# Improvement/Accountability Plan Template

| Improvement/Accountability Plan | | |
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| **Focus of Plan (check the appropriate box):**<br>**LEA**<br>   **X School or Charter** | **Name of LEA:  Patricia Hayes**<br><br>**Name of School or Charter:**<br>Paseo Academy of Fine and Performing Arts | **Check if appropriate**<br>☐   **X Comprehensive School**<br>     **\*\*\*Requires a Regional School Improvement Team**<br>☐   **Targeted School**<br>☐   **At-Risk**<br>☐   **Other** |
| **Date:  5/28/2020** | | |

**Purpose:  To develop a plan for improving the top 3 needs identified in the needs assessment.**

**One plan may meet the needs of a number of different programs. Please check all that apply.**

- ☐ X  Title I.A  School Improvement
- ☐  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
- ☐  MSIP
- ☐  Other State and Local Requirements/Needs

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| **What staff/stakeholders have been involved in the needs assessment and development of this plan?** | Patricia Hayes - Principal<br>Chester Palmer- Vice Principal<br>Anthony Holland- Vice Principal<br>Charles Waldeier- Counselor<br>Joi Dennis- Home School Coordinator<br>Marlene Vann - Exceptional Education<br>Doris Sandefur- Professional Development Chair<br>Michelle Burden- Science Dept. Chair<br>William Gavila- KCFTA Union Rep/Social Studies Department Chair<br>Larnell Jones- SAC Vice President<br>Cheryl Goodwin- Parent<br>Savion Robinson- Student<br>Briana Woodard- Student<br>Jordyn Foster- Student |

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| **What are the key issues identified from the needs assessment?** | **1. LEADERSHIP PILLAR**<br>• Establish and implement systemic communication protocols with all stakeholders; for example "a concern drop-box" for suggestions prior weekly PD's.<br>• Intentional collaboration at every level and all stakeholders<br>• Developing Leaders within building (teachers and students)<br>• Modeling leadership qualities<br>• Be a Palm Tree  - flexible but consistent<br>**2. COLLABORATIVE CULTURE AND CLIMATE PILLAR**<br>• Increase teacher collaboration across core and with arts, with a focus on building PLCs<br>• Consistent, 100% student oriented atmosphere, with effective communication to create an environment working towards increased academic achievement, graduation rate and attendance.<br>• Model and teach positive behaviors (by teachers) and hold students accountable for behaviors that are taught.<br>• Fostering a school spirit of inclusion and accountability by taking pride in schools, students, staff and self.<br>• Positive behavior recognition via extra-curricular activities.<br>**3. EFFECTIVE TEACHING AND LEARNING PILLAR**<br>• School-wide system to handle behavioral problems;  Expectations with the collaborated protocol will be communicated and implemented, principal and vice-principal need to be in every classroom at least once every day<br>• Studying the data of each student and creating an atmosphere for each that is conducive to their learning environment. Standards based curriculum and lessons<br>• Engaging lessons, positive learning environment, high expectations<br>• Consistent differentiation in teaching style.<br>• Project based instruction; interactive learning environment; student led learning; hands on learning |
| **What are the prioritized needs for the LEA or building based on a root cause analysis?** | **1.  To establish two-way communication among all stakeholders and develop leaders within the building to increase academic achievement, attendance and graduation rates.**<br><br>**2. Establish more opportunities for collaboration across core subjects and the arts (virtually & in-person) with a focus and revamping of PLC's and more efficient use of Virtual Learning while continuing with Professional Development, Response to Intervention and Problem Solving Teams.**<br><br>**3. To create and monitor a building wide system to handle behavioral problems with administration being more visible in classrooms (in-person & virtually) ensuring lessons are engaging with a positive learning environment and holding adults and students to high expectations.** |

## 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:

| Leadership X | 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

S. Administration will take an instructional leadership role to increase student achievement by closing the achievement gap by
M. MAP and EOC results in the 2020-21 School Year.
A. The administration will collaborate with stakeholders to increase student achievement by 10%
R. Instructional Leadership is required to increase student achievement
T. 2020-21 School Year using results from I-Ready, Achievement Series, Formative Testing and Practice MAP scores with 30/60/90 day checkpoints

**Alignment to KCPS Strategic Plan**
**Pillar A Strategic Priority 2: Focus teaching on high standards, rigorous curriculum and reliable assessments**
**Pillar C Strategic Priority 9: Develop a network of top-notch leaders and leadership teams**

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

Staff using a root cause analysis, survey regarding the DESE 5 pillars of instruction suggesting that stakeholders felt the leadership pillar was vital to improving student achievement, selected the rationale for this goal.

### Strategies for Improvement

- Conduct weekly leadership meeting keeping accurate agendas and minutes (Virtually & In-person)
- Use component of MLDS comprehensive improvement training to assist staff with classroom instruction (Virtually & In-person)
- Review of weekly lesson plans by administration
- Paseo Academy will promote leadership within the building with the use of a staff leadership team comprising of 20% of staff and department chairs to create mission and vision statements that will assist in the frameworks of a Fine and Performing Arts institution by September 1, 2020. Meeting virtually & in person.
- Paseo Academy administration will attend weekly PLC team meetings and provide opportunity for questions and feedback to measure curriculum alignment, rigor and differentiated instruction.

### Funding Source(s): CIS Budget

| Action Steps | Start Date | Person Responsible | Resources | Completed/Date |
|---|---|---|---|---|
| **30 Days**<br>**1. Create New Leadership Team comprised of staff.**<br>**2. Determine if Mission and Vision statements are aligned with MLDS components**<br>**3. Facilitate Professional Development with MLDS components that will be used in curriculum planning and instruction** | April 15, 2020<br><br>August 2, 2020<br><br><br>August 5-6, 2020 | Principal<br>Vice Principals<br>Leadership Team<br>Department Chairs<br>Professional Development Chair<br><br><br>Principal<br>Vice Principals<br>Leadership Team<br>Department Chairs<br>PD Chair | **Data:**<br><br>Mission and Vision Statements<br>MLDS components/strategies<br>Survey from First week of Professional Development | ☐ _____ |
| **60 Days**<br><br>**1. Continuous weekly leadership team meetings (both virtual & in person.**<br><br>**2. Aligning school curriculum to MLDS comprehensive components during Professional Development and PLC meetings.**<br><br>**3. Review of data comparing achievement levels of previous years to current student progress** | Ongoing<br><br><br>Ongoing<br><br><br><br><br>Ongoing | Principal<br>Vice Principals<br>Leadership Team<br>Department Chairs<br>Professional Development Chair<br>Paseo Academy Staff<br><br><br>Principal<br>Vice Principals<br>Leadership Team<br>Department Chairs<br>Professional Development Chair<br>Paseo Academy Staff | **Data:**<br><br>Lesson Plans<br>MLDS components<br>I-ready<br>Achievement Series pre and post test<br>Tyler Pulse<br>Student Pass/Fail Rates | ☐ _____ |

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| **90 Days**<br><br>**1. Review Instructional Observation Data from Walk Through & Virtual Class visits for curriculum alignment/rigor**<br><br>**2. Attending MLDS comprehensive meetings**<br><br>**3. Conferences with Teachers regarding curriculum alignment and student data** | October 1, 2020<br><br><br><br><br>Ongoing<br><br><br><br>October 8, 2020 | Principal<br>Vice Principals<br><br><br><br>Principal/V. Principals<br><br><br><br>Principal/V. Principals | **Data:**<br><br>My Learning Plan- walk through data<br>MLDS components<br>I-Ready, Achievement Series<br>Tyler Pulse Pass/Fail Percentages | ☐ _____ |
| **Long Range**<br><br>**1. Continued meetings with Leadership Team to guide student and school achievements.**<br><br>**2. Review of Student achievement data to determine growth from MLDS components**<br><br>**3. Individually review effectiveness of Teachers via walk through and observations (virtual & in-person visits)** | Ongoing<br><br><br><br><br>January 15, 2021<br><br><br><br>January 15, 2021 | Principal<br>Vice Principal<br>Leadership Team<br>Department Chairs<br>Paseo Staff<br><br>Principal/V. Principals<br><br><br>Principal/V. Principals | **Data:**<br><br>My Learning Plan<br>I-Ready<br>Achievement Series<br>MLDS components<br>Tyler Pulse<br>MAP results<br>Agendas/Meeting Notes from Leadership Team | ☐ _____ |

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| Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under: | | | | |
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| Leadership | Collaborative Climate and Culture X | Effective Teaching and Learning | Data-Based Decision Making | Alignment of Standards and Curriculum |

**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2**

S. To Use PLC structure to facilitate collaboration around content both vertically and horizontally
M. 100% of teachers will engage in weekly PLC meetings with focus on aligning content vertically and horizontally across the arts and core subjects using PLC format with documented notes, minutes and agendas from meetings
A. Use of master schedule and leadership facilitation with gradual release to department heads and PLC
R. Engage staff in protocols and practices to collaboratively increase student achievement and positive culture
T. Practices will be administered throughout the 2020-21 SY with 30, 60, 90 day checkpoints

**Alignment to KCPS Strategic Plan**
**Pillar B Strategic Priority 4: Provide a community wide network of supports for students and families**
**Pillar C Strategic Priority 8: Invest in continuous professional development for all staff, so that, in time each achieves mastery of their own craft**
**Pillar D Strategic Priority 10: Cultivate a focus on results and continuous improvement**

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

- Advanced Questionnaire facilitated to stakeholders indicated school climate was a high priority
- Tyler Pulse data statistics of attendance and discipline events indicated improvements
- Review of the Teacher/Parent/Student Compact
- Data and Feedback from Student Led School Improvement Meetings
- Data from 2019-20 I-ready and Achievement Series Pre and Post Test indicated needs for student achievement improvement
- Results from Staff Needs Assessment and Root Cause analysis indicate need for collaboration and alignment between core and arts disciplines as well as middle and high school transitions

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**Strategies for Improvement**

- Paseo Academy will provide incentive based recognition for students for attendance, behavior and academic growth at the end of every quarterly grading period
- Incentive based recognition for teacher attendance at the end of every quarterly grading period
- Paseo will foster a spirit of inclusion by having quarterly programs/celebrations to promote school pride and culture
- Realignment of Professional Development to allow collaboration between arts, core instructors, high school and middle school teachers
- Recruit students and parents for School Advisory Committee
- Create school wide mentoring program to track and intervene targeted students who have attendance, behavior or academic needs.
- Collaboration with stakeholders to develop school regulations and norms aligning to Teacher/Student/Parent/School compact to hold students and adults to high expectations to reduce student discipline by 10%
- To actively engage stakeholders in collaboration to develop a Response To Intervention system and protocols for use of Problem Solving Team to improve student attendance, behavior and academics by September 1, 2020.
- Using problem solving team to create a system of school wide behavior protocols and RTI's to attempt to keep students in classrooms and improve student achievement

**Funding Source(s): CIS Budget**

| Action Steps | Start Date | Person Responsible | Resources | Completed/Date |
|---|---|---|---|---|
| **30 Days**<br><br>**1. Alignment of Professional Development to allow for weekly collaboration**<br><br><br><br>**2. Create master schedule to allow for common planning time for teachers have regularly scheduled PLC collaboration**<br><br><br>**3. Organize Problem Solving Team/Student Mentor Program to target at risk scholars** | August 2, 2020<br><br><br><br><br><br>June 8 ,2020<br><br><br><br><br><br>September 1, 2020 | Principal<br>Vice Principal<br>Parent Liaison<br>Professional Development Chair<br>Home School Coordinator<br>Counselors<br>Counselors<br>Principal/ V. Principals<br><br>Secretaries<br>ELA Interventionist<br>Math Interventionist<br>Reading Interventionist<br>Home School Coord. | **Data:**<br><br>My Learning Plan<br>Tyler SIS- attendance, grades, behavior<br>District/Assessment Calendar<br>I-ready, achievement series<br>EOC exam results<br>CIS Budget<br>CIS Budget<br>CIS Budget | ☐  _____ |

| | | Vice Principals | | |
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| **60 Days**<br><br>**1. Member of Administration will attend and facilitate PLC meetings with gradual release**<br><br>**2. Facilitate Problem Solving team to track students targeted for high risk for academic, attendance and behavior issues.**<br><br>**3. Schedule special recognition programs and events for academic and attendance achievements** | November 15, 2020<br><br><br><br>End of 1st Quarter Grading period<br><br><br><br><br><br>End of 1st Quarter Grading Period | Principal<br>Vice Principals<br><br><br>Parent Liaison<br>Home School<br>Coordinator<br>Counselors/ Secretaries<br>Parents/ SAC<br>ELA Interventionist<br>Math Interventionist<br>Reading Interventionist<br>Arts Coordinator | **Data:**<br><br> My Learning Plan<br>Tyler SIS- attendance, grades, behavior<br>District/Assessment Calendar<br>I-ready, achievement series<br>EOC exam results<br>Building calendar<br>CIS Budget<br>CIS Budget<br>CIS Budget | ☐  _____ |
| **90 Days**<br><br>**1. Review targeted students' progress and conduct parent/probation meetings.  Special attention to senior students**<br><br>**2. Semester achievement incentive\activity for students** | Beginning of Second Semester/End of second quarter grading period<br><br><br><br><br><br>December 20, 2020 | Principal<br>Vice Principal<br>Parent Liaison<br>Professional Development Chair<br>Home School Coordinator<br>Counselors<br>Secretaries<br>Parents/ SAC<br>ELA Interventionist<br>Math Interventionist<br>Reading Interventionist | **Data:**<br><br>My Learning Plan<br>Tyler SIS- attendance, grades, behavior<br>District/Assessment Calendar<br>I-ready, achievement series<br>EOC exam results<br>Building calendar<br>CIS Budget<br>CIS Budget | ☐  _____ |

| | | | CIS Budget | |
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| **3. Continuation of PLC protocol to align curriculum with Professional Development and regularly scheduled meetings** | Ongoing | | | |
| **Long Range**<br><br>**1. Review data of attendance, academic, behavior and graduation progress**<br><br>**2. End of year celebration recognizing students and staff with academic and attendance achievements**<br><br>**3. Create master schedule to for continuation of PLC protocols for collaboration to improve students achievement** | End of 3rd Quarter Grading Period/ EOC/MAP schedules<br><br>May 15, 2020<br><br><br><br><br><br><br>June 1, 2020 | Principal<br>Vice Principal<br>Parent Liaison<br>Professional Development Chair<br>Home School Coordinator<br>Counselors<br>Secretaries<br>Parents/ SAC<br><br><br>School Counselor | **Data:**<br><br>My Learning Plan<br>Tyler SIS- attendance, grades, behavior<br>District/Assessment Calendar<br>I-ready, achievement series<br>EOC exam results<br>Building calendar | ☐  _____ |

| Goal #3 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under: | | | | |
|---|---|---|---|---|
| **Leadership** | **Collaborative Climate and Culture** | **Effective Teaching and Learning X** | **Data-Based Decision Making** | **Alignment of Standards and Curriculum** |

**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3**

S. Administration will use TNTP Walkthrough and Weekly lesson plans to increase teacher effectiveness to increase student achievement

M. Lesson Plans TNTP to increase percentage of approaching and advanced ratings by 10%

A. 100% of teachers turning in effective lessons plans weekly to administration

R. Increase student achievement in grades 7-12

T. Student data will be tracked for the 2020-21 SY using 30-60-90 Day checkpoints.

**Alignment to KCPS Strategic Plan**

**Pillar A Strategic Priority 3: Tailor Instruction and interventions to each students' strengths and needs**

**Pillar D Strategic Priority 12: Deliver effective operations, guidance and assistance**

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

- Student Achievement Levels on Achievement Series, I-ready, End of Course Exams and MAP exams
- Tyler Pulse data on discipline events
- Advanced Questionnaire
- Staff and Stakeholder Survey
- Professional Development Schedule/Agendas

**Strategies for Improvement**

- Paseo Academy will provide staff development on improving AVID Wicor Strategies while using KCPS district mapping calendar
- Paseo Academy administration will visit each classroom daily to ensure classrooms have positive learning environments, engaging lessons and differentiated instruction
- Paseo Academy will restructure weekly Professional Development to provide PLC's opportunity to study data and collaborate to implement strategies to improve student achievement
- Staff will be required to submit a weekly lesson plan to administration using building template to determine if lessons are aligned with district and state standards to improve student achievement.
- The administration will serve as instructional leaders by conducting classroom walkthrough visits and providing feedback to instructors focusing on curriculum alignment, rigor and level of instruction
- To increase student achievement levels in grades 7-12 using data from Achievement series and I-ready staff will collaborate to implement strategies outlined in MLDS comprehensive school components facilitated by school administration by Sept. 15, 2020.

**Funding Source(s): CIS Budget**

| Action Steps | Start Date | Person Responsible | Resources | Completed/Date |
|---|---|---|---|---|
| **30 Days**<br><br>**1. Assign teachers to particular administrators for walkthrough visits and evaluations.**<br><br>**2. Review TNTP protocol and rubric with staff during Professional Development- lesson plan design/curriculum mapping**<br><br>**3. Conduct walkthrough visits together as administrative team to collaborate on rubric and what effective teaching looks like in the classroom** | July 31, 2020<br><br>August 25, 2020<br><br>August 25, 2020  or Second week of school | Principal<br>Vice Principal<br>Department Chairs<br>Paseo Staff<br>Reading Interventionist<br>Math Interventionist | **Data:**<br><br>My Learning Plan<br>Tyler SIS- attendance, grades, behavior<br>CIS Budget<br>District/Assessment<br>CIS Budget<br>Calendar<br>I-ready, achievement series<br>EOC exam results<br>Building calendar | ☐  _____ |
| **60 Days**<br><br>**1. Conduct 15 weekly walkthrough visits and provide feedback to teachers**<br><br>**2. Identify teachers who have consistently performed in the lagging or approaching range** | September 1, 2020-ongoing<br><br>End of 1st Quarter Grading Period | Principal<br>Vice Principal<br>Department Chairs<br>Paseo Staff<br>ELA Interventionist<br>Reading Interventionist<br>Math Interventionist | **Data**:<br><br> My Learning Plan<br>Tyler SIS- attendance, grades, behavior<br>CIS Budget<br>District/Assessment<br>CIS Budget<br>Calendar | ☐  _____ |

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| **3. Provide opportunities for teaches to do classroom observations of teachers performing in the advanced/proficient range-provide subs if needed.** | October 20, 2020 | | I-ready, achievement series<br>EOC exam results<br>Building calendar<br>District/Assessment Calendar<br>I-ready, achievement series<br>EOC exam results<br>Building calendar | |
| **90 Days**<br><br>**1. Re-evaluate data of teachers performing in lagging/approaching range-provide resources-create improvement plans.**<br><br>**2. Review of data and aggregate data as a staff during PD**<br><br>**3. Continue classroom walkthrough visits and lesson plan reviews** | November 1, 2020<br><br><br><br><br><br>November 1, 2020<br><br><br><br><br>Ongoing | Principal<br>Vice Principal<br>Department Chairs<br>Paseo Staff<br>ELA Interventionist<br>Reading Interventionist<br>Math Interventionist | Tyler SIS- attendance, grades, behavior<br>District/Assessment Calendar<br>CIS Budget<br>CIS Budget<br>CIS Budget<br>I-ready, achievement series<br>EOC exam results<br>Building calendar<br><br>TNTP Data<br>Frontline Data | ☐ _____ |
| **Long Range**<br><br>**1. Examine Data from various assessment sources to determine what adjustments need to be made to** | End of Grading Periods-Ongoing | Principal<br>Vice Principal<br>Department Chairs<br>Paseo Staff<br>ELA Interventionist<br>Reading Interventionist<br>Math Interventionist | Tyler SIS- attendance, grades, behavior<br>District/Assessment Calendar<br>CIS Budget<br>CIS Budget<br>CIS Budget<br>I-ready, achievement series | ☐ _____ |

| curriculum/subjects teaching assignments 2. Complete walkthrough visits TNTP evaluations for staff 3. Collaboration among staff vertically and horizontally to prepare for formative assessments | | | EOC exam results Building calendar | |
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**Superintendent**                                                     **Date**

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**State Supervisor, School Improvement**                             **Date**

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**Federal Programs Supervisor/School Improvement Staff**         **Date**