

2020-2021 Southeast High School Comprehensive Plan

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <ul style="list-style-type: none"> • LEA • School or Charter 	Name of LEA: Kansas City 33 Name of School or Charter: Southeast High School	Check if appropriate <input checked="" type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <ul style="list-style-type: none"> • Targeted School • At-Risk • Other
Date: 6/19/2020		
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> <ul style="list-style-type: none"> • 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 		

<p>What staff/stakeholders have been involved in the needs assessment and development of this plan?</p>	<p>Jessica Bassett - Principal Shanelle Smith – Associate Principal of ACCP Bryan Shaw – Vice Principal Brian Ray– Vice Principal Dena Williams – Dean of Culture and Climate Alisha Glover – Teacher Leader Jennifer Wilmes – Social Studies Teacher/ Freshman Class Sponsor Reginald Berry – Restorative Justice Coordinator Karyl Michael – Reading Interventionist Yamina Muhammed – African Dance/Drumming / Junior Class Sponsor/ STUCO Sponsor (Parent) Karen Soljourner – English 09 / Freshmen Class Sponsor Major G. Briseno – ROTC/Cadet Club Tessah Wood – Math Teacher Joan Kroeger – SPED (Sci) Kimberly Matsen – Grad Lab Coach Joshua Long – CTE Computer Programing / Building Teacher Union Rep David Logan – Math Chair/Teacher Bridget Hayes – Building Secretary Raquel McMahan - Spanish Angelique Tembo – Social Worker Michael Patterson – Parent (SAC Chair) Leslie Friday (Parent) Andrew Larson – Federal Programs Supervisor Dea Davis - Budget Reginald Ramsey – ISS Instructor</p>
<p>What are the key issues identified from the needs assessment?</p>	<ol style="list-style-type: none"> 1. Four Year Graduation Rate 68.39% 2. Student Achievement Scores (below basic: Math – 75.6%, Science – 71.8%, Eng. 10 – 40.8, S.S – 34.7) ACT composite Score: 15

	3. Attendance rate 50.5%, Suspension rate 49/8.3 (10 or more consecutive days)
What are the prioritized needs for the LEA or building based on a root cause analysis?	<ol style="list-style-type: none"> 1. Social and emotional deficits/needs students bring that hinder school readiness for students 2. Academic readiness for high school/grade level proficiency in core content areas 3. Adequate teacher preparation, support and resources for establishing rigorous, culturally responsive and well managed classrooms (retention/recruitment)

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	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				
KCPS Roadmap for Student Growth and Success Pillar B, Safe Climate and Strong Relationships with Families & Community.				
<p>Increase attendance by 3% while reducing the number of office referrals by 5% by the end of the school year as a result of establishing inviting, caring, empathetic classroom and overall school environment with support and services to address student the social and emotional needs (fatigue, hunger, anger, communication deficits and home/life obstacles) that hinder their readiness for learning.</p> <p>Specific - establishing inviting, caring, empathetic classroom and overall school environment</p> <p>Measurable - while reducing the number of office referrals by 5% by the end of the year (Monthly comparing year to year data)</p>				

Achievable – the supports and services refers to: Dean of culture and climate, Social worker, Restorative justice processes and personnel, behavior intervention plans for high flyers, active problem solving team, Parent phone calls, attendance committee, home visits, breakfast in the classroom, student support wing (Restorative Justice Center, clothing closet, food pantry, Communities In Schools office)

Relevant - address student the social and emotional needs (fatigue, hunger, anger, communication deficits and home/life obstacles) that hinder their readiness for learning.

Timely - end of the school year (30, 60, 90 days monitoring)

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

Many of the social and emotional deficits/needs students bring that hinder school readiness for students. These deficits are reflected in data such as

2018: Attendance rate 50.5%,

2018: Suspension rate 49/8.3 (10 or more consecutive days)

2018: 1,485 discipline referrals

2018 Top Ten behavior offense / percentage of behavior offenses

- Defiance of Authority / Hall Freeze 605 33.9%
- Disruptive Behavior - Schl/Schl Activity 546 30.6%
- Fighting 113 6.3%
- Dangerous Behavior 81 4.5%
- Inciting to Fight/Contrib to Disruption 65 3.6%
- Language - Abusive/Offensive/Profane 65 3.6%
- Chronic Misconduct - Prior Interventions 63 3.5%
- Drugs - Use/Possession 26 1.5%
- Excessive Tardiness 26 1.5%
- Threatening Another Student 23 1.3%

Strategies for Improvement

1. Dean of culture and climate

- behavior intervention plans for scholars with tier 2 and tier 3 behaviors.
- active problem solving team
- Parent phone calls
- Attendance Committee
- Incentives for attendance/behavior

2. Social worker

3. Restorative justice processes, personnel and teacher training

- Breakfast in the classroom
- Restorative Response to Adversity Training
- Trauma Sensitive Training

4. Student Support Wing (R.J. Center, clothing closet, food pantry, Community in Schools office)

5. Teacher parent contact through advisory (personal/relationship building)

6.1

- Ongoing parent contact/ monthly meetings/programming for parent to school connection
- Attendance Phone calls
- Home visits
- Empathy Interview gain insight and parent/community feedback concerning needs and desires for their student/school

Funding Source(s): Comprehensive Budget/Local

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 Days 1. Dean of C&C will lead in the revision of student expectations around</p>	<p>1. July 1, 2019</p>	<p>1. Administrative Team - Principal - Associate Princ.</p>	<p>1. Data Room supplies</p>	<p>• _____</p>

<p>more trauma sensitive practices and collect/manage the culture metrics of the school and report to Admin & staff information so systems can be designed to reduce suspensions and increase attendance in a data room/space</p>		<ul style="list-style-type: none"> - Vice Principals - Dean of C & C - R.J. staff 	<p>(Comprehensive Budget)</p>	<p>1. October 2020</p>
<p>2. Partner with Community in Schools, attendance secretary and VP over parent and community relations to contact parents daily at the first signs of student consecutive absences and planning of monthly small groups empathy interview luncheons for parents to gather feedback and parental trust. Establish calendar of events and activities based on parent responses.</p>	<p>2. August 2020</p>	<p>2. Administrative Team</p> <ul style="list-style-type: none"> - Principal - Associate Princ. - Vice Principals - Attendance Sec. - Parent Liaison - Community in Schools coordinator 	<p>2. empathy interview training</p> <p>(Comprehensive Budget)</p>	<p>2. October 2020</p>
<p>3. Teachers will be trained in restorative & trauma sensitive practices and</p>	<p>3. August 2020</p>	<p>3. Administrative Team</p> <ul style="list-style-type: none"> - Principal - Associate Princ. - Vice Principals - KC-plus 	<p>3. Restorative Justice Training</p> <p>(Comprehensive Budget)</p>	<p>3. October 2020</p>

<p>the advisory curriculum so the Advisory period will be used to establish teacher advocate relationships with students, school wide expectations be taught and begin creation of student's 4-year plan for graduation.</p>		<ul style="list-style-type: none"> - Teacher Coach - Counselors 	<p>3.Trauma Sensitive Training (Comprehensive Budget)in</p>	
<p>60 Days 1. Dean of C&C leads PST in the development of behavior intervention plans for scholars with tier 2 and tier 3 behaviors, School wide celebrations and incentives around attendance, behavior and academic growth/grades</p> <p>2.Processes and procedures to facilitate student/parent use of Student Support Wing by Parent Liaison, Community in Schools, and RJ personnel. Parent liaison will begin home</p>	<p>1.October 2020</p> <p>2. October 2020</p>	<p>1.Administrative Team</p> <ul style="list-style-type: none"> - Principal - Associate Princ. - Vice Principals - Dean of C & C - Counselor - Teacher - Parent Liaison - Communities in Schools Coordinator <p>2.Administrative Team</p> <ul style="list-style-type: none"> - Principal - Associate Princ. - Vice Principals - Dean of C & C - R. J. staff 	<p>1.Problem Solving Team (PST) training (Comprehensive Budget)</p> <p>(Comprehensive Budget)</p> <p>1.Incentives to celebrate positive attendance or behavioral expectations (Comprehensive Budget)</p> <p>(Comprehensive Budget)</p> <p>(Comprehensive Budget)</p>	<ul style="list-style-type: none"> • _____ <p>1.November 2020</p> <p>2.November 2020</p>

<p>visits for student who are not responding to tier 1 interventions. Begin holding monthly parental meetings (Parent Knights appeal).</p> <p>3. Teacher will begin character building work and continue 4-year graduation planning (goal setting, personal data/credits assessed, post-secondary planning) using Naviance a data collection and secondary/college/career planning</p>	<p>3. October 2020</p>	<ul style="list-style-type: none"> - Parent Liaison Communities in Schools Coordinator <p>3. Administrative Team</p> <ul style="list-style-type: none"> - Principal - Associate Princ. - Vice Principals - Dean of C & C - Counselors - KCPlus Resident - Model Teacher/Coach 	<p>(Comprehensive Budget)</p> <p>(Comprehensive Budget)</p> <p>(Comprehensive Budget)</p> <p>3. Naviance Training</p>	<p>3. November 2019</p>
<p>90 Days</p> <p>1. Designate spaces, purchase furniture, design processes for use and launch the social and Emotional Spaces for mediation, refocusing and mindfulness strategies</p> <p>2. Assess the effectiveness of the parental activities</p>	<p>1. November 2020</p> <p>2. November 2020</p>	<p>1. Administrative Team</p> <ul style="list-style-type: none"> - Principal - Associate Princ. - Vice Principals - Dean of C & C - R.J. staff <p>2. Administrative Team</p> <ul style="list-style-type: none"> - Principal 	<p>1. Furniture and decorum pieces for social/emotional space</p> <p>(Comprehensive Budget)</p> <p>1. Mindfulness training (Comprehensive Budget)</p>	<ul style="list-style-type: none"> • _____ <p>January 2020</p> <p>2. January 2020</p>

<p>and meetings (Start, stop or tweak programming). Collect data on students frequently receiving services and access if there is any improvement in attendance and grades.</p> <p>3. Teacher develop list from advisory student that may need support academically and/or social/emotional and get the students aligned with tutoring and or clubs to increase participation and connection to school community.</p>	<p>3. November 2020</p>	<ul style="list-style-type: none"> - Associate Princ. - Vice Principals - Dean of C & C - R.J. staff <p>3. Administrative Team</p> <ul style="list-style-type: none"> - Principal - Associate Princ. - Vice Principals - Dean of C & C - Counselors - KC Plus Resident - Athletic Director 	<p>2. Mileage, Overtime (Comprehensive Budget)</p> <p>(Comprehensive Budget)</p> <p>(Comprehensive Budget)</p> <p>3. Supplies/resources for Club start up (Comprehensive Budget)</p> <p>3. After school club sponsor/ tutor compensation (Comprehensive Budget)</p>	<p>3. December 2020</p>
<p>Long Range</p> <p>1. Dean of C&C will continually address student's behavioral needs, lead P.S.T, and implement process to improve upon and</p>	<p>1. January , 2021</p>	<p>Administrative Team</p> <ul style="list-style-type: none"> - Principal - Associate Princ. - Vice Principals - Dean of C & C - Counselors 		<p>1. May 2021</p>

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	Alignment of Standards and Curriculum
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2				
<p>KCPS Roadmap for Student Growth and Success Pillar A, Personalized, Rigorous, Culturally Responsive Teaching & Learning. KCPS Roadmap for Student Growth and Success Pillar D, Data-informed, Effective, & Efficient Systems.</p>				
<p>Based on the KCPS assessment calendar for quarterly pre/post assessments as well as the DESE mandated assessments, data from district wide assessment will be collected and analyzed during teacher PLC meetings and common planning periods as a means to identify scholars grade level proficiency in all core content areas with a goal of at least 5% of scholars moving up one level of proficiency over the course of the academic year thus aligning instruction to the district and campus mission and vision for scholar success.</p>				
<p>S- data from achievement series will be collected and analyzed during teacher PLC meetings and common planning periods</p> <ul style="list-style-type: none"> ● Team and community members will use student summative as well as formative assessment data to inform instruction and allow for differentiation to occur thus improving the level of understanding and success for all scholars. ● PLC and common planning times will be implemented into the schedule to allow teachers to team both horizontally and vertically therefore allowing conversations to focus on teacher developed common assessments, engaging & quality lessons, share best practices, and establish a level of increased academic rigor and expectations. <p>M - based on the KCPS assessment calendar for quarterly pre/post assessments as well as the DESE mandated assessments</p> <ul style="list-style-type: none"> ● Assessments will be administered at the beginning and end of each quarter of academic study to identify scholars' level of mastery of the content as well as areas of concern for each scholar. Mid-quarter, teacher developed checkpoints will be implemented to ensure regular measurements. ● Team will see BOY, MOY, and EOY common, cumulative assessments for all core content areas as either a replacement for A.S. assessments or as an addition to A.S. assessments. <p>A- goal of at least 5% of scholars moving up one level of proficiency over the course of the academic year</p> <ul style="list-style-type: none"> ● Growth goals should be higher and expectations of implementation of this goal should increase academic achievement by more than 5% of scholars moving up a level over the course of the year. 				

R- aligning instruction to the district and campus mission and vision for scholar success.

- This illustrates our commitment and focus on the success of all of our scholars not only academically but also socially and emotionally to ensure they are developing into productive and respected members of society.

T- over the course of the academic year

- Monthly checkpoints will accompany ongoing teacher summative and formative assessments as well as weekly lesson planning checks for aligned, data-driven planning and instruction.
- Lesson Planning will be monitored weekly.
- Instructional monitoring of academic progress will be monitored weekly with reviews occurring monthly between the administrator and teachers in the form of face-to-face coaching sessions centered on scholar attendance data, referral data, formative & summative assessment data, and walk through observations.

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

Student Achievement Scores (below basic: Math – 75.6%, Science – 71.8%, Eng. 10 – 40.8, S.S – 34.7) ACT composite Score: 15

Strategies for Improvement

- Strong, functional PLCs
 - Establishment of a PLC model in which departmental and grade level teams meet monthly for at least a half day to analyze data, plan common assessments, high level lesson planning, and scholar interventions.
 - Establishment of course and departmental syllabi both vertically and horizontally to ensure increased levels of expectations for scholar success as well as consistency with learning targets.
 - Develop academic partnerships in the form of EOC content specific PLCs with other neighborhood high schools as a means of building capacity for instructional excellence among the teaching teams on all participating campuses.
 - Establishment of a model classroom to allow for mentorship of effective instructional practices, authentic engagement, differentiation to meet individualized scholars needs, and classroom management best practices.
- Implementation of ongoing, campus-based professional learning opportunities.
 - Model Classroom Teacher/Peer Coach (modified Schedule)
- Interventions for Scholar Success
 - Math Interventionist
 - Reading Interventionist
 - ACT Preparation Classes
 - Implementation of basic study skills activities in advisory classes.
 - Establishment of a 4:00 or 4:30 tutorial bus in addition to the late bus for athletics at 5:30. This will allow for more academic tutorials.

- Targeted Testing Prep (TABE) for identified seniors with deficient credits in preparation for MO Option program
- Class Size Adjustment - 2nd Algebra 1 teacher to reduce class size

Funding Source(s): Comprehensive Budget/Federal

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 Days (9/24)</p> <p>1. Develop a Core Content PLC Program and meeting calendar. Present plan to team along with PLC expectations. Also begin an in depth analysis of scholars' prior performance levels.</p> <p>2. Develop a semester-by-semester plan for Wednesday PD and biweekly mini clinics. New teacher/Mentor Onboarding (FAC input)</p> <p>3. Reconvene Problem Solving Team</p>	<p>1. August 17, 2020</p> <p>2. August 17 2020</p> <p>3. Sept. 4, 2020</p>	<p>1. Administration</p> <p>2. Administration, RJ Team, Dean of Culture and Climate , Interventionists (Comprehensive Budget).</p> <p>3. Administration, RJ Team, Interventionists, EOC Content Teachers, Counselors, Social Worker.</p>	<p>1. Substitutes for teachers; PLC Action Plan (See Document); Data Analysis Supplies; Data room (Comprehensive Budget). (Comprehensive Budget)</p> <p>2. Teacher Extra Duty Pay, Training Materials (General Supplies)</p> <p>(Comprehensive Budget)</p> <p>3. Meeting times and schedule, student academic and behavioral data; Data room / PLC room</p>	<p>1. Training on PLC Model by August 17, 2020; Initial Calendar Due Sept. 3,2020</p> <p>2. Training calendar with all fall offerings by August 23, 2019. First PD session by Sept. 10, 2020.</p> <p>3. Intervention bi monthly meeting schedule by August 16, 2019. Google Document Spreadsheet for tracking all scholars developed by September 10, 2020</p>

			(Comprehensive Budget); Data analysis supplies.	
<p>60 Days (11/7)</p> <p>1. Review all scholar data from district administered Achievement Series Assessments, teacher developed assessments, and other data sources such as i-Ready to inform classroom instruction.</p> <p>2. Continue ongoing Wednesday PD and biweekly mini clinics based on the data from PLC meetings as areas of instructional need to improve scholars' academic success.</p> <p>3. First quarter intervention formal review of scholar growth and adjust scholars level of intervention as well as differentiated interventions based on ongoing data analyses. Move students into Class Pace Program to keep students on track for grade level promotion/graduation.</p>	<p>1. Sept 21, 2020 - Q1 Pre-test and October 2020- Q1 Posttest. Also Analyze Q2 Pretest for gaps in background knowledge.</p> <p>2. October 28, 2020 - Review Q1 grades, discipline data, and achievement series data to make adjustments to PD offerings as needed based on data.</p> <p>3. October 28, 2020 to October 21 - Review Q1 grades, discipline data, and achievement series data to make adjustments.</p>	<p>1. Content teacher, subject administrator, Interventionist (Math and ELA).</p> <p>2. Administration, RJ Team, Dean of Culture and Climate , Interventionists . Also exemplary teachers.</p> <p>3. Administration, RJ Team, Interventionists, EOC Content Teachers, Counselors.</p>	<p>1. Access to student data, data analysis supplies , data room, Intervention materials (Comprehensive Budget).</p> <p>(Comprehensive Budget)</p> <p>2. Teacher Extra Duty Pay, Training Materials (Comprehensive Budget) (General Supplies)</p> <p>3. Meeting times</p>	<p>1. Sept. 7, 2020 - Q1 Pretest & October 28, Q1 Posttest.</p> <p>2. Adjusted training calendar with all fall offerings. December 20, 2020.</p> <p>3. Intervention bi monthly meeting are ongoing to review Google Document Spreadsheet for tracking all scholars and their interventions. December 20, 2020.</p>

			and schedule, student academic and behavioral data; Data room / PLC room (Comprehensive Budget); Data analysis supplies.	
<p>90 Days (1/7/20)</p> <p>1. Team members meet to review first semester scholar progress (assessment data, attendance data, etc.) toward mastery of content objectives. Develop a academic bootcamp model of review for any objective scholars need to master from semester one and integrated into semester two.</p> <p>2.Continue ongoing Wednesday PD and biweekly mini clinics based on the data from PLC meetings as areas of instructional need to improve scholars' academic success based on full first semester data.</p> <p>3. Summative review of all scholar data to make recommendations for second semester interventions, individualized scholar plans, and</p>	<p>1. December 21, 2020.</p> <p>2. January 4, 2021</p> <p>3. December 21, 2020</p>	<p>1. Content teacher, subject administrator, Interventionist (Math and ELA.</p> <p>2. Administration, RJ Team, Dean of Culture and Climate , Interventionists. Also exemplary teachers.</p> <p>3. Administration, RJ Team, Interventionists (Comprehensive Budget), EOC Content</p>	<p>1. Access to student data, data analysis supplies, data room, Intervention materials.</p> <p>2. Teacher Extra Duty Pay, Training Materials (Comprehensive Budget) (General Supplies)</p> <p>3. Meeting times and schedule,</p>	<p>1. January 11, 2021</p> <p>2. March 5, 2021</p> <p>3. January 101,2021</p>

<p>areas of higher priority for all scholars.</p>		<p>Teachers, Counselors, Social Worker.</p>	<p>student academic and behavioral data; Data room / PLC room; Data analysis supplies. (Comprehensive Budget)</p>	
<p>Long Range</p> <p>1. Core PLC meetings hosted once per month for a full day. Then weekly during EOC Planning Period. Ongoing data reviews as occurred during the 30-60-90 day reviews throughout second semester.</p> <p>2. Campus and district teachers will be identified who exhibit exemplary teaching practices to serve as model classrooms as a means of demonstrating effective best practices.</p> <p>3. Intervention Team Bi Monthly meetings.</p>	<p>1. August 26, 2020</p> <p>2. August 26, 2020</p> <p>3. August 26, 2020</p>	<p>1. Content teacher, subject administrator, Interventionist (Math and ELA).</p> <p>2. Administration, RJ Team, Dean of Culture and Climate (Comprehensive Budget), Interventionists (Comprehensive Budget), exemplary teachers, partner campuses</p> <p>3. Administration, RJ Team, Interventionists (Comprehensive</p>	<p>1. Access to student data, data analysis supplies, data room, Intervention materials.</p> <p>2. Funding for substitutes, Training Materials (General Supplies)</p>	<p>1. May 26,2021</p> <p>2. May 26,2021</p> <p>3. May 26,2021</p>

		Budget), EOC Content Teachers, Counselors.	3.Meeting times and schedule, student academic and behavioral data; Data room / PLC room; Data analysis supplies.	
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Leadership	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 #3

KCPS Roadmap for Student Growth and Success Pillar C, Caring, Effective Teacher in Every Classroom and Effective Leader in Every School

By the end of the school year 2019-2020, SEHS administrators will lead, coach, model and hold all SEHS teachers accountable to consistently display culturally responsive practices by establishing clear classroom systems, develop efficient school to family communication, practice both vertical and horizontal collaboration, facilitate monthly peer observations, and incorporate daily instructional content and strategies to engage 100% of students 100% of the time; administrators will also participate in the Missouri Leadership Development System implementing best practices learned through MDLS trainings.

- S-** Instructional leaders will lead teachers and staff to ensure they are fully prepared to meet the instructional needs of all our scholars
- Administration will use previous year’s data, walkthroughs, and assessment data to determine right fit professional development for returning teachers
 - Teachers and evaluators will work together to create developmental goals for each instructor.
 - Teachers will voluntarily participate in book studies that address best instructional practices and culturally responsive pedagogy
 - Campus leaders will participate in the Missouri Leadership Development Series for Emerging and Developing leaders in order to strengthen their personal and professional leadership skills as well as improve their tools for developing team members.
- M** – Use Walkthrough tool and evaluation documentation to reflect teacher instructional growth. Classrooms will have clear systems for learning, engagement rates will increase, and student achievement will improve

- Administration will walk-through each teacher's entrance, classroom, and exit procedures at the onset of each year and assist with revising them to develop a high quality culture of learning
- Walkthroughs will show an improvement of the mean indicator and an increase in the average engagement rate from month to month
- Assessment data (Achievement Series and EOC) will be the focus of PLCs to determine priority standards and create common formative assessments

A- Instructional team members will exhibit growth mindsets as illustrated by increased scholars' academic performance and improved, authentic engagement in classroom activities.

Mindsets, professional development and coaching, and frequent revisiting to the goal will make it more achievable

- Establishing mindsets rooted in growth and gradual success will be an ongoing practice until it becomes a norm (among scholars, staff, and families)
- Fragmenting the goal into smaller, school-wide goals will guide the professional development calendar in both Wednesday workshops, voluntary mini-clinics, and outside professional development opportunities
- Peer observations will serve as another layer of feedback and coaching
- Staff will revisit goals monthly to determine progress

R- The correlation between teacher preparation and planning and student achievement will help continue to revitalize our school culture to one where learning is at the forefront

- Teachers who are better prepared will be more confident and focused
- Providing and incorporating effective feedback leads to continuous improvement
- Student achievement starts with establishing strong pedagogical foundations

T- By the end of the SY 2019-2020

- Teacher developmental goals will typically live in a 6-week cycle
- Monthly revisiting of the school-wide goal to monitor progress in chunks
- Analyzing data from walkthroughs to track trends and averages to guide course of action.

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

Average Teacher Walkthrough Data: 50% Approaching
 Attendance Rate: 50.5%
 Restorative Justice Survey Data
 Administrator Feedback
 District Personnel Feedback

FOCUS school debriefs				
Strategies for Improvement				
<p>Monthly peer observations</p> <p>Weekly PLC meetings (vertical and horizontal teams)</p> <p>Continuous RJ training and implementation</p> <p>Development of common language, values, and mission</p> <p>Providing on-site mentor teachers for probationary teachers</p> <p>Monitoring and goal-setting: Lesson Planning (Bell to Bell), Instructional Strategy Implementation, and Student Engagement Averages</p> <p>Data driven (walkthroughs, surveys, etc.) professional development</p> <p>Student data tracking (individual progress monitoring)</p> <p>Wholistic unit planning (priority standards, field experiences, guest speakers, project based learning, etc.)</p> <p>Leadership (Principal, Associate Principal, Vice Principals, Dean of Culture & Climate) participation in the Missouri Leadership Development System Emerging and Developing</p> <p>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>				
Funding Source(s): Comprehensive Budget				
Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>30 Days</p> <p>1. Establish, monitor, and revise classroom procedures</p> <p>2. Assess & coach classroom culture of learning</p> <p>3. Restorative Justice training: language and de-escalation</p>	<p>1. August 17, 2020</p> <p>2. Initial Observation within the first week of school</p> <p>3. Sept. 7, 2020</p>	<p>1. Administration and PLUS resident</p> <p>2. Same as above</p> <p>3. RJ Center, CCR</p>	<p>1. TLAC strategies, classroom management plan template</p> <p>2. Classroom Culture Rubric</p> <p>3. RJ handouts and manuals</p>	<p>Established July 2019 at Leadership Retreat</p> <p>Monitoring ongoing; Checkpoints at midterm and quarter</p> <p>(Sept. 15, Oct. 30, Nov. 15, Dec. 20, Jan 1, Jan 30, Feb 20, Mar 15, Apr 15, May 1)</p> <p>RJ Training by Sept. 7, 2020</p>

<p>60 Days</p> <p>1. Interdisciplinary planning with a priority standard and common formative assessment</p> <p>2. Peer Observation cycle and system established</p> <p>3. Monitor student engagement rates</p>	<p>1. First PLC meeting of the year</p> <p>2. Second PLC meeting of the year</p> <p>3. August 31, 2020</p>	<p>1. Department chairs and assigned content administrators</p> <p>2. Faculty members</p> <p>3. Administration and PLUS resident</p>	<p>1. Assessment data and grade-level standards</p> <p>2. Peer Observation feedback form and formalized system</p> <p>3. Engagement rate form and tracker (Comprehensive Budget); frontline walkthrough tool</p>	<ul style="list-style-type: none"> ● PLC Planning: Sept 16, 2020 ● Peer Observation Cycles: ● Cycle 1 Sept. 30, 2020 ● Cycle 2: Nov. 18, 2020 ● Cycle 3: Mar. 10, 2021 ● Cycle 4: May 5, 2021 ● Engagement Rates (weekly)
<p>90 Days</p> <p>1. Mini-lessons and PD Workshops with instructional focus</p> <p>2. Progress monitoring teacher developmental goals through OFC</p> <p>3. Set aggregate goals for lesson plan submission, engagement rates, and established classroom configurations (4-square)</p>	<p>1. Sept. 9 2020</p> <p>2. Sept. 30 2020</p> <p>3. September 30 2020</p>	<p>1. Admin, Dept Heads, Academic Dean and CIPD</p> <p>2. Academic Dean, Better Lesson, Evaluators and Instructors</p> <p>3. Department Heads and instructional staff</p>	<p>1. School-wide goals, TLAC strategies (Comprehensive Budget), Better Lesson personnel</p> <p>2. OFC process and data trackers (Comprehensive Budget)</p> <p>3. SMART goal sheets, 4-square model, engagement rate trackers</p>	<ul style="list-style-type: none"> ● Voluntary mini-clinics on Flex Wednesdays ● Progress monitoring at 6 week intervals from August 20th to May 15th ● Monthly goals and performance stated at the first Wednesday faculty meeting; new goal(s) set at same interval

Federal Programs Supervisor/School Improvement Staff

Date