

School Name: Pitcher Elementary School

2020-2021 Schoolwide Title I Improvement Plan

Grade Levels: Pre-Kindergarten – 6th Grade

Mission: Why do we exist?	Mission: We support students in becoming successful citizens, leaders, and lifelong learners in a collaborative, positive, and nurturing environment focused on scholarship and community.
Needs Assessment: (4000 character limit) The needs of the district are identified and prioritized (if multiple needs are listed) through data analysis. More than MAP data should be considered when looking at the needs of the school. Only major findings should be stated and in a bulleted format. These will become the basis for Objectives and Strategies.	<p>Pitcher's 2020</p> <p>2020-2021 School Improvement Plan is aligned with the KCPS Strategic Plan. In addition, like KCPS, <i>"all stakeholders are committed to success for every student."</i> (KCPS Strategic Plan, Pillar D, Strategic Priority #10, pp. 12, 24) During the Fall, 2020 Title 1 meeting, parents will be informed of goals to improve academics and asked for their input. In May 2021, we will review our results during the Spring Title 1 meeting and ask for parent feedback and input. In addition, parents will be provided copies of Pitcher's draft school improvement goals at the Aug., 2020 Open House. In Aug., 2020, the Pitcher staff will review and discuss the draft school improvement goals and activities during their professional development session. They will provide ideas and revisions in the school improvement plan. Goal implementation and progress will be a part of each monthly SAC/LINC Site Council meeting. In addition, the school leadership team will review the plan quarterly to ensure implementation and progress.</p> <p>Key issues identified from annual performance data and local assessments.</p> <ul style="list-style-type: none"> • Student attendance was 87% for SY 18-19 (using Missouri 90 by 90 Attendance Criteria). Attendance data for 2019-2020 is unavailable. • There is a high poverty rate at Pitcher. All students participate in the federal breakfast and lunch program. • The MAP test was not given in spring 2020 due to the pandemic. However, academic growth in reading and math continues to be the focus at Pitcher. • Pitcher school continues to experience a high mobility rate. 148 students moved in or out of Pitcher school during the 2018-19 school year. Due to the pandemic, we do not have yearly data for the 2019-2020 school year. • December 2019 i-Ready results showed much student growth. However, a significant number of students continue to perform below grade level in math, reading, and science. There was no spring administration of i-Ready due to the pandemic and closing of schools. <p>Key issues identified from needs assessment and/or Surveys or Advanced Questionnaire.</p> <ul style="list-style-type: none"> • Improve student achievement • Increase parent and community engagement • Provide teacher professional development to increase instructional effectiveness • Increase student attendance <p>Pitcher's purpose is to provide a high-quality education by tailoring instruction and providing interventions to meet the needs of our students, as well as <i>"engage, challenge and support every student."</i> This purpose is consistent with the KCPS Strategic Plan (Pillar A, Strategic Priority 3, pp. 5, 7, 11, 2018)</p> <p>Prioritized Needs for the Building.</p> <ul style="list-style-type: none"> • Improve student achievement • Provide teacher professional development to increase instructional effectiveness • Increase parent and community engagement • Increase student attendance

**Planning Team
Members:**

Names and Titles

Ex: Andrew Larson/Title I Supervisor
Jane Doe/Parent

Names/Titles

Dr. Karol Howard, Principal
Brian Schneider, 5th grade teacher
Julia Meyer, kindergarten teacher
Regina Conner, 1st grade teacher
Felicia Bowles, 3rd grade teacher
Jaime Day, Ex. Ed. teacher
Lori Bestgen, Instructional Coach
Jeanette Ashby-Welter, Instructional Coach

Use this template to guide you through the information included in ePeGS Planning Tool. You can add to this template as needed. The ePeGS Planning Tool is not limited to the numbers of objectives, strategies and action steps represented in this template.

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

<p>Develop measurable targets to show progress toward meeting objectives in the new or revised plan. Use the SMART format for objectives: By (when), (percent/number) of (who) will (do what) as evidenced by (what).</p>		<p>Strategies explain how the objectives will be accomplished. Strategies identify programs and practices to be implemented, responsible persons, resources committed to the strategy, and timelines for implementation.</p>					<p>Action steps divide the strategies into more specific responsibilities and activities necessary to implement the programs and practices described in the strategies. Action plans indicate responsible persons, resources, and timelines identifying when each action will be completed.</p>		Date To Implement	Date of Completion:
Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step			
<p>1. By May 2021, 70% or more students in grades K-6 will demonstrate improved academic achievement by meeting their projected growth targets in math and 60% or more in reading, as measured by the I-Ready Assessment.</p> <p>1a. By August 2021, (or when MAP scores are released) 45% or more students in grades 3-6 will show improved academic achievement by scoring proficient or advanced in math and reading, and 30% in science (5th grade), as measured by the Missouri MAP assessment.</p> <p>1b. By August 2021, the gap in reading and math proficiency between students in grades 3-6 at Pitcher and the Missouri State average on MAP will decrease by 3 percentage points or more, as measured by MAP score reports.</p> <p>1c. 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.</p>	<p>1. Students will be assessed three times during the 2020-2021 SY using I-Ready. The purpose will be to establish baseline levels, identify learning gaps, provide targeted support through flexible small group focused instruction, and develop personalized learning plans.</p>	1.1.1.1.3	IC, teachers, KCPS Assessment dept.	Operating. Title 1,	8/21/20	5/22/21	1. Teachers will administer i-Ready and Map assessments, as well as KCPS curriculum assessments.		8/20	5/21
							2. Based on assessment data, teachers will differentiate instruction.		8/20	5/21

<p>Pitcher’s SMART goals of increasing the percentage of students meeting proficiency on the MAP test, as well as increasing student growth rates to grade level for students currently performing below grade level, using high impact teaching strategies, and providing ongoing teacher professional development are all consistent with the KCPS Strategic Plan (Goals 1, 3, Pillars A and C, pp. 15, 16, 22).</p> <p>Pitcher’s School Improvement plan is consistent with the KCPS Strategic Plan (Pillars A and C, p. 10). Like KCPS, at Pitcher we believe <i>“All students can and will learn”</i> when instruction is personalized to each student’s individualized learning need (KCPS Strategic Plan p. 9). <i>“Student achievement is the centerpiece of the strategic plan”</i>, for both KCPS and Pitcher (KCPS Strategic Plan p. 9). Like KCPS, Pitcher will <i>“cultivate a focus on results and celebrate continuous improvement”</i> (KCPS Strategic Plan, Strategic Priority #10, pp. 10, 11). Pitcher teachers will use assessment data to target students’ needs, plan for personalized instruction, and provide interventions to struggling students. (KCPS Strategic Plan, Pillar D, pp. 16, 17). In addition, Pitcher, like KCPS, strives to <i>“accelerate learning, growth, and success for all students”</i> by focusing in teaching and learning and implementing a <i>“personalized instructional system”</i> tailored to the individual needs of the students (KCPS Strategic Plan, Pillar A, p. 12, 13).</p> <p>Pitcher’s plan of providing ongoing professional development to build teacher capacity will result in improved student achievement. <i>“Instructional effectiveness is the strongest predictor of student learning.”</i> (KCPS Strategic Plan, Pillar C, Strategic Priorities #7,8, pp. 8, 11, 13, 17).</p> <ul style="list-style-type: none"> • Through professional development, teachers will learn additional high impact strategies to improve student instruction. • When job-embedded teacher professional development, focused on improving student achievement is provided, then instructional practices improve, classroom instruction is more effective, and student achievement improves. • If job-embedded professional development includes training, support, modeling and in-class coaching by an instructional coach, and teachers learn how to use data to inform instruction, then teachers will implement high impact teaching strategies, then teachers’ instructional practices improve, resulting in more effective classroom instruction and improved student achievement. 									
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<p>Research has demonstrated the high impact of focused small group instruction on student engagement, and ultimately achievement. When instructional time is increased by improving student engagement, then all students learn the expected grade level skills and content, and student achievement improves. Students must be engaged in the lesson in order to learn.</p> <p>If we assess all students at the beginning of the year and as new students enroll during the 2020-2021 school year, then learning gaps will be identified, intervention strategies implemented, and student achievement improves.</p> <p>Research Based Strategy for Implementation</p> <ol style="list-style-type: none"> 1. Administer I-Ready test in Aug. 2020 to all enrolled students in grades 1-6. 2. Use classroom formative and summative assessments to monitor learning. 3. Implement grade level flexible groupings in math and reading in grades 3-6. 4. Provide targeted support through flexible small group focused instruction in the classroom and Learning Lab by teachers and academic intervention teachers. 5. Implement personalized learning plans in grades 3-6. 6. Teachers use small group notebooks to track student progress and guide future planning. 7. Math and literacy instructional blocks will be 90 minutes each daily. 8. Students in grades 3-6 will write daily in science based using science quickwrites. 9. Teacher capacity will be built by providing job-embedded professional development focused on improving student achievement. <ul style="list-style-type: none"> • Teachers will learn and use high impact instructional strategies in the classroom. • Teachers will be provided with ongoing school-based coaching and support, thus building teacher capacity. <p>Funding Source(s): Operating, Title 1 Academic Achievement</p> <p>Measurable adult behaviors</p> <ul style="list-style-type: none"> • During the 2020-2021 school year, all classroom teachers will implement whole-class and flexible small group instruction in their classrooms, as measured by classroom schedules, weekly lesson plans, and teacher small group notebooks. 									
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<ul style="list-style-type: none">• Mentor teachers will assist new teachers.• Teachers will engage in professional development.• KCPS Curriculum will be implemented.									
<div>Apply Strategy to Plan</div> <div><input type="checkbox"/> Spec Ed Improvement Plan</div> <div><input type="checkbox"/> Education Technology Plan</div>	4. Daily RTI (Response to Intervention) will be embedded in the reading and math instructional blocks.	1.1, 1.3	IC, T	Operating, Title 1	9/24/20	5/22/21	1. Embed a 30 minute RTI period during the school day.	9/20	5/21
							2. Provided targeted instruction to students.	9/20	5/21
	5. Instruction will be monitored (i.e., performance data, observations, walk throughs, lesson plans, review student work, etc.) to ensure learning.	1.1, 1.3	IC, T, P	Operating, Title 1	8/20/20	5/22/21	1. Classroom observations will be conducted to ensure implementation of KCPS curriculum and use of effective research-based strategies.	9/20	5/21
							2. Performance data and student work will be reviewed to ensure learning.	9/20	5/21

Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
<p>2. By May 2021, 80% or more of teachers will use learned skills and strategies to implement small group instruction, as measured by lesson plans and principal observation.</p> <p>Comments for strategy 6 If instruction is differentiated based on students' academic needs, and each student's specific instructional needs are addressed, and student misconceptions and/or learning gaps are addressed, then student achievement will improve.</p> <p>Personalized learning plans are consistent with the KCPS Strategic Plan (Pillar A, Strategic Priority 2, p. 19).</p>					6. Instruction will be differentiated based on students' academic needs. Student misconceptions and/or learning gaps will be addressed through focused instruction, resulting in improved student achievement.	1.1, 1.3	IC, T, P	Operating, Title 1	9/24/20	5/22/21	1. Implement grade level flexible groupings in math and reading.	9/20	5/21
											2. Implement personalized learning plans for students in grades 3-6.	9/20	5/21
											3. Provide targeted support through flexible small group focused instruction. (In class, Learning Lab)	9/20	5/21
											4. Teachers will plan for and teach flexible small groups during their literacy and instructional periods daily.	9/20	5/21
					7. Flexible grade level small group instruction in reading and math will be provided. (classroom, Learning Lab)	1.1, 1.3	IC, T, P	Operating, Title 1	9/10/20	5/22/21	1. Students will be organized into flexible groups based on academic need.	9/20	5/21
											2. Teachers will teach small groups in math and reading each day.	9/20	5/21
											3. Learning Lab students will also be organized into flexible groups based on academic need.	9/20	5/21
											4. Teachers will implement whole-class and flexible small group instruction in their classrooms, as measured by classroom schedules, weekly lesson plans, and teacher small group notebooks.	9/20	5/21
<p>Comments for Strategy 7 If flexible grade level small group instruction is provided, then instruction can be differentiated according to each student's academic needs, then learning will be accelerated and student achievement will improve.</p> <ul style="list-style-type: none"> The instruction will be differentiated according to each student's needs. Learning will accelerate and student achievement will improve. 					8. By May of each school year, students in need will receive support from an academic intervention teacher in reading and/or math (Learning Lab), as measured by the teachers' weekly schedules.	1.1, 1.3	IC, T, P	Operating, Title 1,	9/10/20	5/22/21	1. Implement grade level flexible groupings in math and reading.	9/20	5/21
											2. Provide targeted support through flexible small group focused instruction. (In class, Learning Lab)	9/20	5/21

<ul style="list-style-type: none"> Small group instruction and targeted/focused instruction will address student misconceptions and gaps in knowledge/skills. <ul style="list-style-type: none"> Small group instruction will enable teachers to spend more time on student feedback. Students will spend more time on task and be more engaged in learning. Teachers will use small group notebooks to track student progress and guide future planning. <p>Comments for Strategy 8</p> <p>If a learning lab (small group focused instruction by academic intervention teachers) is implemented for students in grades 1-6, and instruction is differentiated to each student's academic needs, and intensive academic intervention is provided to students in reading and math, then student achievement will improve.</p> <p>Comments for Strategy 9</p> <p>If uninterrupted effective whole-class instruction on grade level is provided, including checking for understanding, then student achievement will improve.</p>									
	9. Uninterrupted whole class core instruction on grade level will be provided daily.	1.1, 1.3	IC, T, P	Operating, Title 1	8/20/20	5/22/21	1. Teachers will plan and teach on grade level whole class instruction in all core academic areas daily.	9/20	5/21
							2. Math and literacy blocks will be scheduled daily and taught daily for 90 minutes each.	9/20	5/21
	10. 100% of students and classroom teachers will access available technology resources for teaching and learning resulting in Pitcher students reaching the required Adequate Yearly Progress (AYP) status in Reading and Math, as measured by the 2021 MAP test.	1.1, 1.3	IC, T, Computer T, Dist. IT	Operating, Title 1	8/28/20	5/22/21	1. Professional development will be provided to teachers on using available technology. 1a.By May 2021, 80% or more of teachers will use learned skills and strategies to effectively utilize technology in instruction, as measured by lesson plans and principal observation. 1b.Teachers will be encouraged to attend district IT training sessions on district software.	8/20	5/21

							2. Teachers will use available instructional technology to engage students in learning, as well as individualize learning for students, resulting in increased student achievement.	8/20	5/21
							3. Students will use available technology in the classrooms and computer lab.	8/20	5/21
							4. Throughout the 2020-2021 school year, the computer teacher and/or instructional coach will provide in-class technology support to teachers	8/20	5/21

Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
					11. A PST (Problem Solving Team process) will be implemented to provide early warning signs to identify students at risk of academic failure. (KCPS Strategic Plan, Pillar A, Strategic Priority 2, p. 19).	1.1, 1.3	Couns., T	Operating,	9/4/20	5/22/21	1. Hold meetings bi=weekly.	9/20	5/21
											2. Collect data on interventions implemented.	9/20	5/21
											3. Ensure suggested interventions are implemented.	9/20	5/21
											4. Monitor progress of student.	9/20	5/21
					12. All students in grades K-6 will engage in 20 minutes of daily independent reading	1.1, 1.3	IC, T, P	Operating, Title 1	8/20/20	5/22/21	1. Students will read independently for 20 minutes each day.	8/20	5/21
											2. Student reading logs will be implemented.	9/20	5/21
											3. DEAR time will be evident in class schedules.	9/20	5/21

Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
3. Improve student achievement in ELA, math and Science.					13. Fully implement KCPS curriculum. Every teacher will implement the four essential components of an effective lesson (anticipatory set, modeling, guided practice, checking for understanding).	1.1, 1.3	T, P, IC	Operating, Title1	8/20/20	6/1/21	1. Provide teacher professional development on curriculum.	8/20	6/21
											2. Monitor instruction – walk throughs, lesson plans, review student work	8/20	6/21
											3. Review performance data with teachers to ensure learning.	10/20	10/21
					14. Conduct classroom walk throughs to ensure implementation of KCPS curriculum and use of effective research-based strategies.	1.1, 1.3	P, IC	Operating, Title1	8/20/20	6/1/21	1. Provide teacher professional development on walkthrough form.	8/20	6/21
											2. Monitor instruction – walk throughs, lesson plans, review student work	8/20	6/21
											3. Implement the new KCPS walkthrough form and conduct at least 10 walkthroughs a week.	8/20	6/21

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
4. By May 2021, 80% or more of the classroom teachers will work with the instructional coach, including observing lessons modeled by the instructional coach or exemplary teachers, with the overall aim to improve instructional practices, as measured by sign in sheets and/or KCPS Teacher Classroom Observation form.	15. An instructional coach will be employed to support the goal of improving teaching and learning resulting in increased student achievement. The instructional coach will work with teachers during the 2020-2021 school year.	1.1, 1.3	IC, P, Ts	Operating, Title 1	8/13/20	5/22/21	1.By May 2021, the principal and/or instructional coach will provide support/coaching on implementing high impact teaching strategies and using data to inform instruction, as measured by sign in sheets and/or KCPS Teacher Classroom Observation form. 1a.The Principal will work with the instructional coach to ensure the professional development needs of the teachers are met.	8/20	5/21
							2. An instructional coach will work with teachers and help support the goal of moving students from below basic and basic levels into the proficient level on the 2021 MAP test.	8/20	5/21

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
5. By May 2021, 80% or more teachers will participate in professional training to increase effectiveness by learning new strategies. (The increased achievement will be measured by I-Ready/MAP. Instructional practices/ teacher effectiveness will be measured by KCPS Teacher Observation Form.)	16. If there are any new teachers, they will be provided with a teacher mentor, who will provide support, feedback, and assist the new teachers with any concerns.	1.1, 1.3	IC, P, T mentors, KCPS PD dept.	Operating, Title 1	9/25/20	5/22/21	1. Assign teacher mentor.	9/20	5/21
							2. New teacher and mentor meet at least monthly.	9/20	5/21

<p>Pitcher’s plan of providing ongoing professional development to build teacher capacity will result in improved student achievement. <i>“Instructional effectiveness is the strongest predictor of student learning.”</i> (KCPS Strategic Plan, Pillar C, Strategic Priorities #7,8, pp. 8, 11, 13, 17).</p> <ul style="list-style-type: none"> • Through professional development, teachers will learn additional high impact strategies to improve student instruction. • When job-embedded teacher professional development, focused on improving student achievement is provided, then instructional practices improve, classroom instruction is more effective, and student achievement improves. • If job-embedded professional development includes training, support, modeling and in-class coaching by an instructional coach, and teachers learn how to use data to inform instruction, then teachers will implement high impact teaching strategies, then teachers’ instructional practices improve, resulting in more effective classroom instruction and improved student achievement. <p>Research has demonstrated the high impact of focused small group instruction on student engagement, and ultimately achievement. When instructional time is increased by improving student engagement, then all students learn the expected grade level skills and content, and student achievement improves. Students must be engaged in the lesson in order to learn.</p>							
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Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
					19. The KCPS curriculum will be fully implemented. In addition, every teacher will implement the four essential components of an effective lesson (i.e., anticipatory set, modeling, guided practice, checking for understanding). This is consistent with the KCPS Strategic Plan (Pillar A, Strategic Priority 2, p. 18).	1.1, 1.3	IC, T, P	Operating, Title 1	8/13/20	5/22/21	1. Teachers will be provided professional development on curriculum.	8/20	5/21
											2. Teachers participate in training meetings.	8/20	5/21
											3. Teachers participate in follow up side-by-side coaching, if needed.	8/20	5/21
					20. Principal or IC will meet quarterly with teachers to review student performance data.	1.1, 1.3	P, IC	Operating, Title1	10/30/20	5/1/21	1. Schedule meetings, arrange for substitute teachers, and organize performance data.	10/20	6/21
											2. Conduct meetings and determine next step.	10/20	6/21
					21. By May 2021, Pitcher will offer 10 or more professional development sessions to improve teaching effectiveness and increase student achievement, attended by at least 80% of teachers, as measured by sign-in sheets.	1.1, 1.3	IC, T, Computer T	Operating, Title 1	8/20/20	5/22/21	1. By May 2021, 80% or more of teachers will used learned skills and strategies to implement personalized instruction, as measured by content mastery spreadsheets, small group notebook entries, and data consult meetings.	8/20	5/21
											2.Student achievement and other building data will be used to monitor and assess the effectiveness of instruction, as well as teacher implementation of newly learned strategies.	8/20	5/21

	22. Classroom teachers will use performance data to identify specific learning needs in order to provide a laser-like instructional focus resulting in greater student achievement.	1.1, 1.3	T, IC, Princ.	Operating/Title I	9/4/20	6/1/21	1. Assess and organize data.	9/20	6/21
							2. Review and discuss data.	9/20	6/21
							3. Decide on next steps.	9/20	6/21
							4. Repeat process.	9/20	6/21
	23. Through grade level PLC teams, teachers will collaborate, review data, and plan instruction weekly.	1.1, 1.3	Princ., T, IC	Operating/Title I	8/15/20	6/1/21	1. Train teachers on PLC teams.	8/20	6/21
							2. Facilitate PLC team process.	8/20	6/21
							3. Teachers and IC meet weekly in their PLCs to review data and discuss results.	8/20	6/21
							4. Decide on next steps and plan.	8/20	6/21

Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
6. By August 2021, the gap in science proficiency between students in grade 5 at Pitcher and the Missouri State average on MAP will decrease by 3 percentage points or more, as measured by MAP score reports.					24.4 th and 5 th grade teachers will focus on building foundational skills in science, along with teaching the KCPS science curriculum.	1.1, 1.3	T, IC	Operating, Title 1	9/20/20	6/1/21	1. Identify foundational skills to teach.	9/20	6/21
											2. Integrate foundational skills with the assigned second quarter KCPS science curriculum.	9/20	6/21
											3. Discover Ed, Gizmo, and other science educational websites will be used to “go beyond” the science curriculum.	9/20	6/21
					25. Students in grades 3-6 will write daily in science based using science quickwrites.	1.1, 1.3	T, IC	Operati ng, Title 1	6/ 20	6/1/21	1. Create science quickwrite monthly booklets.	9/20	6/21
											2. Teachers provide a mini-lesson in science.	9/20	6/21
											3. Students write a paragraph on the content learned.	9/20	6/21
					26.Science instruction will be strengthened in grades 3-6.	1.1, 1.3	IC, T,	Operati ng, Title 1, Lean	8/20/20	5/22/21	1. The KCPS science curriculum will be taught.	8/20	5/21
											2. Fourth and fifth grade teachers will focus on building foundational skills in science for the first	8/20	5/21

Goal 2: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
1. By May 2021, 80% of teachers will participate in professional training to increase effectiveness by learning new strategies. Increased achievement will be measured by I-READY/MAP. Instructional practices/ teacher effectiveness will be measured by KCPS Teacher Observation Form, principal observation and student performance data.					1. Teachers will be provided professional development in effective research-based instructional strategies during the 18-19 SY, ultimately resulting in improved instruction and student achievement.	1.1, 1.3	P, T, IC	Operating, Title 1	8/7/20	5/1/21	1.District and school schedule curriculum and other professional development training.	8/20	5/21
											2. Teachers participate professional development training.	8/20	5/21
					2. By May 2021, Pitcher will offer 10 or more professional development sessions to improve teaching effectiveness and increase student achievement, attended by at least 80%of the teachers, as measured by sign in sheets. 2a. By May 2021, 80% or more of teachers will use learned skills and strategies to implement personalized instruction, as measured by content mastery spreadsheets, small group notebook entries, and data consult meetings. 2b. By May 2021, 80% or more of teachers will use learned skills and strategies to implement small group instruction, as measured by lesson plans and principal observation. 2c. By May 2021, the principal and/or instructional coach will provide support/coaching on implementing high impact teaching strategies and using data to inform instruction, as measured by sign in sheets	1.1, 1.3	P, T, IC	Operating, Title 1	8/7/20	5/1/21	1. Provide professional development to teachers in effective research-based instructional strategies, ultimately resulting in improved instruction and student achievement. (principal and IC to provide training)	8/20	5/21
											2. Teachers participate in training sessions.	8/20	5/21
											3. KCPS Curr. Dept. will provide professional development to teachers.	8/20	5/21
											4. Student achievement and other building data will be used to monitor and assess the effectiveness of instruction, as well as teacher implementation of newly learned strategies.	8/20	5/21

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
3. Provide new teachers with mentor teachers.	4.If there are any new teachers, they will be provided with a teacher mentor, who will provide support, feedback, and assist the new teachers with any concerns.	1.1, 1.3	IC, P, T mentors, KCPS PD dept.	Operating, Title 1	9/25/20	5/22/21	1. Assign teacher mentor.	9/20	5/21
							2. New teacher and mentor meet at least monthly.	9/20	5/21

Objective					Strategy							Action Step			
4. Monitor teaching effectiveness.					5.Conduct classroom walk throughs to ensure implementation of KCPS curriculum and use of effective research-based strategies. 6.Conduct formal evaluations of teachers.		1.1., 1.3	P, IC	Operating, Title1	8/20/20	6/1/21	1. Provide teacher professional development on curriculum and walkthrough form.		8/20	6/21
												2.Monitor instruction – walk throughs, lesson plans, review student work		8/20	6/21
												3. Review performance data with teachers to ensure student learning.		10/20	6/21
												4.Conduct 10 observations weekly using the new teacher walkthrough rubric.		9/20	6/21
												5.Follow the KCPS staff evaluation protocol.		9/20	6/21
MSIP Standard	Progress Measures	Baseline	Progress	Target											

Goal 3: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

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<p>Comments</p> <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</i></p> <p>Rationale:</p> <p>Pitcher’s goal is to ensure a safe, effective and efficient learning environment. Pitcher will strive to be “<i>a safe learning environment where students feel protected and learning can flourish.</i>” (KCPS Strategic Plan, p. 9) Pitcher will strive to ensure that “<i>every student will be challenged and supported within a safe environment.</i>” (KCPS Strategic Plan, Pillar B, Strategic Priority #1, pp. 10, 11, 15, 16, 17)</p> <ul style="list-style-type: none">• If instructional time is increased by <u>decreasing out of school suspensions</u>, then more students will be present in class, then more students will learn content taught in class and student achievement will improve.• If <u>students were positively recognized and awarded</u> for their improvement and successes in school (i.e., behavior, attendance, and academics), then students will be motivated to continue working in school, then students will strive to be successful, then overall student morale and further school success will be achieved.• If <u>teachers were positively recognized</u> for their positive efforts and success, then teachers will feel valued, then they will be motivated to continue their hard work, strive to be successful, and overall school success, including student achievement will be improved. Positive recognition for teachers, including showing appreciation and celebrating successes, will result in greater teacher morale and motivation and encourage further effort. Pitcher, like KCPS, will “<i>cultivate a focus on results and celebrate continuous improvement.</i>” (KCPS Strategic Plan, Pillar D, pp. 17, 26)									
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Goal 4: Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
<p>1. Build positive relationships with parents to increase involvement, including increasing communication by teachers to keep parents informed of their child's progress.</p> <p>Collaborative Cultures <i>Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.</i></p> <p>There will be a 10% increase in parent participation in student learning and school activities during the 2020-2021 school year.</p> <p>Rationale: If parents were provided with opportunities to learn how to help their children be successful in school, and work with their children at home, then parents would become partners in the education process, thus improving student achievement. This is consistent with the KCPS Strategic Plan (Pillar B, pp. 13, 16).</p> <p>Funding Source(s): Operating, Title 1 MSIP Standard(s): 1.1, 1.3 Academic Achievement</p> <p>Measurable Adult Behaviors:</p> <ul style="list-style-type: none"> SAC/Linc site council will meet monthly Teachers will keep parents informed of student progress and activities. Pitcher and community partnerships will provide activities and services to students. 	<p>1. Two-way communication between parents and teachers will be encouraged beginning in August 2020 and continuing through May 2021. "Providing frequent two-way communication with students and families" is consistent with the KCPS Strategic Plan Pillar B, Strategic Priority 5, pp. 16, 20).</p>	1.1, 1.3	P, T, LINC, parents	Operating, Title 1	8/13/20	6/1/21	1. Contacts may include phone calls, e-mail, texts, notes, in person conversations, etc.	8/20	6/21
							2. Teachers will inform parents about student progress, activities and achievement throughout the 2020-2021 school year. A monthly school calendar will be distributed.	8/20	6/21
							3. Midterm progress reports and quarterly report cards will be sent home to parents.	8/20	6/21
							4. School activity information will be displayed on the outside school sign.	8/20	6/21
							5. Fall and Spring Parent-Teacher Conferences will be held during the 2020-21 SY.	8/20	6/21

Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
					6. Pitcher will “ensure that staff meet with students and families at least twice each year to engage in two-way dialog about the student’s academic progress.” (i.e., student led conferences) (KCPS Strategic Plan, Pillar B, Strategic Priority 5, p. 20)	1.1, 1.3	P, T, parents	Operating, Title 1	10/31/20	2/14/21	1. Schedule and conduct Parent-Teacher Conferences in October 2020 and February 2021.	10/20	2/20
					7. To increase parent attendance and participation in school activities, the SAC committee will work collaboratively with the LINC coordinator in providing opportunities for parents to participate in school academics and student activities.	1.1, 1.3	P, T, LINC, parents	Operating, Title 1	9/30/20	5/1/21	1. Opportunities will be provided for parents to participate in school activities.	9/20	5/21
											2. Parent participation in student activities will be documented through sign-in sheets, agendas and/or minutes.	9/20	5/21
											3.Implement SAC ideas that are within the school and KCPS board practices/policies	9/20	5/21
											4. All parents will be invited participate in the monthly SAC/Link site council meetings.	9/20	5/21
					8. Parents will be provided an opportunity to learn how to reinforce classroom learning in reading and math by working with their children at home. (Parent education program)	1.1, 1.3	P, T, LINC, parents	Operating, Title 1	11/15/20	12/1/21	1. The teacher “parent committee” will meet to plan a parent “curriculum night.”	11/20	12/20
Comments											2. Curriculum night will be scheduled and held in November 2020.	11/20	12/20
											3. Opportunities will be planned for parents to learn how to help their children be successful in school.	11/20	12/20
											4. Parents will be provided an opportunity to learn how to reinforce classroom learning in reading and math by working with their children at home.	11/20	12/20

Goal 5: Governance Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students.

Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
<p>1. Leadership capacity will be built among all stakeholders during the 2020-2021 school year.</p> <p>Rationale: Pitcher will implement a leadership team process focusing on improving instruction, using student performance data to focus content leaning, and supporting ongoing professional development, all of which will result in increased student achievement. This is consistent with the KCPS Strategic Plan (Pillar C, Strategic Priority 9, p. 23)</p> <p>Funding: Operating, Title 1 MSIP Standard(s): Standard Academic Achievement 1.1, 1.3</p> <p>Measurable Adult Behaviors:</p> <ul style="list-style-type: none"> • PBIS committee will meet quarterly. • SAC/LINC site council will meet monthly • School leadership team will meet monthly. • A student council will be implemented. 					1. The School Leadership Team, Professional Learning Communities (PLCs), Positive Behavior Intervention Support (PBIS) committee, and other school committees will be used to develop leadership and governance capacity in teachers.	1.1, 1.3	P, T leaders	Operating, Title 1	8/20/20	6/1/21	1. School committees will meet regularly to implement the work of the school.	8/20	6/21
					2. The school leadership team will implement, monitor and assess the effectiveness of Pitcher's Title 1 School Improvement plan.	1.1, 1.3	P, T leaders	Operating, Title 1	8/20/20	6/1/21	1. The school leadership team will meet monthly to plan and monitor progress of the School Improvement Plan and overall student academic improvement. The school leadership team will ensure Pitcher's school improvement goals are consistent with the KCPS Strategic Plan goals. (This is consistent with the KCPS Strategic Plan, Pillar D, p. 16.)	8/20	6/21

										2. The school leadership team will meet monthly to review current strategies to ensure students are learning the grade level curriculum content and make adjustments, as needed.	8/20	6/20	
										3. Data and informational reports will be shared with all instructional staff.	8/20	6/21	
					3. A student council will be created to build leadership capacity and provide student leadership in the school throughout the 2020-2021 school year. This will also “create opportunities for student voice and ownership.” (consistent with KCPS Strategic Plan, Pillar A, Strategic Priority 1, p. 2018)	1.1, 1.3	Couns, students	Operating, Title 1	11/1/20	5/1/21	1. Define student council responsibilities, duties and parameters.	11/20	5/21
											2. The student council will meet monthly.	11/20	5/21
											3. Implement student council ideas that are within the school and board practices/policies.	11/20	5/21
	4. The Positive Behavior Intervention Support (PBIS) committee will be used to develop leadership and governance capacity in teachers. (consistent with KCPS Strategic Plan, Pillar A, Strategic Priority 1, p. 2018)					1.1, 1.3	P, T leaders	Operating, Title 1	8/10/1/20	5/1/21	1. The PBIS committee will meet quarterly.	8/20	5/21
											2. The PBIS committee will plan professional development for staff.	8/20	5/21
											3. The PBIS committee will work collaboratively with the staff to implement the PBIS Matrix and the school wide PBIS plan	8/20	5/21
											4. The PBIS committee will manage the Eagle Store.	8/20	5/21
											5.		

						MSIP Standard	Persons	Funding Source	Date to	Date of			
											Date To Implement	Date of Completion:	

Objective					Strategy						Action Step		
					5. Parents will be develop leadership through participating in SAC/LINC Site Council meetings.	1.1,	P, T, LINC, parents	Operating, Title 1	9/30/20	5/21	1. Plan and schedule meetings.	9/20	5/21
											2. Send information to parents about meeting.	9/20	5/21
											3. Parent officers will conduct the SAC/LINC Site Council meeting.	9/20	5/21
					6. All homeroom teachers will hold classroom meetings. This will <i>“create opportunities for student voice and ownership.”</i> (consistent with KCPS Strategic Plan, Pillar A, Strategic Priority 1, p. 18)	1.1, 1.3	Ts, students	Operating	8/20/20	5/21/21	1. Teachers will regularly conduct classroom meetings.	8/20	5/21

Goal 6: 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.

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

By May 22, 2021, ninety percent or more of all students enrolled at Pitcher Elementary School will maintain an attendance percentage of 90% or more, as measured by the district (in TYLER). (State of Missouri 90 by 90 expectation)

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

- Student attendance for SY 17-18 was 87% (90 by 90). (18-19 attendance not yet available)
- Regular school attendance for some students continues to be a challenge due to a number of economic, social, and emotional issues.
- High mobility also impacts Pitcher's student attendance. 148 students moved in and out of Pitcher in SY 18-19. Families often move and the school is unaware until much later. Students cannot learn without being physically present at school.
- If more students are present at school, then instructional time is increased for those students, then more students will learn the subject content taught in class, and student achievement will improve.

Research Based Strategy(ies) for Implementation:

- Pitcher will monitor attendance at the individual student level. ("Personalization with Precision")
- Weekly individual attendance plans will be implemented for students with attendance below 90%.
- There will be a classroom and school-wide focus on attendance, along with student incentives.
- An attendance committee will meet weekly to monitor student attendance.

Funding Source(s): Operating, Title 1

MSIP Standard(s): MSIP Standard 4, Missouri 90 by 90 Attendance criteria

Measurable Adult Behaviors:

- Daily phone calls to parents of absentee students
- Semester attendance awards
- Tracking of attendance in student data notebooks and/or classroom postings
- Implementation and tracking of individual student attendance plans (targeting students with attendance below 90%)
- Weekly attendance committee meeting to monitor school attendance

Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
1. Improve student attendance to 90% for the 90 x 90 expectation.					1. Establish an attendance committee to monitor student attendance. The attendance committee will meet weekly.	4	Couns., P, nurse, sec.	Operating	9/14/20	6/1/21	1. Conduct a Friday weekly attendance committee meeting to monitor school attendance. <input type="checkbox"/>	9/19	6/20
MSIP Standard	Progress Measures	Baseline	Progress	Target	2. Attendance drawings will randomly be held and students may select a prize from the front display case.	4	Couns., Sec.	Operating	9/14/20	5/10/21	1. Select “winning” students.	9/20	5/21
											2.Call student names over the intercom	9/20	5/21
												9/20	
					3. Daily phone calls will be made to parents of absentee students.	4	Coun, Sec.	Operating	9/14/20	6/1/121	1. Counselor or secretary will call parents of absentee students daily.	9/20	6/21
Comments						4	Coun, Sec.	Operating	9/14/20	6/1/121			
					4. Various incentives (i.e., school dance, Ice cream, movie, extra recess, etc.) will be provided for perfect attendance students.	4	Coun. P, T	Operating	9/21/20	6/1/21	1. Select and award incentives.	9/20	6/21
											2. Schedule incentive activities.	9/20	6/21

Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
					5. The “giant” trophy will be used to motivate classroom perfect attendance.	4	Couns., P	Operating	9/10/20	6/1/21	1. The trophy will be placed daily in a perfect attendance classroom.	9/20	6/21
					6. Perfect attendance dress down days will be offered throughout the school year.	4	P	Operating	10/1/20	6/1/21	1. Schedule perfect attendance Dress Down Days.	10/20	6/21
					7. Develop Individual Attendance Plans targeting students with attendance percentages below 90%.	4	Couns.	Operating	6/20	6/1/21	1. Counselor will meet with individual students with less than 90% attendance weekly.	9/20	6/21
Comments											2. Individual attendance plans will be developed, implemented and monitored. (Targeting students with attendance below 90%)	9/20	6/21
					8. Teachers will offer their own classroom attendance incentive to students.	4	Ts	Operating	9/14/20	5/10/21	1. Teachers will monitor their classroom’s student attendance.	9/20	5/21
											2. Teachers will provide a classroom incentive for perfect attendance.	9/20	5/21
					9. A daily intercom announcement will be made at the end of the day praising perfect attendance classrooms.	4	P, Sec.	Operating	9/14/20	5/10/21	1. The secretary or principal will praise classroom perfect attendance at the end of the day over the intercom.	9/20	5/21

Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
					10. Teachers will receive memos informing them of students with attendance percentages below 90%.	4	P, Sec.	Operating	11/30/20	6/1/21	1. Teacher memos will be written and given to teachers informing which students in their classroom has less than 90% attendance.	11/20	6/21
											2. The teachers will be encouraged to speak with the child and contact the parent if the child is absent from school.	11/20	6/21
					11. K-6 Attendance will be tracked in each classroom (poster) or by the students in grades 3-6 (data notebooks).	4	Ts, students	Operating	9/21/20	5/10/21	1. Attendance will be posted in each classroom.	9/20	5/21
											2. Students in rooms with perfect attendance will receive an incentive.	9/20	5/21
											3. Each room will post the perfect attendance banner on their door, when all students are present.	9/20	5/21
Comments					12. Parents will be reminded about the importance of attendance in the quarterly school newsletter.	4	Couns., P	Operating	10/30/20	5/1/21	1. An article will be written about the importance of regular school attendance.	10/20	5/21
											2. The article will be placed in the school newsletter.		
					13. Intentional efforts will be made to use ISS as much as possible, rather than OSS.	4	P	Operating	8/20/20	6/1/21	3. The school newsletter will be created, printed, and distributed to parents.		
											1. The principal will consider all ISS options in an effort to avoid student OSS.	8/20	6/21

Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion:
					14. Attendance awards will be given each semester to students. (attendance recognition)	4	Ts	Operating, Title 1	12/20/20	6/1/21	1. Winners will be selected.	12/20	6/21
											2. Teachers will prepare certificates.	12/20	6/21
											3. A recognition ceremony will be scheduled.	12/20	6/21
					15. High absentee students will be referred to the school assigned district social worker.	4	Couns., P	Operating	9/4/20	6/1/21	1. The school social worker will be contacted when individual students are high absentee.	9/20	6/21
											2. The social worker will meet with the parents to discuss school attendance.	9/20	6/21

Budget Allocation Summary

Goal # (1-3)	Expenditure or Action to be Funded	Date	Estimated Cost	Funding Source(s)
Goals-1-3	Instructional Coach	8/5/20-6/30/21	\$80,000	Title 1
Goals-1-3	Academic Intervention teachers	8/20/20-6/30/21	\$40,000	Title 1
Goals-1-3	Instructional Resources	9/1/20-6/30/21	\$7,000	Title 1
Goals-1-3	Professional Development	8/1/20-6/30/21	\$9,000	Title 1
Goals 1-3	Travel	9/1/20-6/30/21	\$3,630	Title 1
	Should additional Title 1 funds become available, those funds will be used for the employment of academic intervention teachers and/or general supplies/instructional resources.			

Superintendent of Schools

Date

Deputy Superintendent

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.