Schoolwide Title I Improvement/Accountability Plan Template 2020-2021

Improvement/Accountability Plan		

Focus of Plan (check the appropriate box):
☐ **LEA**
X **School** or
 	
Charter
	Name of LEA: Dr. S. Fowler
	
	Name of School or Charter:
	Troost Elementary School 5580
		Check if appropriate
		  X Comprehensive School
		    ***Requires a Regional School Improvement Team**
		☐ **Targeted School**
		☐ **At-Risk**
		☐ **Other**

Date: May 20, 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 _____

What staff/stakeholders have been involved in the needs assessment and development of this plan?	Name	Position
	1. Dr. Darrin Slade	Assistant Superintendent of School Leadership
	2. Dr. S. Fowler	Principal
	3. Angela Sharp	Vice Principal
	4. David Price	Teacher
	5. Shavon Robinson	Teacher
	6. Mary White	Teacher
	7. Calvin Davenport	Teacher
	8. Lynne Harkness	Teacher
	9. Carly Prewitt	ELA Interventionist
	10. Amirah Bobbitt	Instructional Coach
	11. Hope Robertson	Parent
	12. Corleon Anthony	Parent

What are the key issues identified from the needs assessment?	

Std.	Std. Name Substandard		Metrics
4.	Attendance	What percentage of students were present 90% of the time?	Is student attendance improving over time?
		66.4%	-2.6%

Troost Elementary is now on an upward trend for attendance and need to maintain.

	1. During the 2019-2020 school year, Troost was on target to reach its targeted DESE attendance goal of 64.90%. Pre COVID-19, 71.83% of students attended school 90% of the time. We expect to meet our DESE proportional attendance goal each school year. 2. Student discipline improved at Troost during SY 2019-2020; however, we want to keep it at the forefront. During the 2017-2018 school year, there were over 1,300 incidents resulting in 174 days of OSS. During the 2018-2019 school year, there were over 1,000 incidents resulting in more than 200 days of OSS. At the end of the 2019-2020 SY, we experienced our first increase in suspensions for January (22) and February (36.5) to total approximately 105 for the school year pre COVID-19. Goal to reduce discipline/suspensions each year by 5%. 3. Academic achievement at Troost is moving in a positive direction; however; during the 2018-2019 school year, Troost did not meet its academic goal of improving at least 5% in ELA, Math and Science. Due to COVID-19, 3rd through 6th grade students were not assessed on MAP in 2020. During the 2020-2021 school year, we expect to gain 5% each year in ELA, Math and Science as measure by state assessments.
What are the prioritized needs for the LEA or building based on a root cause analysis?	1. Attendance at Troost will continue to improve to support academic achievement: (PBS, RTI, PLC, PST) 2. A strong teaching staff skilled in high yield instructional strategies, trauma, restorative practices and collaboration/PLCs is needed to improve classroom instruction in all contents areas, particularly in reading, math and science (PLC, RTI) 3. Targeted and individualized professional development sessions for staff and students are needed to encourage and nurture teachers /student relationships which will inevitably reduce the number of students who receive disciplinary referrals that result in out of school suspensions (RTI, PLC, PBIS, PST) 4. 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.

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:				
Instructional 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
By the end of the 2020-2021 school year, the Leadership Team at Troost Elementary School will meet with PLCs bi-weekly to discuss virtual and high yield instructional strategies, RTI, PBS, attendance and additional walkthrough data to increase teacher effectiveness. This should increase academic achievement by 5% in each subject area, support meeting and/or exceeding our DESE proportional attendance goal, and reduce behavioral incidents and suspensions by 5%. These will be measured by attendance data, i-Ready data, Alpha Kids, AQ data, data entered in Tyler, Needs assessment, root cause analysis, formative and summative (MAP) assessments; etc.
S- The Leadership Team at Troost will meet with PLCs bi-weekly to discuss virtual and high yield instructional strategies
M- RTI, PBIS, attendance, i-Ready, Alpha Kids, AQ and additional walkthrough data will be utilized
A- Increase in academic achievement by 5%, maintain and or exceed our DESE proportional goal each year, reduce behavioral incidents and suspensions by 5%
R- Aligned with Pillar D for data-informed, effective and efficient systems
T- 2020-2021 SY with 30, 60 and 90 days and Long Range checkpoints

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)
The Troost Leadership team evaluated academic programming and performance data by analyzing local assessment data, demographic data and previous MAP results. The indicators of attendance, behavior, and academics have shown the Leadership Team that the culture/climate at Troost is improving. Work will continue to maintain a collaborative, healthy and strong learning environment. We have discussed these indicators and decided as a collaborative team, that building a cohesive network within our teacher leaders will enhance our school-wide culture. This will continuous and ongoing work. Data from Tyler revealed that 757/1064 behavior incidents occurred in classrooms predominately M-W. Evidence from the Fishbone activity supports that creating a growth mindset culture will increase teacher productivity, academic achievement and decrease behavioral concerns which is in alignment with District goals.
• Strategic Thinking: The leadership team sets the mission and vision in collaboration with teachers face to face or virtually. Teachers are then able to equip students with 21st century skills that will prepare them for college/careers.

• Instructional Leadership: The leadership team must be responsible for coaching and facilitating staff instructional development. Quality instructional leaders will ensure that the link between a viable curriculum and learning take place. Through consistent observational feedback from the leadership team, teachers will revisit, reteach, and revise their priority learning targets for mastery. • Strong school culture: The leadership team will cultivate an environment which promotes diversity and ensures positive learning experiences for students. • Collaborative Cultures: The leadership team will cultivate an environment where the entire staff will collaborate to enhance instruction with data gathered from the data cycles, grade levels, and PLCs.	

Strategies for Improvement

Administrators will maximize instructional time by implementing the SAMs process with fidelity. The leadership team will provide directive and non-directive observational feedback using, TNTP, to classroom teachers during weekly and monthly data-team/PLC meetings. Observational feedback to all classroom teachers on instructional strategies (Marzano, Teach like a Champion). Administrators will communicate growth and social/emotional success regarding students on a weekly/monthly basis (PST). Learning environments will be planned (RTI) and discussed during PLC and Leadership Team meetings. The Administrative Team will also review all existing data in weekly leadership team meetings. Finally Administrators (Principal and Vice Principal will participate in MLDS and/or Kaufman Leadership cohorts).

1. MLDS, Kaufman, PLC agendas, SAMs schedule and walk through data will be used as evidence to measure success.
2. Establish leadership team calendar, protocols and procedures to progress monitor plan.
3. Implement a tiered teacher support plan.
4. Each administrator will be responsible for cultivating a collaborative team that meets regularly to discuss culture, climate and preventions/intervention for student behaviors.

Funding Source(s): Comprehensive Schools Funding

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Admin. will participate in MLDS/Kaufman Leadership 2. School-wide PD on Data Teams, PBS, RTI, Culturally	August	Principal/Admin. Team will be responsible for Instructional Leadership	Comprehensive Schools Funding MLDS/Kaufman Resources	October

Responsive/ Trauma/Virtual Learning 3. Monthly Observation/ Data Team Meetings/Celebrations/Attendance 4. Work with i-Ready Consultant 5. Conduct frequent walkthroughs per day 6. The Admin team will meet daily to debrief and weekly to discuss Big Rocks		Principal/Admin. Team will be responsible for Instructional Leadership/Attendance Committee/PST Principal/Admin. Team will be responsible for Instructional Leadership/Attendance Committee/PST Admin. Teams and PLCs	Missouri Schoolwide Positive Behavior Systems District resources PLC agendas and notes/observational data SAMS and TNTP walkthrough data Walkthrough data and notes Meeting notes and agendas	
60 Days 1. RTI in Place, Continued PD/PBS 2. Monthly Observations/ Data Team Meetings	October	Administrative Team/PLCs Administrative Team/PLCs	Comprehensive School Funds Meeting notes and agendas Meeting notes and agendas	November

3. Celebrations/ Communicate Academic and Social/Emotional Progress		Administrative Team/PLCs/PST/ announcement	Newsletters and meeting notes/announcements	
90 Days 1. RTI Implemented/ Monitored 2. Weekly Observations/ Data Team Meetings 3. Communicate Academic/ Social/Emotional Progress	December	Principal/Admin. Team/Leadership Team Admin. /PLCs Admin. Team/PST/PLCs	Comprehensive Schools Funds Notes and meeting agendas/observations Notes and meeting agendas Notes/observations/celebrations	March
Long Range 1. RTI Fully Implemented/ Student Achievement increased	March	Admin. Team/Leadership Team/PLC Admin. Team/PLC/PBS/PST	Walkthrough data and feedback Formative and Summative assessment PLC meeting notes and data entered in Tyler	May

2. PBS (management system) Fully Implemented and Challenging Behaviors Decreased		Admin. Team/PLC/PBS/PST	PLC meeting notes and data entered in Tyler
3. Review and revise behavior matrix and flow chart of classroom managed and office managed behaviors. .			

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 By the end of the 2020-2021 school year, 100% of certified staff will participate in monthly grade level and data team meetings to analyze mobility, student academic and behavioral data, make instructional decisions, develop specific RTI strategies to address tier needs and monitor the use effective instructional strategies to enhance the culture and climate of classrooms and the building as			

measured by PLC notes, RTI, PST, iReady, agendas, walkthrough data and common and formative assessments and data entered in Tyler.

S- Certified staff will participate in monthly meetings to analyze student mobility, academics, behavior and instruction

M- 100% of PLCs will document through notes and agendas RTI strategies used for effective instruction

A- Tier needs will be determined through i-Ready, and other common and formative assessments

R- Aligned with Pillar D Data-informed, Effective and Efficient Systems

T- 2020-2021 SY 30, 60, 90 days and Long Range checkpoints

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

Based on PLC data, previous MAP, iReady, Achievement Series and other common and formative assessments (Mock MAP) achievement is improving; however, most students are still performing below grade level. Key issues identified through our needs assessment and root cause analysis indicate that our staff as a whole needs more knowledge and practice of effective reading/math/science instruction and behavior management strategies to support a diverse population of students.

Strategies for Improvement

1. During weekly PLC time, teams will use a common focused agenda with established norms which will be uploaded in Google Docs
2. PLC teams will tier (RTI) students in groups to increase engagement and academic achievement
3. PLC teams will develop SMART goals to target academic and behavioral growth (ISP and SGOs)
4. Work with Community Partners who are skilled in the effective use of virtual, academic and behavioral strategies and techniques
5. During PLC time, teachers will discuss pacing and the effective use of the stated curriculum
6. PLC teams will establish the use of data notebooks to monitor iReady usage reports and iReady growth reports and other assessment data.
7. PLC teams will keep updated grade books and keep students informed of their progress

Funding Source(s): Comprehensive School Funds

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Meet Weekly in PLCs	August	Admin. Team/Leadership team/all PLCs	PLC agenda, goals notes	October

2. The Administrative Team will meet with PLCs to establish requirements for meetings		Admin. Team/Leadership team/all PLCs	PLC agendas, goals, notes	
3. Establish a protocol/rubric for student focused teaching and vertical alignment		Admin. Team/Leadership team/all PLCs	Data Tracker, Reading, Math & Science	
3. Establish school-wide instructional strategies to include student mobility and virtual learning		Admin/Leadership team/all PLCs	iReady Data, QRI, Alpha Kids,	
4. Tier Students based iReady/ Alpha Kids/QRI, summative and formative data		Principal/Leadership team/all PLCs	Survey Data Tyler Pulse Comprehensive School Funds/Coaches and Interventionists	
5. PLCs will develop SMART goals and monitor assessments/interventions for academics and behaviors (RTI)		Principal/Leadership team/all PLCs		
6. Monthly onsite coaching cycle, instructional support, and professional development for teachers		Principal/Leadership team/all PLCs/Coaches and interventionists		
		Principal/Leadership team/all PLCs		

7. PLCs will work with VIP Movement or a similar organization and the Behavior Interventionist//Therapist through the PBS framework, book study and culturally responsive teaching and learning to monitor student' academic and behavioral growth.		Principal/Leadership team/all PLCs/VIP/Center for Conflict Resolution	VIP Movement/ Anthony Butler/ CCRR

The Will to Lead, The Skill to Teach by Muhammad and Hollie | |
| **60 Days**

1.Continue to monitor PLC agendas and meeting notes

2. Continue book study to measure values and core beliefs about students, teaching and learning

3. PLCs will continue to monitor for student focused learning strategies and vertical alignment.

4. PLCs will continue to learn and implement the RTI | October | PLCs/Admin/Building Instructional Coaches/Leadership Team

PLCs/Principal/Building Instructional Coaches/Leadership Team

PLCs/Admin/Building Instructional Coaches/Leadership Team

PLCSs/Admin/Building Instructional Coaches/Leadership Team | Comprehensive Schools Funds

Meeting notes and agendas submitted to Google Docs

Muhammad and Hollie

Data Notebooks Reading, Math & Science iReady Data, QRI, Alpha Kids, Achievement Series Academic and Behavioral data | November |

process and reteach for mastery.			Coaching cycle data Data on Reading, Math & Science iReady Data, QRI, Alpha Kids	
90 Days 1. PLCs will continue to focus on data (academic and SEL) to inform instruction. 2. PLCs will continue to regroup students into small groups based on assessments/interventions 3. PLCs will continue to participate in monthly coaching cycles for instructional support and professional development	December	PLCS/Admin/Building Instructional Coaches/Leadership Team/PST PLCS/Admin/Building Instructional Coaches/Leadership Team PLCS/Admin/Building Instructional Coaches/Leadership Team	Comprehensive School Funds Meeting notes and agendas submitted to Google Docs PLCs/Interventionists/ Coaches/Assessment data PLCs/Interventionists/ Coaches	March

4. PLCs will continue to monitor progress toward academic and behavioral SMART goals.		PLCS/Admin/Building Instructional Coaches/Leadership Team	Data Notebooks Reading, Math & Science iReady Data, QRI, Alpha Kids, Achievement Series Academic and Behavioral data	
Long Range 1. PLCs will continue to upload completed agendas 2. Skills and strategies learned from the book study will be evident 3. Lesson plans will demonstrate the implementation of vertical alignment	March	PLCS/Admin/Building Instructional Coaches/Leadership Team PLCS/Principal/Building Instructional Coaches/Leadership Team PLCs	Comprehensive Schools Funds PLC agendas and notes Google Drive Survey data from book study/lesson plans/walkthrough data PLC meeting and agenda notes	May

4. RTI will be fully implemented with a fluid schedule in place		Grade Level PLCs	Lesson Plans and RTI Schedule	
5. Academic data will show that at least 35% of students are performing at or above grade level		PLCs/Interventionists/Coaches	Academic Assessment/ Data Notebooks Reading, Math & Science iReady Data, QRI, Alpha Kids, Academic and Behavioral data	
6. Behavioral/SEL data will show a 5% decrease in at promise behaviors		PLCs/Admin/Leadership		
7. The Coaching Cycle will be fully implement with supporting data.		Admin/Instructional Coaches	Data on Coaching Cycle	
8. Continue to review and revise behavior matrix and flow chart of classroom managed and office managed behaviors (PBS)		Admin/PLCs/PST/Student Support Services	PBS Matrix	
9. Revise structure for identifying students with SEL needs and implementing interventions.		Admin/PLCs/PST/Student Support Services	PBS Matrix	

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

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

By November 2020, 100% of certified staff members will use the stated District curriculum maps, common assessments, virtual and high yield instructional strategies, the data cycle process with fidelity to target student needs as measured by i-Ready, at a score of 80% or better on SGOs. Thus, Troost Elementary School will be able to demonstrate improvement in the performance of every student to meet or exceed the state standard or demonstrate required improvement and enable every student to meet their personal and academic goals. (We will focus on every student's strengths and opportunities ensuring growth.)

S- Certified staff will use the stated District curriculum maps with the support of instructional coaches and interventionists
M- i-Ready data, common/formative assessments virtual and high yield instructional strategies will be utilized
A- Students will receive effective instruction on a daily basis and demonstrate improvement in academic and personal goals
R- Aligned with Pillar A Personalized, Rigorous, Culturally Responsive Teaching and Learning
T-2020-2021 SY 30, 60, 90 days and Long Range checkpoints

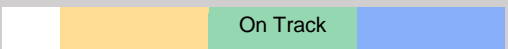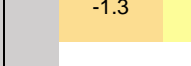**Rationale (name of the existing conditions/data points to support the selection of the objective/goal)**

During the 2019-2020 school year, the administrative team was responsible for conducting 15 educational walkthroughs per week to ensure teachers utilized the stated curriculum and high yield instructional strategies to promote academic achievement. The Mock MAP is an indicator that students at Troost are not performing at grade level; however, the MAP data below is also a visual representation of our last data for MAP.

KANSAS CITY 33 (048078)

TROOST ELEM. PK-06 (5580)

Academic Achievement | Subgroup Achievement | CCR-HSR | Attendance | Graduation Rate

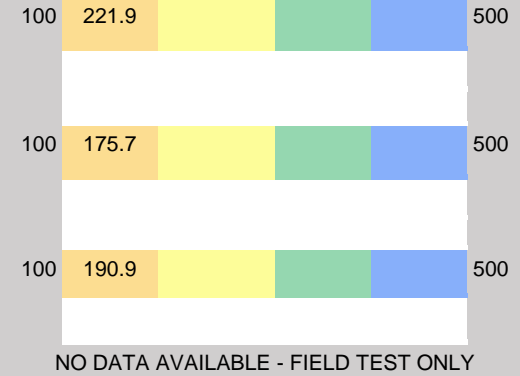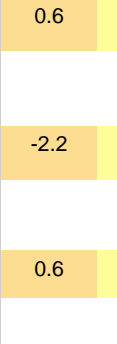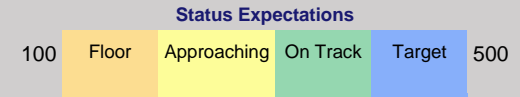| Std.	Std. Name Substandard	Metrics		
1.	**Academic Achievement**	Are individual students making achievement gains over time?	Are all students achieving at high levels at this point in time?	Is the school, improvem
	Eng. Language Arts	On Track	100 221.9 500	
	Mathematics	On Track	100 175.7 500	-1.3
	Science		100 190.9 500	0.5
	Social Studies		NO DATA AVAILABLE - FIELD TEST ONLY	
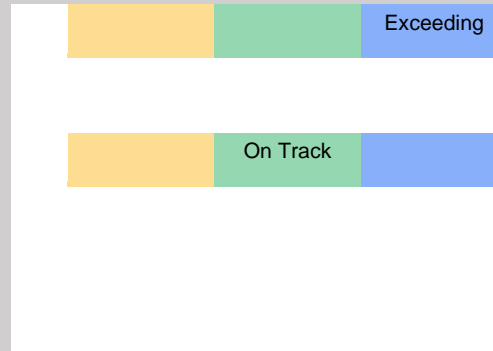
2. **Subgroup Achievement**

	Growth	Status	Progress
Eng. Language Arts	Exceeding	100 221.9 ... 500	0.6
Mathematics	On Track	100 175.7 ... 500	-2.2
Science		100 190.9 ... 500	0.6
Social Studies		NO DATA AVAILABLE - FIELD TEST ONLY	

Legend

= 3 year building average **

Growth Expectations

Floor	On Track	Exceeding

Status Expectations

100	Floor	Approaching	On Track	Target	500

P...

Floor	A...

* Subgroup achievement includes those subgroups that have historically performed below the state total. This is a single count of students from the following subgroups:
Black, Hispanic, low income students, students with disabilities and English learners.
** Visuals are not to exact scale.

Funding Source(s): Comprehensive Schools Funds

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Meet weekly in grade level PLCs and engage in goal setting	August	Admin Team	Comprehensive Schools Funds	October

2. Administer pre and post assessments. 3. Set and monitor SMART goals and post them. 4. Use data to plan for instruction and student supports. 5. Provide PD on virtual learning, Culturally and Linguistically Responsive Teaching and Learning including rationale and specific strategies/protocols.		PLCs/Admin PLCs/Interventionists Admin/Leadership team/all PLCs Leadership team/all PLCs/students Admin/Leadership/Consultant CIPD	Weekly agendas and meeting notes District Assessment Resource Pre and post data Assessment data/walkthrough data/high yield instructional strategies Resources on Culturally Responsive pedagogy ie, Ladson-Billings	
60 Days 1. Provide opportunities for students to track their data. 2. Grade level teachers will collaborate to provide tier 2 interventions to students in reading and math.	October	All PLCs/students All PLCs/students/reading and math interventionists/Coach	Academic Assessment/ Data Notebooks Reading, Math & Science iReady Data, QRI, Alpha Kids, Academic	November

4. Interventionists will work with teachers to help students transfer strategies they are learning in tier 3 interventions.		All PLCs/students/reading and math interventionists	and Behavioral data	
5. Provide differentiated professional development		Admin/Leadership/CIPD/ PLCs	Comprehensive School Funds	
6. Model virtual and high yield instructional strategies/protocols in classrooms, at PD days and staff meetings.		Admin/Leadership/CIPD/ PLCs	CIPD resources	
7. Review the workshop model and provide PD around specific components of reading, writing, and math.		Admin/Leadership/CIPD/ PLCs/reading and math interventionists	CIPD resources	
90 days 1. Continue to pre/post- test, analyze data and monitor for instruction 2. Provide opportunities for learning walks and lesson studies. **Long Range** 1. Have a fluid intervention schedule with a specific intervention block for each grade level, RTI	December March	Leadership/grade-level PLCs/Coaches/Interventio nists Admin/Leadership/PLCs Admin/Leadership/Coach es/Interventionists/ PLCs	District Assessment resources Collaboration with PLCs and other buildings Instructional resources/RTI	March May

2. Grade level teachers will collaborate to provide tier 2-3 interventions to students in reading and math. 3. Interventionists will work with teachers to help students transfer strategies they are learning in tier 3 interventions.		Admin/Leadership/Coaches/Interventionists/ PLCs Admin/Leadership/Coaches/Interventionists/ PLCs	Instructional resources/RTI Instructional resources/RTI	

_____   _____
Superintendent   Date

_____   _____
State Supervisor, School Improvement   Date

_____   _____
Federal Programs Supervisor/School Improvement Staff   Date