 1. Need to improve MAP academic achievement for ELA, Math and Science 2. Need to improve low attendance rates 3. Need to improve negative student behaviors and discipline referrals
<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. Improve principal instructional leadership skills by close monitoring of appropriate grade level content and rigor level alignment. (Leadership Pillar) 2. Improve ELA, Math, and Science proficiency rates on state MAP, and interim assessments by improving PD and trainings for instruction (CIPD, focused PD, Content Consultants, Deep Dive PLCs and Data Teams, etc.). <ul style="list-style-type: none"> • 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

	<p>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.</p> <p>3. Improve the student attendance percentage averages by implementing regular incentives for students, and providing parent education and information centered around student attendance.</p> <p>4. Decrease the amount of discipline referrals by providing PBIS implementation to fidelity, providing parent and family education on positive behavior.</p>
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The Goals and the Plan				
(Choose no more than 3 goals to focus on with your improvement plan)				
Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:				
x 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 #1				
<p>By May 2021, King leadership staff will increase teacher effectiveness in the area of instruction with</p> <ul style="list-style-type: none"> • 80% of teachers rating in the Advanced categories in the Rigor domain of the time as measured by the KCPS walkthrough form. • 65% of teachers rating Effective in overall instruction <p>Specific - increase teacher effectiveness</p> <p>Measurable - KCPS Walkthrough Form (50% of teachers rating in Advanced in the Rigor domain 80% of the time)</p> <p>Achievable - teacher observations and individualized feedback and follow-up</p> <p>Rationale - teachers are rating low in effectiveness during KCPS Walkthroughs/Observations as well as Staff Mapping (KCPS Walkthroughs for 2018-19: 70% Advanced/Leading Categories; Staff Mapping for 2018-19: 50% of teachers rated Effective in domain of Rigor)</p> <p>Time - May 2021 School year 2020-2021 monitoring at 30, 60, and 90 day increments with adjustments as needed</p>				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
<p>This aligns with the KCPS Strategic Priorities Pillar C - Caring, Effective, Teachers in Every Classroom and Effective Leaders in Every School and Pillar D - Data-Informed Effective & Efficient Systems.</p> <p>KCPS Walkthroughs for 2018-19: 70% Advanced/Leading Categories; Staff Mapping for 2018-19: 50% of teachers rated Effective in domain of Rigor</p>				

Data Mapping shows high levels of student engagement and low levels of rigor within the instruction, and low achievement levels on various interim and common assessments

Strategies for Improvement

1. Monitor instruction by way of KCPS/TNTP Walkthrough Form
2. Implement Observation Feedback Cycle with a focus on lesson planning and walkthroughs
3. PLC meetings with a gradual release of responsibility that is appropriate based on independent PLC progress and results.
4. Implement Standards Mastery feature on iReady Assessments in 1-3 grade levels
5. Implement Instructional Rounds with peer observations
6. Principal and Assistant Principal will actively engage in Missouri Leadership Development System

Funding Source(s): Comprehensive Budget

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Gather data for teacher need (observations, surveys) 2. PD and Learning Camp on Effective Instructional Practices where teachers are engaged with best practices and opportunities to lesson study as well as plan, and observe effective teaching practices for traditional and virtual.	8/10/20	Dana Abram (P) John Williams (VP) Angela Otiker (IC) CIPD Content Coordinators Addie Hawkins	Survey Monkey for Staff Instructional Needs Curriculum Maps Curriculum Scope & Sequence Building Substitutes (Comprehensive Budget) Addye Hawkins: PLC Consultant (Comprehensive Budget)	<ul style="list-style-type: none"> • 10/9/20
60 Days 1. Observation Feedback Cycle for all classroom teachers 2. PLC agendas (focus on baseline data) 3. Admin team data analysis on teacher ratings	8/17/20	Dana Abram(P) John Williams (VP) Angela Otiker (IC) PLC Teams		<ul style="list-style-type: none"> • 11/11/20 • OFC- monthly, every 6-weeks for intensive coaching
90 Days	9/14/20	Dana Abram(P) John Williams (VP)	Classroom Substitutes (Comprehensive Budget)	<ul style="list-style-type: none"> • 1/11/21

1.Extended PLC Time w/data teams, instructional rounds 2.Admin team data analysis on teacher ratings 3.Standards Mastery PD and Training		Angela Otiker (IC) Leadership Team Dr. Phil Adam: iReady Consultant	Addye Hawkins: PLC Consultant (Comprehensive Budget) iReady Consultant	
Long Range 1.Full functioning PLCs w/data focus 2.Full implementation of Standards Mastery 3. Increased effectiveness and knowledge of virtual instruction		Dana Abram(P) Vice Principal	Classroom Substitutes for PD/Training (Comprehensive Budget)	<ul style="list-style-type: none"> 1/25/21

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	x Alignment of Standards and Curriculum
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2

By May 2021, students in grades 3-6 will improve proficiency levels in

- English language arts (ELA), Math, and Science proficiency levels as measured by the Missouri Assessment Program (MAP) by 5% annually.
- iReady Growth**
 - 30% of student growth for Reading Tier 1 Proficient/On grade level from Diagnostic 1 to Diagnostic 3
 - 35% of student growth for Math Tier 1 Proficient/On grade level from Diagnostic 1 to Diagnostic 3
- Achievement Series Growth**
 - 50% proficiency on Quarterly Post Test in all content areas

Specific - increase student achievement in all content areas
Measurable - MAP, iReady Growth, Achievement Series Growth/Proficiency
Achievable - Professional Learning Communities w/data teams, Evidence-based teaching strategies, Appropriate Rigor of content, instructional tasks and activities, and formative assessments so that alignment is evident
Rationale - students need to improve proficiency levels in all content areas on various assessments

MAP Data

ELA: 19.7% (2016), 26.6% (2017), 12.0% (2018)

Math: 6.6% (2016), 7.2% (2017), 6.1% (2018)

Science: 5.0% (2016), 8.5% (2017)

iReady Growth/Proficiency Data

-25% of student growth for Reading Tier 1 Proficient/On grade level from Diagnostic 1 to Diagnostic 3

-30% of student growth for Math Tier 1 Proficient/On grade level from Diagnostic 1 to Diagnostic 3

Achievement Series Growth/Proficiency Data

-Average 39.6% in Grades 3-6 ELA; Average 41.2% in Grades 3-6 Math; Average 32.5% in Grades 3-6 Science

Time - May 2020 School year 2019-2020 monitoring at 30, 60, and 90 day increments with adjustments as needed

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

This aligns with the KCPS Strategic Priorities **Pillar A - Personalized, Rigorous, Culturally Responsive Teaching & Learning.**

Our building has consistently produced low percentages of students scoring in proficient and advanced achievement levels over the last 3 years.

ELA: 19.7% (2016), 26.6% (2017), 12.0% (2018)

Math: 6.6% (2016), 7.2% (2017), 6.1% (2018)

Science: 5.0% (2016), 8.5% (2017)

iReady Growth/Proficiency Data

-25% of student growth for Reading Tier 1 Proficient/On grade level from Diagnostic 1 to Diagnostic 3

-30% of student growth for Math Tier 1 Proficient/On grade level from Diagnostic 1 to Diagnostic 3

Achievement Series Growth/Proficiency Data

-Average 39.6% in Grades 3-6 ELA; Average 41.2% in Grades 3-6 Math; Average 32.5% in Grades 3-6 Science

As a way to increase levels of collaboration, continuing the work of professional learning communities will help the school community to see student learning, not teaching, as their mission. The policies, instruction, curriculum, programs, professional development, and other functions of the school all support student learning. In maintaining this constant focus on learning, four questions become paramount:

1. What should students know and be able to do?
2. How will the school determine that students have learned the essential knowledge and skills?
3. How will the school respond when students do not learn?
4. How will the school respond when they already know it?

The PLC school-improvement model focuses on increasing student achievement by building the capacity of school personnel to create and sustain the conditions that promotes high levels of student and adult learning.

Strategies for Improvement

1. Teachers will meet in data teams by way of Professional Learning Communities on a bi-monthly basis to engage in an intense, deep dive into data for formative, summative, and interim assessments in order to adjust or modify instruction.

2. PD centered around evidence-based instructional strategies for teachers to implement into classroom instruction. This would include a focus on, but not limited to standards-based instruction, formative assessment, Kagan strategies, effective math practices, annotating the text, etc.
3. RTI Implementation and Usage as a result of PLC/Data Teams and Assessment Analysis
4. Tomorrow's Promise Today (TPT) for academic intervention/enrichment for Math and ELA
5. Utilize a Backwards Design Approach
6. Alignment of Math Curriculum through common formative assessments
7. Teachers are working together to discuss the alignment needed for grade level success (what will kids need to know)
8. Teachers are using diagnostic assessment tools to gather skills gaps within the classroom and personalizing with precision
9. Students will practice with Science Inquiry/Labs at each grade level
10. During PLCs, teachers are looking at CFA, individual data, and backwards planning for success of students using the 4 corollary questions.
11. Incorporate Reading and ELA Interventionists for both primary and intermediate grade levels.
12. Consultations and Trainings (Dana Vonotoure, Deb Diller, CIPD Content Coordinators)

Funding Source(s): Comprehensive Budget

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Staff Assessment/Survey 2. Assessment Training/PD 3. Virtual Training/PD 3. Unpacking of MLS w/analysis 4. Consultation with Addye Hawkins for PLC/data teams support 5. Intervention Grouping 6. Intervention software for students 7. Integrating rigor into daily instruction	8/10/20	Dana Abram (P) John Williams (VP) Leadership Team Reading Interventionist Math Interventionist	Survey Monkey on Staff Needs PLC Consultant (Comprehensive Budget) Virtual Training, PD, Materials (Comprehensive Budget) Interventionists (Comprehensive Budget)	<ul style="list-style-type: none"> • 10/5/20
60 Days 1. Unpacking of MLS w/analysis 2. Initial Data Dive with baseline data in PLC's	9/14/20	Dana Abram (P) John Williams (VP) Angela Otiker (IC) Math Consultant	Missouri Learning Standards iReady Tools QRI Assessment	<ul style="list-style-type: none"> • 11/2/20 • ongoing

<p>3. Updated Data Walls with testing data visible/current in PLC's</p> <p>4. PD/Trainings by content consultants and CIPD Coordinators</p> <p>5. MAP Released Item Assessments</p>		<p>ELA Consultant CIPD Content Coordinators</p>	<p>MAP Released Item Assessments Math Consultant (Comprehensive Budget) ELA Consultant (Comprehensive Budget)</p>	
<p>90 Days</p> <p>1. PLC Teams work to develop a system for creating rigorous Common Formative Assessments and the processes and goals for each grade level</p> <p>2. PLC Teams work to develop a instructional tasks and activities appropriately rigorous for the grade level standard</p>	<p>9/12/20</p>	<p>Dana Abram (P) John Williams (VP) Leadership Team</p>	<p>Missouri Learning Standards iReady Tools Curriculum Maps Curriculum Scope & Sequence</p>	<ul style="list-style-type: none"> • 12/14/20 • Developing Assessments and Instructional tasks and activities will be ongoing.
<p>Long Range</p> <p>1. Focused instructional strategies fully implemented in classrooms</p> <p>2. Trained staff with content strategies, Kagan strategies, rigor strategies, etc.</p> <p>3. Data-driven instruction evident in all classrooms</p>		<p>Dana Abram (P) John Williams (VP)</p>	<p>Kagan Consultant (Comprehensive Budget)</p>	<ul style="list-style-type: none"> • 1/22/21

Goal #3 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:

Leadership	X 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>By May 2021, King Elementary will increase positive culture and climate in grades K-6 by</p> <ul style="list-style-type: none"> • increasing daily attendance percentage by 10% annually • decreasing discipline referrals by 25% annually. <p>Specific - increase positive culture and climate in grades K-6 Measurable - examining and analyzing monthly attendance and behavior data (referrals) Achievable - goal setting for the building, classrooms, and students, regular incentives for positive behavior and attendance, character education for students, staff, and families Rationale - Student Attendance- 76.7% (2016); 76.8% (2017); 63.4% (2018) Behavior Referrals- 481 (2017); 325 (2018); 121 (2019) Timing - May 2021 School year 2020-2021 monitoring at 30, 60, and 90 day increments with adjustments as needed</p>				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal)				
<p>This aligns with the KCPS Strategic Priorities Pillar B - Safe Climate and Strong Relationships with Families & Community. 90/90 & Proportional Attendance Rates have consistently been low compared to other elementary schools Rationale - Student Attendance- 76.7% (2016); 76.8% (2017); 63.4% (2018) Behavior Referrals- 481 (2017); 325 (2018); 121 (2019)</p>				
Strategies for Improvement				
<ol style="list-style-type: none"> 1. Professional Learning Communities 2. Attendance Team 3. PST (Problem Solving Team) 4. RTI (Response to Intervention) 5. Parent Newsletter (Monthly) 6. Full Time Parent-Family Liaison 7. Restorative Practices for staff 8. Trauma Sensitive PD/Training 				
Funding Source(s): Comprehensive Budget				
Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days	8/10/20	Dana Abram John Williams (VP) Kathy Alder	School Messenger School Intercom Printed Posters	<ul style="list-style-type: none"> • 9/14/20

<p>1. Announcements for Classrooms making the 90/90 Goal Daily in Eagle Shout Outs</p> <p>2. School-Wide PBS Campaign (Posters, Matrices, Lessons)</p> <p>3. Promote Importance of Attendance at Back to School Night</p> <p>4. Restorative Practices Training</p> <p>5. Virtual and Social Distancing Expectations for PBIS</p>		<p>Drop-out Prevention Specialist School Attendance Committee Judy Reese - PBIS Coor. PBIS Cmte.</p>	<p>Full Time Parent-Family Liaison (Comprehensive Budget) Restorative Practices Training (Comprehensive Budget)</p>	
<p>60 Days</p> <p>1. Monthly Attendance Incentive;</p> <p>2. Improved Attendance Award</p> <p>3. Nudge Postcard reminders</p> <p>4. Trauma-Sensitive Training /PD</p> <p>5. Culturally Responsive PD</p>	<p>9/8/20</p>	<p>Rhonda Wright Kathy Alder Yolanda McRoy School Attendance Committee</p>	<p>Regular Incentives (Comprehensive Budget) Trauma-Sensitive PD & Materials (Comprehensive Budget) Culturally Responsive PD & Materials (Comprehensive Budget)</p>	<ul style="list-style-type: none"> • 11/16/20
<p>90 Days</p> <p>1. Thank You Notices to Parents 85% and Above</p> <p>2. Utilize funds from KCPS and CSIP to support monthly attendance incentives</p>	<p>9/13/20 (Quarters 1 & 2)</p>	<p>Dana Abram (P) John Williams (VP) School Attendance Committee</p>	<p>Regular Incentives (Comprehensive Budget)</p>	<ul style="list-style-type: none"> • 1/8/20
<p>Long Range</p> <p>1. Monthly Student Attendance Celebrations</p> <p>2. Data Walls for attendance and behavior referrals visible/current</p> <p>3. Quarterly Attendance recognition</p>		<p>Dana Abram (P) John Williams (VP) Attendance Committee PBS Committee</p>	<p>Regular Incentives (Comprehensive Budget)</p>	<ul style="list-style-type: none"> • 12/218/20

Superintendent

Date

State Supervisor, School Improvement

Date

Federal Programs Supervisor/School Improvement Staff

Date