2020-2021 Schoolwide Title I Plan/Improvement/Accountability Plan

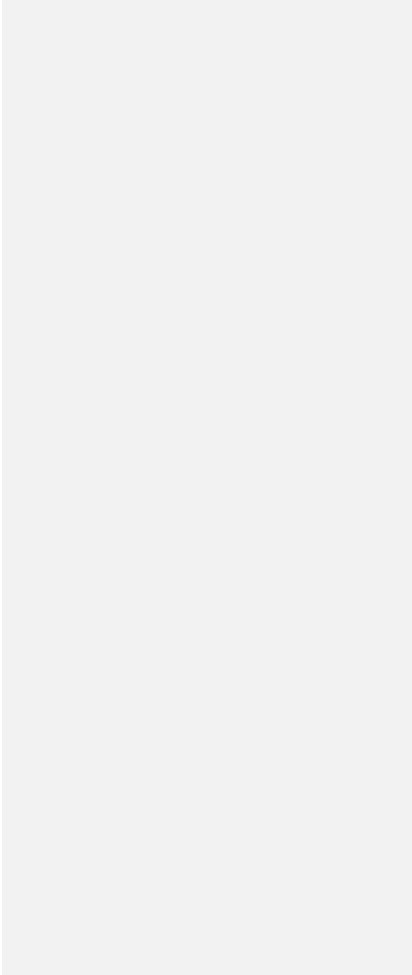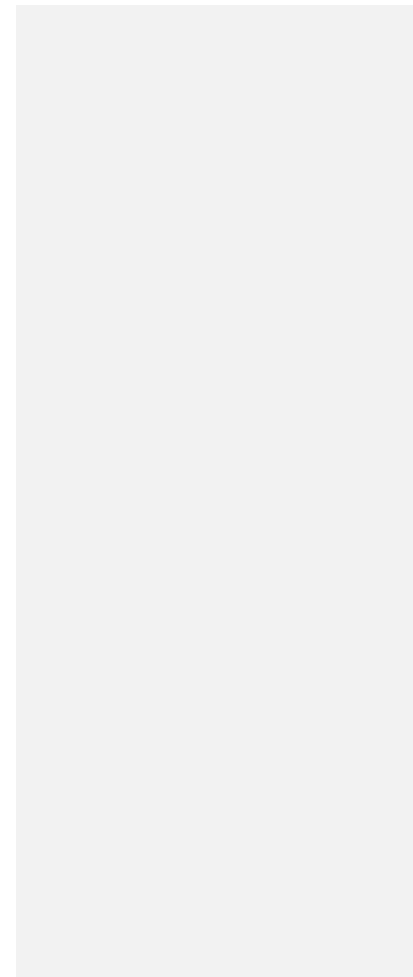| Improvement/Accountability Plan		

Focus of Plan (check the appropriate box):
 	
• LEA
• School or Charter
	Name of LEA:
	
	KCPS
	
	Name of School or Charter:
	
	Northeast Middle School
		Check if appropriate
		
		    X Targeted School
		    ***Requires a Regional School Improvement Team
		
		• **Comprehensive School**
		• **At-Risk**
		• **Other**

Date: 05/07/2020		
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. • **Title I.A School Improvement** • **Title I.C Education of Migratory Children** • **Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk** • **Title II.A Language Instruction for English Learners and Immigrant Children** • **Title IV 21st Century Schools** • **Title V Flexibility and Accountability** • **Individuals with Disability Education Act** • **Rehabilitation Act of 1973** • **Carl D. Perkins Career and Technical Education Act** • **Workforce Innovation and Opportunities Act** • **Head Start Act** • **McKinney Vento Homeless Assistance Act** • **Adult Education and Family Literacy Act**		

- **MSIP**
- **Other State and Local Requirements/Needs**

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What staff/stakeholders have been involved in the need's assessment and development of this plan?	Brett Schriewer-Principal
	Kathyrene Hayes-Vice Principal
	Dawn Phillips-Simons-Vice Principal (T1/SAC)
	Dr. Judy Vang-Vice Principal
	Cristina Marquez - Trauma Social Worker
	Jennifer Gwinner, Instructor Elective
	Tammy Carter, Instructor ELL
	Ellen Anderson, Instructor EE/A.H.
	Keari Kemp, Instructor A.H.
	Veronica Viegra- Instructor ELA
	Laura Culp, Instructor Math
	Haley Summerhill-Instructor Science
What are the key issues identified from the need's assessment?	1. **Discipline Issues –**
	2018-2019= 5708 discipline referrals, suspension rate OSS 1665 (28.9%) – ISS 2201 (38.2%) – Long Term OSS 11 (0.2%)
	2019-2020= 2747 discipline referrals (reduction of 48%), suspension rate OSS 840 [(30.6%) reduction of 50.4%]– ISS 1207 [(43.9%) reduction of 54.8%] – Long Term OSS 2 [(0.2%) no change]
	2. **Student Achievement Scores –**
	2018-2019= Below Basic: Math – 73.8%, Communication Arts – 60.2%
	2019-2020= Below Basic: Math – 59.87% (growth 13.9%), Communication Arts – 53.56% (growth 6.64%)

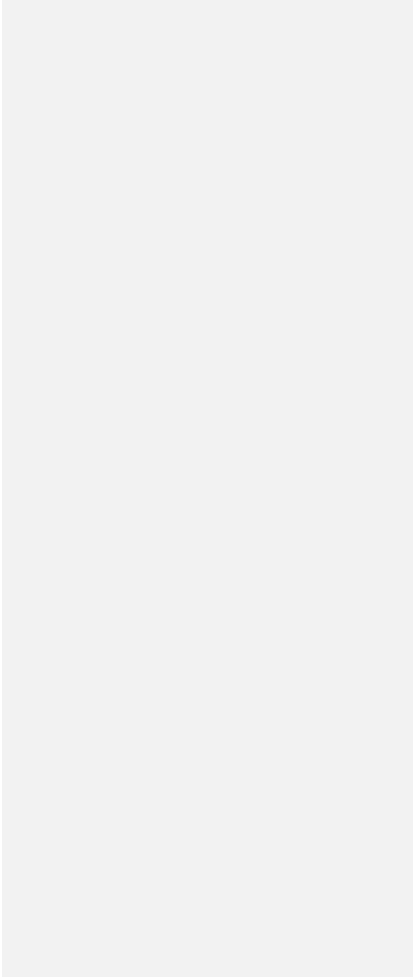|	
What are the key issues identified from the need's assessment? *Continued…*	3. Attendance rate: 2018-2019= 57.60% 2019-2020= 76.77% (growth 31.75%)
What are the prioritized needs for the LEA or building based on a root cause analysis?	1. Social and emotional deficits/needs students bring that hinder school readiness for students 2. Academic readiness for Middle 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)
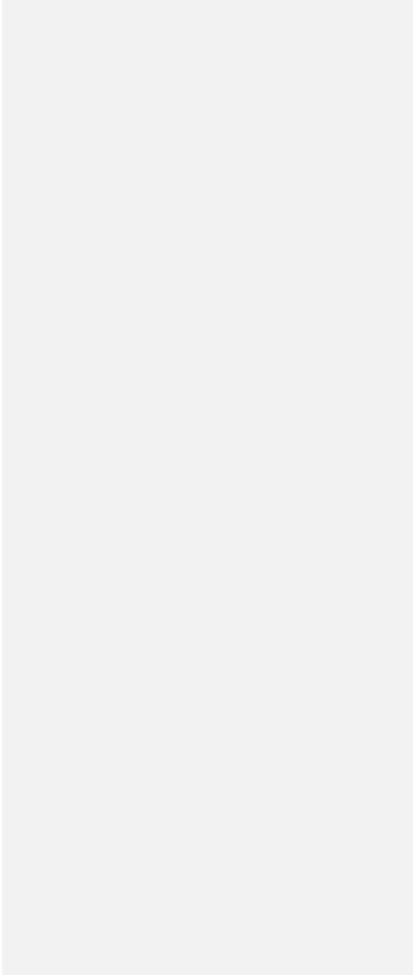
Northeast Middle School
Title One Budget Allocation

Title I.A Budget Allocation Summary 2019-2020				
Goal # (1-3)	**Expenditure or Action to be Funded**	Date	Estimated Cost	Funding Source(s)
X	Preliminary Title One Allocation	7/2020	$323,590	
Goal 2	Title One. A Reading Interventionist	7/2020		Title One. A
Goal 2	Title One. A Math Interventionist	7/2020		Title One. A
Goal 2,3	Title One. A Supplemental Teacher	7/2020		Title One. A
Goal 1	Title One. A Parent Engagement Specialists	7/2020		Title One. A
X	Title One. A Discretionary Spending	7/2020	$53,625	Title One. A
Goal 2	Title One. A Tutoring / Transportation / Staff Certified	7/2020	$7,000	Title One. A
Goal 2,3	Title One. A General Supplies	7/2020	$6,000	Title One. A
Goals 1,2	Title One. A Supplemental Supplies	7/2020	$15,000	Title One. A
Goal 1,3	Title One. A Parental Involvement (SAC Food Purchases)	7/2020	$3,000	Title One. A
Goal 1	Title One. A Stipend Certified	7/2020	$4,000	Title One. A
Goal 2	Title One. A Stipend Classified	7/2020	$3,000	Title One. A

Goal 2,3	Title One. A Travel / Training	7/2020	$8,000	Title One. A
Goal 1,2,3	Title One. A Other Purchased Services	7/2020	$7,625	Title One. A

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.

Increase student attendance by 3%, while reducing the number of student 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 as well as to meet specific needs such as IEP goals and ELL goals.

Specific - establishing an inviting, caring, empathetic classroom and overall school environment.

Measurable - reducing the number of office referrals by 5% by the end of the year (Monthly comparing year to year data)

Achievable –supports and services refer to: social worker, restorative justice processes and personnel, behavior intervention plans for high flyers, active problem-solving team, parent phone calls, attendance committee, home visits, student support services, meetings with the exceptional education department and English Language Learners department. (Restorative Justice, clothing closet, food pantry, Communities in Schools office, and City Year)

Relevant - address students' social, emotional, and special academic needs (fatigue, hunger, anger, communication deficits and home/life obstacles, IEPs, language barriers) 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:

2019 Attendance: 76.77%

2019: Suspension rate OSS 840 (30.6%) – ISS 1207 (43.9%) – Long Term OSS 2 (0.2%)

2019: Total discipline referrals: 2747

2019 Top ten behavior offense / percentage of behavior offenses

- ▪ Disruptive Behavior 434 (15.80%)
- ▪ Dangerous Behavior 423 (15.40%)
- ▪ Defiance of Authority / Hall Freeze 372 (13.50%)
- ▪ Chronic Misconduct/Prior Intervention 348 (12.67%)
- ▪ Fighting 300 (10.92%)
- ▪ Language Abusive/Offensive/Profane 131 (4.77%)
- ▪ Failure to Serve 121 (4.40%)
- ▪ Assault of Another Student 87 (3.17%)
- ▪ Inciting a Fight/Disruption 86 (3.13%)
- ▪ Bullying 68 (2.48%)

Strategies for Improvement

1. Social worker

2.Student Support Services (clothing closet, food pantry, Community in Schools office, City Year, Mentoring)

3. Trauma Sensitive School
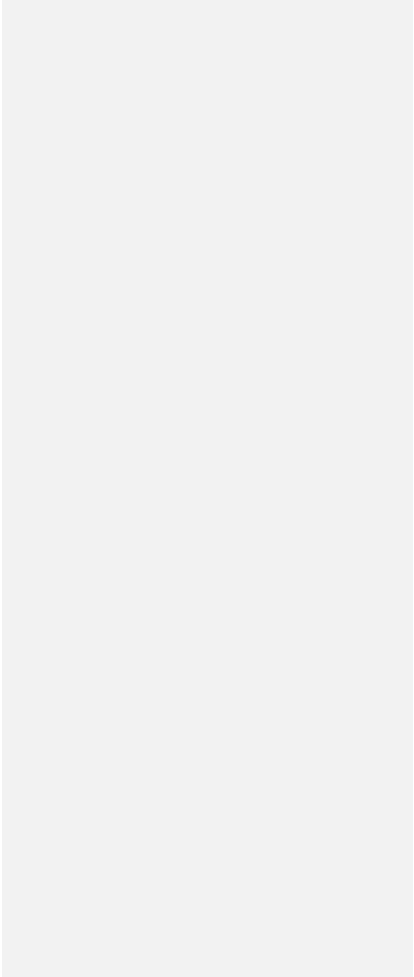
4. Teacher parent contact through Parent Liaison, Homebound Coordinator, and Dropout Specialist (personal/relationship building)

5. Ongoing parent contact/ monthly meetings/programing for parent to school connection

- Attendance Phone calls
- Home visits
6. SAC Meetings
7. Problem Solving Team (PST)

Funding Source(s): Title One and Local Budgets

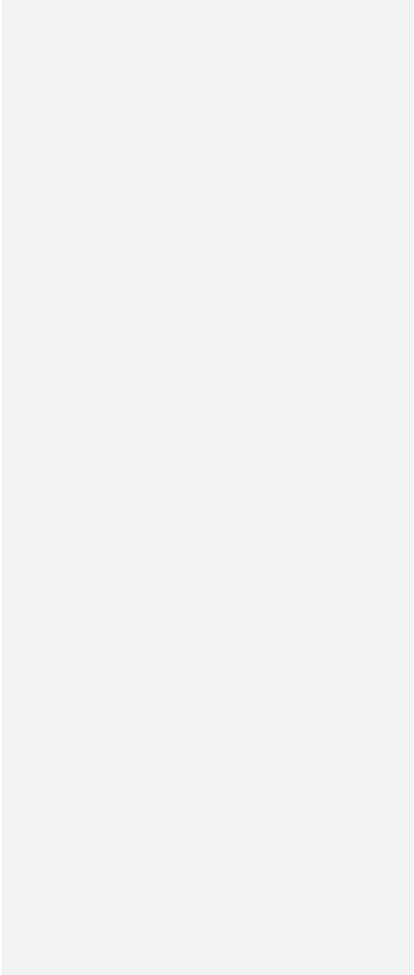| Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days 1. Administrators will collect/manage the culture metrics of the school and report to admin and staff information to design systems to reduce suspensions and increase attendance.	1.July 1, 2020	1.Administrative Team - Principal - Vice Principals - Homebound Coord. - Parent Liaison - Attendance Secretary/Attendance Committee	1. Data Room supplies	
2. Parent Liaison/Attendance Secretary will contact parents daily due to an increase of student consecutive absences. Parent Liaison will plan monthly small groups, empathy interviews and	2. August 2020	2.Administrative Team - Principal - Vice Principals - Attendance Secretary - Parent Liaison	2. Empathy interview training	

|			
luncheons for parents to gather feedback and gain parental trust. Establish a calendar of events and activities based on parent responses.			
3. Teachers will be trained in trauma sensitive best practices.	3. Aug/Oct 2020	3.Administrative Team - Principal - Vice Principals - Counselors-7/8 - Trauma Counselor	3. Training and Trauma Sensitive Training. (ACE) Questionnaire Trauma-Informed Care Values Safety Plans
3a. Student Success Skills class was added to the master schedule to introduce trauma sensitive best practices.	August 2020	3a. Administrative Team -Electives Teacher	3a. Character Toolkit for Teachers Additional trauma resources for transforming our school
4. Calibrate with ELL and EE department specialists to ensure scholars are	4. September 2020	4. Administrative Team - Principal	4. Collaborative time with ELL and SPED departments.

Commented [3]: space

receiving appropriate, on grade level services.		- Vice Principals - Counselors		
60 Days 1. PST development of behavior intervention plans for scholars with tier 2 and tier 3 behaviors, schoolwide celebrations and incentives around attendance, behavior and academic growth/grades.	1.October 2020	1.Administrative Team - Principal - Vice Principals - Counselor - Teacher - Parent Liaison - Communities in Schools Coordinator - PBIS Team	1.Problem Solving Team (PST) training?? PBIS Training 1.Incentives to celebrate positive attendance or behavioral expectations	
2.Processes and procedures to facilitate student/parent use of Student Support Wing by Parent Liaison, Parent liaison will begin home visits along with the should this be dropout specialist and/or home school coordinator for students who are not responding to tier 1 interventions. Begin holding monthly parental meetings.	2. October 2020	2.Administrative Team - Principal - Vice Principals - Home School Coordinator - Parent Liaison - Dropout Specialist		

90 Days				
1. Designate spaces, purchase furniture, design processes for use and launch the social and emotional spaces for mediation, refocusing and mindfulness strategies.	1.November 2020	1.Administrative Team - Principal - Vice Principals	1.Furniture and decorum pieces for social/emotional space 1.Mindfulness training	
2.Assess the effectiveness of the parental activities and meetings (Start, stop or revise programing). Collect data on students frequently receiving services and assess if there is any improvement in attendance and grades.	2.November 2020	2.Administrative Team - Principal - Vice Principals - Parent Liaison	2.Overtime	
3.Teacher develops lists of students by teams that may need academic and/or social/emotional support. Align students with tutoring and/or clubs to increase academics and participation to build a connection to the school community.	3.October 2020	3.Administrative Team - Principal - Vice Principals - Counselors - Instructional Coach - Athletic Director - City Year - Global FEC - Community Partners	3. Supplies/resources for club start up 3. After school club sponsor/ tutor compensation	

Long Range				

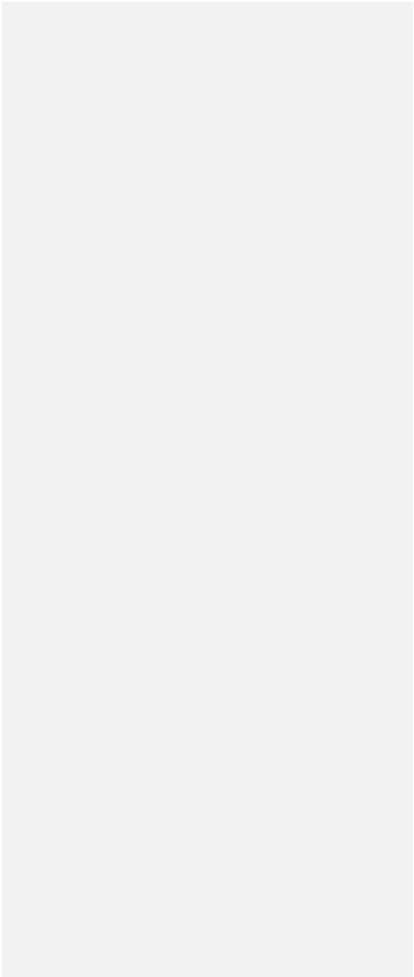|				
1.Administrative team will continually address student behavioral needs, utilizing PST and implement processes to improve and maintain a positive, student centered educational culture and climate.	1.January 2021	Administrative Team - Principal - Vice Principals - Counselors - PST Team		
2. Parent Liaison will continue calling parents, performing home visits, holding parent meetings to improve parent participation with programming and services to have a positive effect on student attendance and academic performance in the classroom.	2.January 2021	Administrative Team - Principal - Vice Principals - Parent Liaison - Attendance Secretary		
3.Teachers will continue building relationships and provide weekly attendance and grade checks by monitoring students' progress.	3.January 2021	Administrative Team - Principal - Vice Principals - Parent Liaison - Attendance Secretary		
4.Adopt a trauma sensitive school checklist	October 2020	Trauma sensitive team		
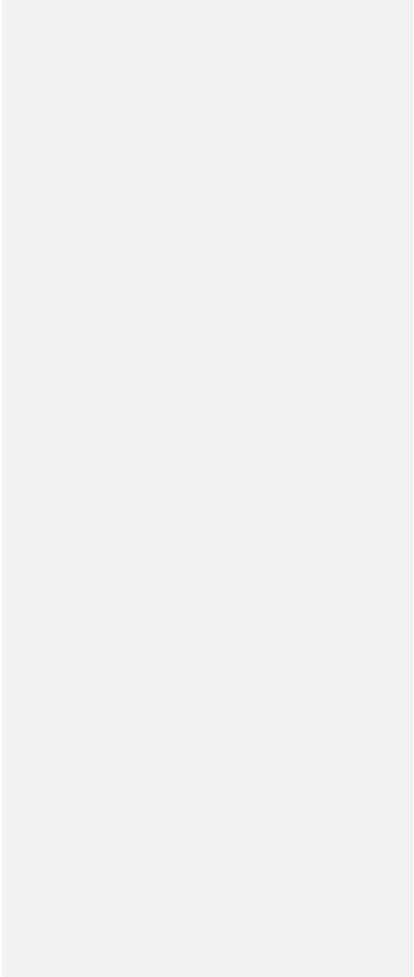
to validate implementation				

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

KCPS Roadmap for Student Growth and Success Pillar A, Personalized, Rigorous, Culturally Responsive Teaching and Learning

Based on the KCPS assessment calendar for quarterly pre/post assessments as well as the DESE mandated assessments, data from achievement series 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 to ensure the success of all scholars including limited English Proficient and Exceptional Education Scholars.

Specific – data from achievement series will be collected and analyzed during teacher PLC meetings and common planning periods
- 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.

Measurable - based on the KCPS assessment calendar for quarterly pre/post assessments as well as the DESE mandated assessments
- 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 utilize the beginning/mid/end of year (BOY, MOY, and EOY) common, cumulative assessments for all core content areas as either a replacement for Achievement Series (A.S.) assessments or as an addition to A.S. assessments.

Attainable – goal of at least 5% of scholars moving up one level of proficiency over the course of the academic year
- 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.

Relevant – aligning instruction to the district and campus mission and vision for scholar success.
- This illustrates our commitment and focus on the success of all our scholars not only academically but also socially and emotionally to ensure they are developing into productive and respected members of society. Weekly observations/walkthroughs will be conducted to validate the relevancy of aligning the instruction to the district curriculum and state standards.

Timely – 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 and/or virtual 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)
Several of the subpopulations at NEMS are falling below in their academic performance based on MAP assessment data for the last few years with all subpopulations falling in performance from 2017 to 2018.

Strategies for Improvement

- Strong, functional Professional Learning Communities (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/MAP 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 of best practices.
- Implementation of ongoing, campus-based professional learning opportunities.
  - Model Classroom Teacher/Peer Coach (modified schedule)
- Interventions for Scholar's Success
  - Math Interventionist
  - Reading Interventionist
  - Implementation of basic study skills activities in Student Character Building classes.
  - Establishment of a 5:30 tutorial bus and possibly a Saturday morning tutorial bus. This will allow for more academic tutorials.
- Joint class observations twice monthly with SPED specialists and ELL specialists to ensure on grade level, academically rigorous instruction and interventions.
- Sheltered Instruction Observation Protocol - SIOP and a restructure of the English Language Learners classes to a mainstream / co-teach model.

Funding Source(s): Title One and Local Budgets

Commented [7]: Just high schools?

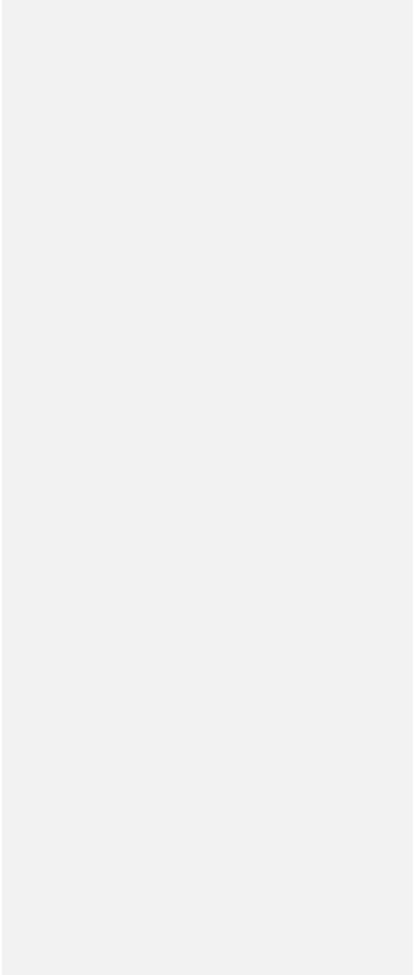**Commented [8R7]:** High schools due to our feeder program developing structure and consistency to target focus.

30 Day Plan

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
1. Develop a Core Content PLC Program and meeting calendar. Present plan to team along with PLC expectations. Also	August 10, 2020	Administration		Training on PLC Model by August 10, 2020; Initial Calendar Due August 17, 2020

begin an in-depth analysis of scholars' prior performance levels.				
2. Develop a semester-by-semester plan for Wednesday PD and biweekly mini clinics – SIOP, Effective Co-teaching, Instructional best practices, etc.	August 10, 2020	Administration, Leadership Team, Interventionist		Training calendar with all fall offerings by August 24, 2020. First PD session by August 31, 2020.
3. Develop an Intervention Team	August 10, 2020	Administration, Leadership Team, Interventionists, MAP Content Teachers, Counselors		Intervention bi-monthly meeting schedule by August 17, 2020. Google Document Spreadsheet for tracking all scholars developed by August 24, 2020
4 Campuswide four-day SIOP Training to help facilitate increased instructional best practices for all scholars and to support the redesign of the ELL department.	August 2020	Administration, Instructional Coach, Language Services.	SIOP training and materials	

60 Day Plan

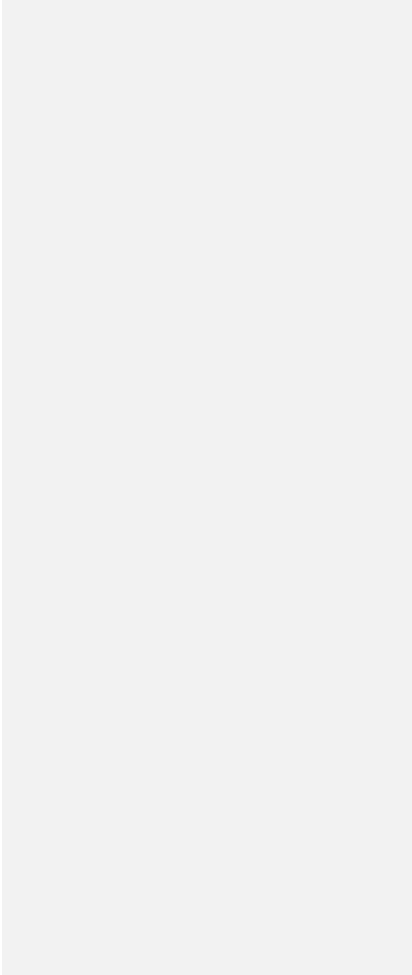| Action Steps	Start Date	Person Responsible	Resources	Completed/Date
Review all scholar data from district administered Achievement Series Assessments, teacher developed assessments, and other data sources such as i-Ready to inform classroom instruction.	August 28, 2020 - Q1 Pretest and October 7, 2020 Q1 Posttest. Also Analyze Q2 Pretest for gaps in background knowledge.	Content teacher, subject administrator, Interventionist (Math and ELA).		August 29, 2020 - Q1 Pretest & October 14, Q1 Posttest.
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. Focus on SIOP and Trauma Sensitive models.	October 14, 2020 - Review Q1 grades, discipline data, and achievement series data to adjust PD offerings as needed based on data.	Administration, Leadership Team, Interventionists, and exemplary teachers.		Adjusted training calendar with all fall offerings. December 20, 2020

First quarter intervention formal review of scholar growth and adjust scholars' level of intervention as well as differentiated interventions based on ongoing data analyses.	October 14, 2020 to October 21 - Review Q1 grades, discipline data, and achievement series data to adjust.	Administration, Leadership Team, Interventionists, MAP Content Teachers, Counselors.		Intervention bi-monthly meetings are ongoing to review google document spreadsheet for tracking all scholars and their interventions. December 23, 2020.

90 Day Plan

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
Team members meet to review first semester scholar progress (assessment data, attendance data, etc.) toward mastery of content objectives. Develop an academic boot camp model of review for any objective scholars need to master from semester one and integrate into semester two.	December 16, 2020	Content teacher, subject administrator, Interventionist (Math and ELA.		January 13, 2021
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	January 13, 2020	Administration, Leadership Team, Interventionists, and exemplary teachers.		February 24, 2021
Summative review of all scholar data to make recommendations for second semester interventions, individualized scholar plans, and areas of higher priority for all scholars.	December 23, 2020	Administration, Leadership Team, Interventionists, MAP Content Teachers, Counselors, Social Worker.		January 13, 2021

Long Range Plan

| Action Steps	Start Date	Person Responsible	Resources	Completed/Date

Core PLC meetings hosted once per month for a full day. Then weekly during MAP/EOC Planning Period. Ongoing data reviews as occurred during the 30-60-90-day reviews throughout second semester.	August 12, 2020	Content teacher, subject administrator, Interventionist (Math and ELA).		May 14, 2021

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.	August 12, 2020	Administration, Leadership Team, Interventionists, exemplary teachers, partner campuses		May 14, 2021
Intervention Team Bi-Monthly meetings.	August 12, 2020	Administration, Leadership Team, Interventionists, MAP Content Teachers, Counselors		May 14, 2021

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 #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 2020-2021, NEMS administrators will lead, coach, model and hold all NEMS teachers accountable to consistently display culturally responsive practices by establishing (1) clear classroom systems, (2) develop efficient school to family communication, (3) practice both vertical and horizontal collaboration, (4) facilitate monthly peer observations, (5) incorporate daily instructional content and strategies to engage				
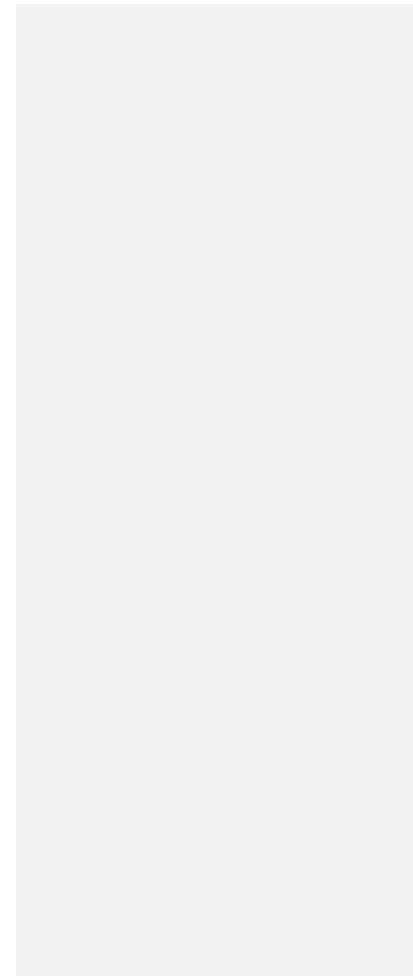
100% of students 100% of the time and (6) communicate using digital resources the NEMS Vision and SIOP goals for all stakeholders; administrators will also participate in the Missouri Leadership Development System implementing best practices learned through MDLS trainings.

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 to carry out the learning and meet family's needs during this time of crisis.

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

- Provide teachers with specific protocols and strategies for talking about instructional practice with their peers and model these facilitation tools aligning to the NEMS Vision and Mission statements. (Mass Insight-clear instructional vision)

- Teachers and evaluators will work together to create developmental goals for each instructor.

- Create a calendar feedback cycle to review staff walkthroughs.

- Teachers will voluntarily participate in book studies/digital platform investigation that address best instructional practices and culturally responsive pedagogy.

- School and community communication facilitated through digital media within the school and the NEMS' website and phone blasts.

- Community calendar of events digital signage usage throughout the school and website. Digital updates monthly.

- Campus leaders will participate in the Missouri Leadership Development Series for Emerging and Developing leaders 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. Monthly administration/staff conference to review classroom management strategies for growth and teacher/student success. (Mass Insight-Teacher Development Feedback)

- Walkthroughs will show an improvement of the mean indicator and an increase in the average engagement rate from month to month. Administration/staff collaboration reviewing w/t feedback schedule development. (Mass Insight-Teacher Development & Feedback)

- SIOP strategies will be reviewed during walkthroughs (Admin will look for best practice SIOP strategies).

- PLC expansion will include a focus on rigor, deeper alignment, and ELL integration (RTI, SIOP focus, Hattie data, and co-teaching).

- Assessment data (Achievement Series, iReady and MAP/EOC) will be the focus of PLCs to determine priority standards and create common formative assessments. Extended PLC time monthly to collaborate on student data to drive instruction focus. (Mass Insight-Data-Driven Decision-Making for Classroom Instruction)

- Teacher participation in developing assessment questions based on deconstruction of academic standards. (Mass Insight-Curriculum, Standards & Assessment)

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. Instruction coaching cycle-year 1 and year 2 teachers as well as teachers requesting professional input. Monthly open-door IC designated meeting time on calendar. (Mass Insight-Teacher Development and Feedback)

- Establishing mindsets rooted in growth and gradual success will be an ongoing practice until it becomes a norm (among scholars, staff, and families). Continual Checks for Understanding of NEMS Vision and Mission (Mass Insight-School Model and Instructional Vision)

- 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. Professional development by committee with breakout grouping and collaborative stations per instructional focus and strategy. (Mass Insight-Teacher Development & Feedback)

- Staff will revisit goals monthly to determine progress. Calendar development incorporating meeting times with fidelity.

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.

- Teachers will use effective RTI strategies to increase student achievement and rigor.

T- By the end of the SY 2020-2021

- Teacher developmental goals will typically live in a 6-week cycle. Calendar development with team and administration meetings to collaborate, review and revisit practice and pedagogy.

- Dedicated monthly revisiting of the school-wide vision to monitor progress-Leadership committee.

- Analyzing data from walkthroughs to track trends and averages to guide course of action.

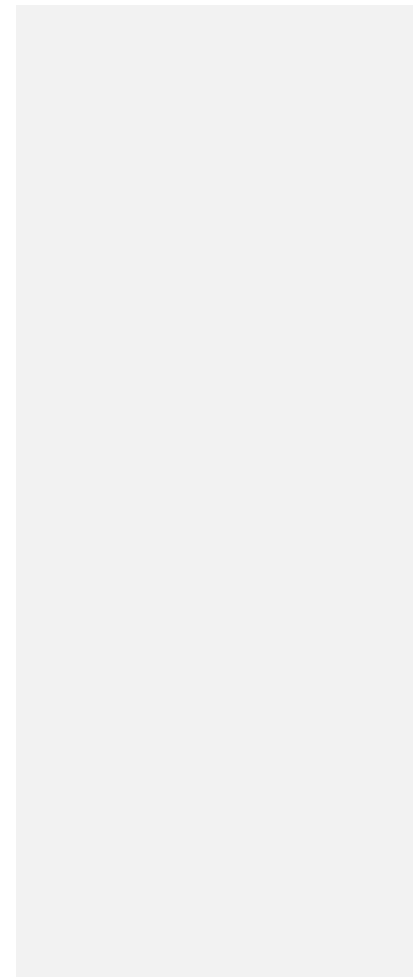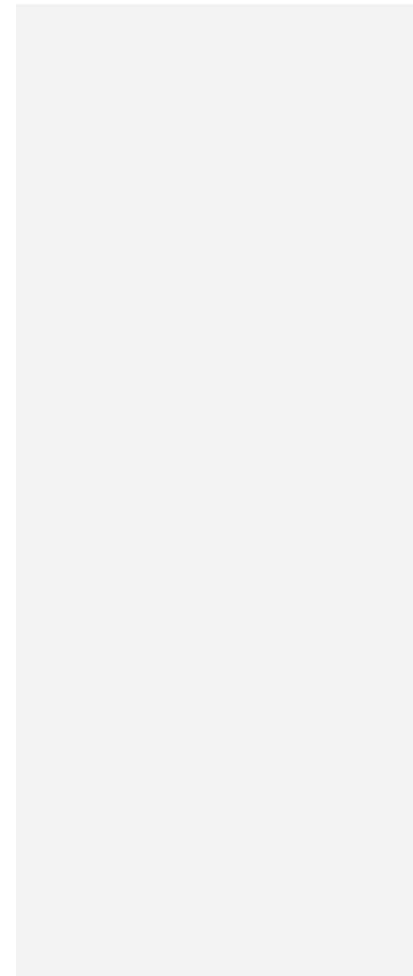| Rationale (name of the existing conditions/data points to support the selection of the objective/goal) |
|---|
| Administrator Feedback
District Personnel Feedback
FOCUS school debriefs
Student attendance 76.77%
Data growth points identified on the Mass Insight School Readiness Assessment Report |

Strategies for Improvement

- Weekly PLC meetings (vertical and horizontal teams)
- Dedicated academy alignment
- PBIS implementation
- Development of common language, values, Vision and Mission
- Providing on-site mentor teachers for probationary teachers
- Instructional coaching cycle for year 1 and year 2 instructors
- Monitoring and goal setting: Lesson Planning (Bell to Bell), Instructional Strategy Implementation, and Student Engagement Averages
- Data driven (walkthroughs, surveys, etc.) professional development
- Student data tracking (individual progress monitoring)
- Wholistic unit planning (priority standards, field experiences, guest speakers, project-based learning, etc.)
- Leadership (Principal, Vice Principals,) participation in the Missouri Leadership Development System Emerging and Developing
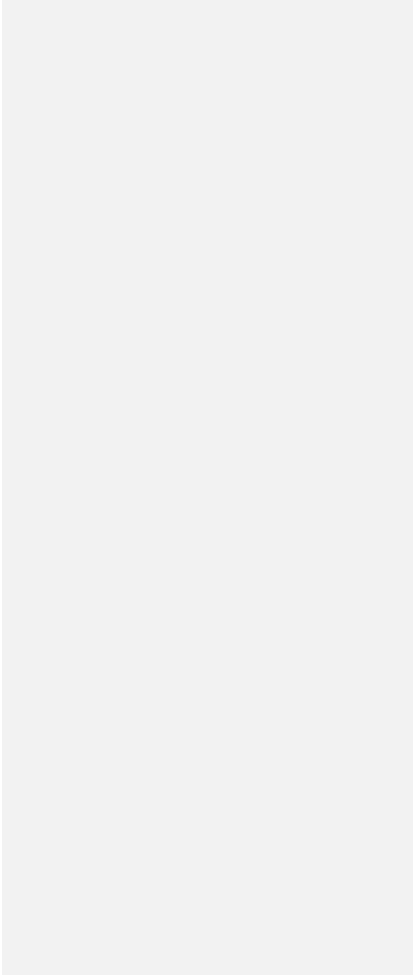
Funding Source(s): Title One and Local Budget				
Action Steps	**Start Date**	**Person Responsible**	**Resources**	**Completed/Date**
30 Days				Established July 2020 at Leadership Retreat

1.Establish, monitor, and revise classroom procedures **2.Assess and coach classroom culture of learning**	1.August 10, 2020 2. Initial Observation within the first week of school	1. Administration, VP's, IC 2. Same as above	1. Teacher Learning and Culture (TLAC) strategies, classroom management plan template 2.Classroom Culture Rubric	Monitoring ongoing; Checkpoints at midterm and quarter, introduction of SIOP strategies
60 Days **1. Interdisciplinary planning with a priority standard and common formative assessment** **2. Monitor student engagement rates** **3. Monitor implementation of SIOP strategies and co-teaching techniques**	1.First PLC meeting of the year 2. August 12, 2020 3. October 2020	1.Department chairs and assigned content administrators 2. Administration and IC 3. Administration and IC	1.Assessment data and grade-level standards 2. Engagement rate form and tracker (Comprehensive Budget); frontline walkthrough tool	• PLC Planning: Sept 14, 2020 • Engagement Rates (weekly)
90 Days **1. Mini-lessons and PD Workshops with instructional focus (SIOP, Content Cadre Meeting, and Co-teaching)** **2. Progress monitoring teacher developmental goals through Observation Feedback Cycle (OFC)** **3. Set aggregate goals for lesson plan submission, engagement rates, and established classroom configurations**	1. August 2020 2. September 2020 3. September 2020	1. Admin, Dept Heads, IC and CIPD 2. IC and Admin 3. Admin, IC, and Leadership Committee	1. School-wide goals, TLAC strategies, Better Lesson personnel 2. OFC process and data trackers (Comprehensive Budget) 3. SMART goal sheets and engagement rate trackers	• Voluntary mini clinics on Flex Wednesdays • Progress monitoring at 6-week intervals from August 19th to May 12th • Monthly goals and performance stated at the first Wednesday faculty meeting; new goal(s) set at same interval

Long Range **1. Quarterly digital platform review (SIOP, Content Cadre Meeting, and Co-teaching)** **2.Continuous revision of systems for school to family communication**	Ongoing	1. Administrators, KCPS Digital Learning Team 2. SAC and Administrative personnel	1. KCPS Digital Learning 2. Tyler for email communication and text messages; robocalls continued; school-wide calendar with important dates/events (monthly communication-digital)	• School calendar updates on Google and Outlook ongoing

Goal #4 - 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 #4

KCPS Roadmap for Student Growth and Success Pillar D, Data-informed, Effective, and Efficient Systems

Based on the developments of the global COVID-19 Pandemic, in order to meet the needs of the ever changing, technologically advancing global community and the recommendations of students, teachers, and administrators, NEMS will implement a new focus on regular technology integration through virtual lessons, activities, RTI, and tutoring at least twice per week to increase scholar achievement by at least 5% by the end of the academic year. Data from lesson plans, formative assessments, and classroom observations will be utilized to ensure alignment to the campus and district objectives for student success.

Specific – implement a new focus on regular technology integration through virtual lessons, activities, RTI, and tutoring at least twice per week

Measurable – data from lesson plans, formative assessments, and classroom observations will be utilized to ensure alignment to the campus and district objectives for student success

Attainable – increase scholar achievement by at least 5% by the end of the academic year

Relevant -- to meet the needs of the ever changing, technologically advancing global community and the recommendations of students, teachers, and administrators

Timely – at least twice per week to increase scholar achievement by at least 5% by the end of the academic year.

Rationale – As a result of the global COVID-19 Pandemic, data collected during our spring 2020 Mock MAP assessment, and the data from the Mass Insight School Readiness Assessment, we as a team must adjust our daily practices to meet the needs of each scholar. Through the implementation of a strong technology plan we can increase scholars' access to consistent engaging and challenging instruction as well as differentiated to meet the individualized needs of all scholars focusing on our ELL and IEP populations. Implementation will also serve to reduce scholar behavior issues and increase overall engagement in the learning. Based on the developments of the global COVID-19 Pandemic, in order to meet the needs of the ever changing, technologically advancing global community and the recommendations of students, teachers, and administrators, NEMS will implement a new focus on regular technology integration through virtual lessons, activities, RTI, and tutoring at least twice per week to increase scholar achievement by at least 5% by the end of the academic year. Data from lesson plans, formative assessments, and classroom observations will be utilized to ensure alignment to the campus and district objectives for student success.
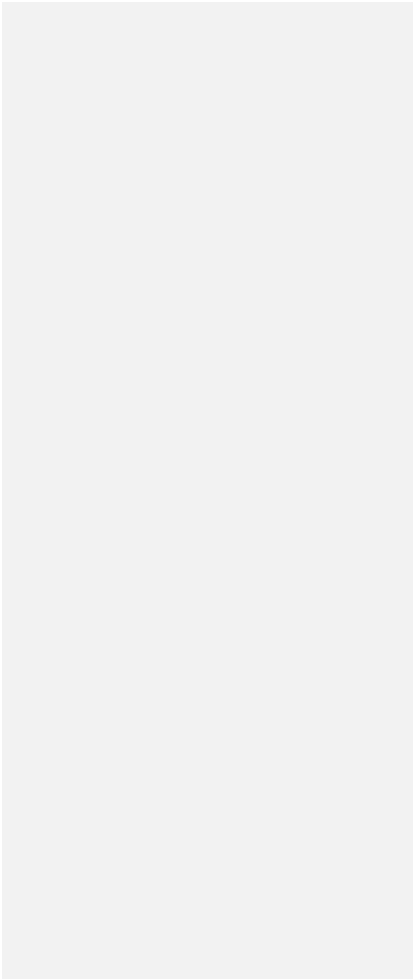
Strategies for improvement –
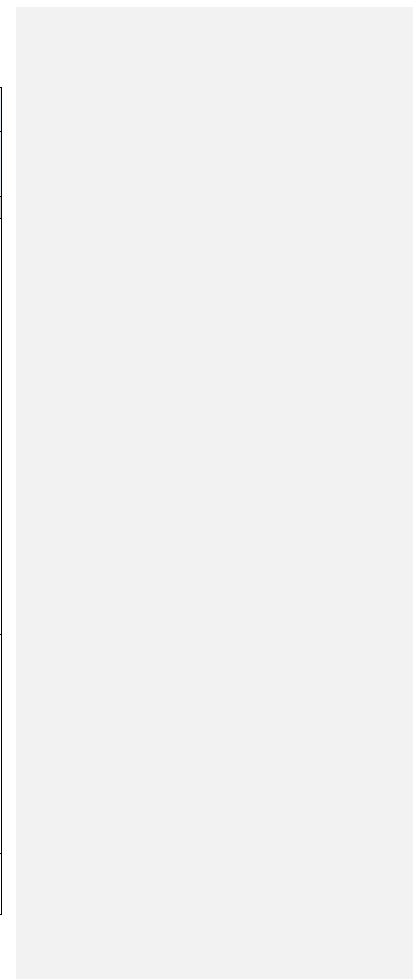
- **Integration of PIC RAT (Passive, Interactive, Creative – Replaces, Amplifies, Transforms) into:**

  - **PLC**

  - **Lesson Plans**

  - **Observation expectations**

- **Ongoing campus professional learning opportunities in collaboration with the digital learning team:**

  - **Online**

  - **Face-to-face**

- **Process for online learning for scholars who:**

  - **Are struggling in class**

  - **Student in ISS**

  - **Student in OSS**

  - **Are absent due to illness**

  - **When a teacher is absent, and a substitute is present.**
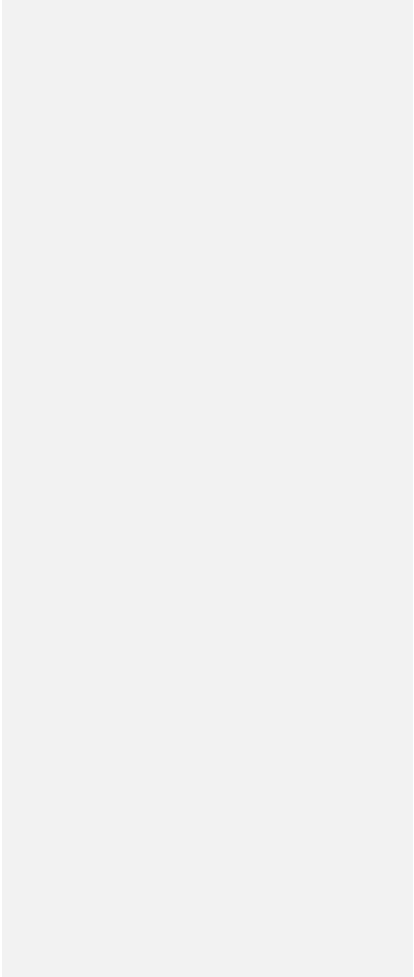
- **Pre-recorded, digital lessons**

Funding Source – Title One and Local Budgets

Preparation Activities -

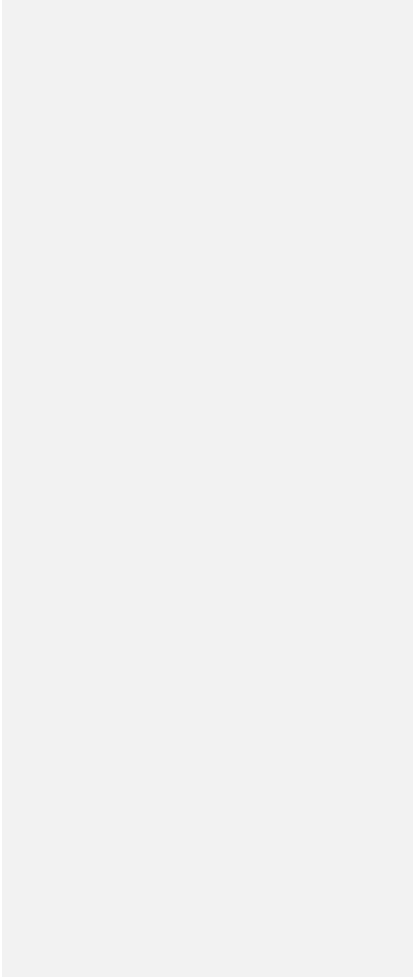| Action Step	Start Date	Person Responsible	Resources	Completed / Date

1. Develop campus distance learning / virtual instruction survey to gather insight on how our team feels regarding the emergency process in spring 2020 and ways to improve going forward.	May 2020	Principal	Google Forms Survey	May 22, 2020
2. Analyze Mass Insight School Readiness Assessment Final Report, distance learning survey, and other critical data to develop a plan for technology implementation campus wide. Also identify key points that need to be addressed in other sections of the campus improvement plan.	May/June 2020	Campus Administration and Leadership Team	Mass Insight School Readiness Assessment Final Report Distance learning survey	June 15, 2020
3. Develop a Campus Technology Goal based on analyzed data and meet with stakeholders for input.	May/June 2020	Campus Administration and Leadership Team	Mass Insight School Readiness Assessment Final Report Distance learning survey	June 15, 2020
4. Schedule a meeting with the KCPS digital learning team to review the plan and ask for recommendations for full implementation.	May/June 2020	Campus Administration	Campus Technology Plan	June 15, 2020
5. Review PLC expectations, lesson planning documents, and observation expectations to fully implement technology integration into weekly lessons as well as utilization of the PIC-RAT model.	May/June 2020	Campus Administration and Leadership Team	Campus Technology Plan	June 15, 2020

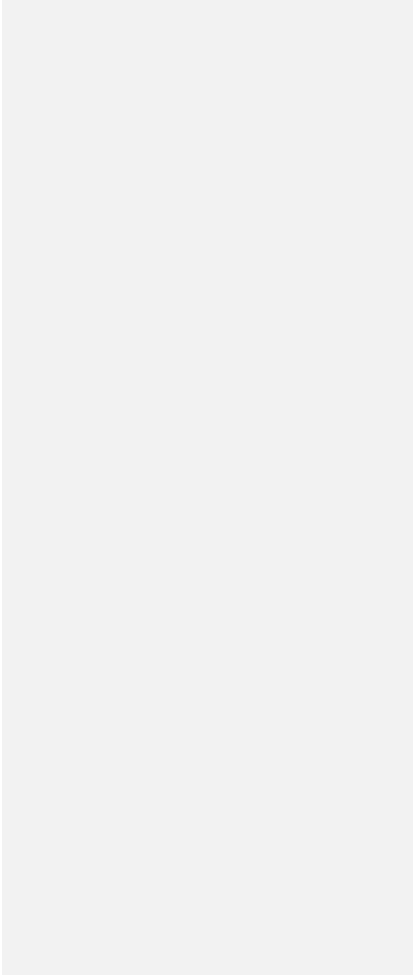| Action Step				
6. Develop a campus wide professional learning plan that provides regular ongoing face-to-face and online resources for technology integration into weekly lessons as well as utilization of the PIC-RAT model.	May/June 2020	Campus Administration and Leadership Team	Campus Technology Plan	June 15, 2020
7. Develop a plan for online learning to address the needs of scholars who: · are struggling in class, · are in ISS or OSS · absent due to illness · if a teacher is absent to ensure scholars are receiving all possible learning opportunities.	May/June 2020	Campus Administration and Leadership Team	Campus Technology Plan	June 15, 2020

30-Day Plan –

Action Step	Start Date	Person Responsible	Resources	Completed / Date
1. Present Mass Insight, exit ticket, and other data (online student engagement rates, etc.) as a foundation for the digital plan with a strong focus on collective responsibility.	August 2020	Admin team / IC	Data, PPT,	August 2020
2. Ongoing campus PD focused on best practices in the digital world.	Summer/ Fall 2020	Leadership Team, Admin, IC, PD Chair	Developed PD sessions	August 2020 / ongoing

3.Meet with the KCPS digital learning team to develop PDs and discuss implementation strategies for technology implementation in both a virtual and traditional classroom.	Summer 2020	Admin	Meeting Times	August 2020 / ongoing
4. Update PLC expectations, lesson plan templates, and observation expectations to include a virtual learning component in both a virtual and traditional classroom. Also including implementation of virtual learning for scholars who: · are struggling in class · in a co-teaching setting · are in ISS or OSS · absent due to illness · if a teacher is absent to ensure scholars are receiving all possible learning opportunities.	Summer 2020	Admin team, IC	Best practices, existing plans	August 2020 / Ongoing

60-Day Plan –

Action Step	Start Date	Person Responsible	Resources	Completed / Date
1. Monthly leadership followup meetings to review the data and information to ensure ongoing focus and success.	October 2020 Ongoing	Administration, IC, Leadership Team	Lesson plan exemplars, PLC data review	October 2020 / Ongoing
2. Continuous PIC RAT model and campus PD to improve distance learning strategies per newly identified needs.	October 2020 Ongoing	Administration, IC, Leadership Team	Lesson plan exemplars, PLC data review, survey data	October 2020 / Ongoing

	Action Step		Start Date	Person Responsible	Resources	Completed / Date
3.	Synchronous and Asynchronous instructional / learning model further development and support based on gathered data.		October 2020 Ongoing	Administration, IC, Leadership Team	Lesson plan exemplars, PLC data review, survey data	October 2020 / Ongoing
4.	PLC time to ensure student engagement structure.		October 2020 Ongoing	Administration, IC, Leadership Team	PLC data review and survey data	October 2020 / Ongoing
5.	Establishment of ongoing, voluntary, community town hall meetings to ensure stakeholder alignment and buy-in to the process as well as ensuring specific needs are being met.		October 2020 Ongoing	Administration, IC, Leadership Team	Survey data	October 2020 / Ongoing

90-Day / Long Term Plan –

Action Step	Start Date	Person Responsible	Resources	Completed / Date
1. Continuing and modifying the best practice strategies and professional learning based on collected data.	Ongoing	Administration, IC, Leadership Team	Lesson plan exemplars, PLC data review	Ongoing
2. Continual development of digital learning platforms and calendar development on a school wide application.	Ongoing	Administration, IC, Leadership Team	Lesson plan exemplars, PLC data review	Ongoing
3. Further develop and mastery of synchronous versus asynchronous teaching and learning.	Ongoing	Administration, IC, Leadership Team	Lesson plan exemplars, PLC data review	Ongoing
4. Ongoing monitoring and adjustment of key components established at the beginning of the year to ensure success for all scholars.	Ongoing	Administration, IC, Leadership Team	Lesson plan exemplars, PLC data review	Ongoing

5. Ongoing collaboration with the KCPS Digital Learning Team to provide the most up-to-date developments and advancements in digital learning in both a traditional and virtual classroom setting.	Ongoing	Administration, IC, Leadership Team, KCPS Digital Learning Team	Lesson plan exemplars, PLC data review	Ongoing

Teacher Requested Digital PD –

1. Advanced online teaching and learning
2. Applications and Tools – Differentiated Levels
3. Motivating scholars virtually / Making distance learning meaningful
4. Effective Scheduling / balancing time for teachers and scholars
5. Creating effective distance learning lessons and lesson pacing in a virtual classroom
6. Hands-on activities in a virtual classroom
7. Synchronous vs. asynchronous learning
8. Learning from teacher successes – What worked!
9. Electives and digital learning
10. PIC RAT – moving beyond the basics

11. Utilizing digital learning to facilitate station-based instruction and scholar collaboration.

_____   _____
Superintendent   **Date**

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

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