

2020-2021 Schoolwide Title I Improvement/Accountability Plan for Targeted Schools

Focus of Plan (check the appropriate box):

LEA

School or Charter

Kansas City Public Schools

Name of School or Charter: Garfield Elementary

Address: 436 Prospect, Kansas City, MO 64124

Principal/Lead Person: Doug White

School Website:

Plan Year(s): 2020-2021

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 _____

What staff/stakeholders have been involved in the needs assessment and development of this plan?

Name	Stakeholder Group*
Doug White	Principal
Kelly Coble	Vice Principal
Andrew Larson	Title I Coordinator
Alison Wilson	Teacher
Violet Pickett	Teacher
Megan Dorcas	Teacher
Annette Rhinehart	Teacher
Tijuana Jackson-Rudolph	Teacher
Alissa Goodding	ELL Teacher
Katelin Andrews	ELL Teacher
Nassrin Javadi	SPED Teacher
Lizbeth Calzada	Parent
Kaylee Wickizer	Parent
Andrew Larson	Federal Programs Supervisor
Dea Davis	Budget

*Indicate Stakeholder Group to which each planning team member belongs. Stakeholders in bold font are required.

Principal

Teacher(s)/Certified Staff

Parents (at least 2)

Support Staff

Title 1 Supervisor/Coordinator

Vice Principal

Assistant Superintendent(s)

Superintendent

Board Member(s)

Other District Staff

What are the key issues identified from the needs assessment?

- 1.) **MPI scores in ELA and MATH have decreased significantly on the 2018 and 2019 MAP Assessments.**
- 2.) **The combined rate of Proficient and Advanced students have decreased significantly in ELA and MATH on the 2018 and 2019 MAP Assessments.**
- 3.) **On the 2018 ESSA Identification Report, the SPED Subgroup Index Score of 121.3 is significantly below the Index Identification Threshold of 219.7.**

What are the prioritized needs for the LEA or building based on a root cause analysis?

- 1.) Increase the MPI scores in ELA and Math through the effective implementation of Tier 1 and Tier 2 instruction in the RTI process.
- 2.) Increase the percent Proficient and Advanced students in ELA and Math through the effective implementation of Tier 1 and Tier 2 instruction in the RTI process.
- 3.) Raise the SPED Subgroup Index Score above the Index Identification Threshold through co-teaching and targeted individualized instruction for students in this subgroup.
- 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 Area 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
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1

By May 2020, the amount of time spent on Instructional related activities will increase from 50% in August 2020 to 55% in May 2021 as measured by the SAMS Time Tracker monitoring and analysis process.

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

The building is identified as a Target school due to low performance in English language arts and mathematics for students with an IEP. The percentage of Proficient and Advanced students has decreased on the MAP assessment for the last two years. The overall school MPI scores has decreased for the last two years on the MAP Assessment. High-quality principals provide the vital link between curriculum and learning. By school administration systematically changing the focus of daily activities from Management tasks to Instructional leadership, the amount of time best spent working with teachers on improving teaching and raising student achievement is increased.

MAP Assessment Combined Proficient and Advanced

	2015	2016	2017	2018	2019
ELA	22.8%	27.2%	28.8%	18.0%	15.5%
MATH	13.8%	15.0%	23.4%	18.2%	15.4%

MAP MPI Scores

	2015	2016	2017	2018	2019
ELA	230.7	241.2	246.6	236.8	226.7
MATH	211.1	207.3	231.0	211.1	196.9

Alignment to KCPS Strategic Plan - Goals and Measures of Student Success (p. 14 KCPS Strategic Plan):

Goal 3.b: Increased percentage of identified students who move up or out of tiered academic support (e.g. English Language Learners (ELL); Problem-solving Team (PST); Individualized Education Program (IEP).

Goal 3.c: Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.

Alignment to KCPS Strategic Plan - Professional Practices for Instructional Effectiveness (p.15 KCPS Strategic Plan):

Pillar A.L1: Principal/Leadership encourages teachers and staff to challenge their own beliefs and actions about students’ ability to meet high expectations and provides culturally relevant ongoing professional development.

Pillar A.L2: Principal communicates high expectations by prioritizing mastery of instruction for all student subgroups, and leading ongoing teacher, team and school-wide dialogue about student work products.

Pillar C.L5: Principal uses multiple strategies to provide timely feedback about classroom practices and student learning (eg., lesson student, collaborative analysis of student work, classroom observations, and team planning).

Pillar D.L8: Principal/Leadership Team works collaboratively with teachers to use a well-defined system to gather and analyze data about student growth and professional practices.

Strategies for Improvement

- **Complete required walkthroughs and evaluations by designated timeframes.**
- **Provide timely feedback to teachers on instructional practice and data.**
- **Meet with grade level PLC Teams two times per month.**
- **Schedule extended grade level planning meetings for 2nd, 3rd and 4th quarters.**
- **Monthly Leadership Team meetings, two per month, to analyze student data and review building wide instructional practices.**

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
1st quarter	8/2020		SAM Daily Meeting Checklist	

<p>1. Daily Meeting with Instructional Coach to review instructional minutes goal.</p> <p>2. Schedule Daily tasks to monitor percentage of instructional related time.</p> <p>3. Meet monthly with SAMS Time Tracker Coach to review management and instruction tasks.</p> <p>4. Complete required monthly walkthroughs including feedback and submit in OASYS.</p>		Principal Instructional Coach	<p>SAM Time Tracker</p> <p>OASYS</p>	<input type="checkbox"/> _____
<p>2nd quarter</p> <p>1. Daily Meeting with Instructional Coach to review instructional minutes goal.</p> <p>2. Schedule Daily tasks to monitor percentage of instructional related time.</p> <p>3. Meet monthly with SAMS Time Tracker Coach to review management and instruction tasks.</p> <p>4. Complete required monthly walkthroughs including feedback and submit in OASYS.</p> <p>5. Complete Formal Observation components</p>	10/26/20		<p>SAM Daily Meeting Checklist</p> <p>SAM Time Tracker</p> <p>OASYS</p>	<input type="checkbox"/> _____
<p>3rd quarter</p> <p>1. Daily Meeting with Instructional Coach to review instructional minutes goal.</p> <p>2. Schedule Daily tasks to monitor percentage of instructional related time.</p> <p>3. Meet monthly with SAMS Time Tracker Coach to review management and instruction tasks.</p> <p>4. Complete required monthly walkthroughs including feedback and submit in OASYS.</p> <p>5. Complete Summative Evaluations for Probationary teachers.</p>	1/19/2021		<p>SAM Daily Meeting Checklist</p> <p>SAM Time Tracker</p> <p>OASYS</p>	<input type="checkbox"/> _____
<p>Long Range</p>			<p>SAM Daily Meeting Checklist</p>	<input type="checkbox"/> _____

<p>1. Daily Meeting with Instructional Coach to review instructional minutes goal.</p> <p>2. Schedule Daily tasks to monitor percentage of instructional related time.</p> <p>3. Meet monthly with SAMS Time Tracker Coach to review management and instruction tasks.</p> <p>4. Complete required monthly walkthroughs including feedback and submit in OASYS.</p> <p>5. Complete Summative Evaluations for Tenured teachers on the evaluation cycle.</p>	4/6/2021		<p>SAM Time Tracker</p> <p>OASYS</p>	
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Goal #2 - Circle the appropriate Area 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
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2

By all classroom, ELL, and SPED teachers implementing RTI Tier 1 and Tier 2 grade level instructional strategies, the combined percent Proficient and Advanced Levels will increase by at least 10% in ELA and MATH on the 2021 MAP Assessment.

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

MAP Assessment Combined Proficient and Advanced

	2015	2016	2017	2018	2019
ELA	22.8%	27.2%	28.8%	18.0%	15.5%
MATH	13.8%	15.0%	23.4%	18.2%	15.4%

Alignment to KCPS Strategic Plan - Goals and Measures of Student Success (p. 14 KCPS Strategic Plan):

3. Continuous Growth Toward Mastery of All Academic Subjects
- a. Increased percentage of students meeting proficiency standards on local, state, and national examinations.
 - b. Increased percentage of identified students who move up or out of tiered academic support (e.g. ELL, Problem Solving Team, IEP).
 - c. Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.

Alignment to KCPS Strategic Plan - Professional Practices for Instructional Effectiveness (p.15 KCPS Strategic Plan):

Pillar A.T.2: Teachers utilize a variety of high engagement strategies, real-life and authentic learning opportunities, and motivational approaches to raise expectations for all students, regardless of current level of performance.

Pillar C.T.5: Teachers engage in ongoing reflection of their own professional growth, and asses their instructional effectiveness relative to student learning.

Pillar C.T.6: Teachers demonstrate continuous learning through classroom application of relevant strategies learned through professional development and ongoing collaboration.

Pillar D.T.7: Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.

Strategies for Improvement

- Identify essential standards for every grade level.
- Share learning targets with the students
- Give common assessments for the essential standards
- Based on summative assessments, identify students needing Tier 2 support on essential standards
- Design supplemental interventions for essential standards

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p>1st quarter</p> <ol style="list-style-type: none"> 1. Leadership Team provide PD to the staff on Tier 1 and Tier 2 of the RTI process. 2. Daily schedules include specific RTI block of time 3. Identify 1st quarter Essential Standards 4. Bi-weekly PLC grade level meetings 5. Analyze summative assessments for growth on Essential Standards 6. Grade level collaboration to plan and implement Tier 2 interventions 	8/2020	Principal Teachers Instructional Coach PST Team Leadership Team	KCPS Curriculum CIPD Coordinators Title IA Funds	<input type="checkbox"/> _____
<p>2nd quarter</p> <ol style="list-style-type: none"> 1. Identify 2nd Quarter Essential Standards 2. Bi-weekly PLC grade level meetings 	10/26/20	Principal Teachers	KCPS Curriculum CIPD Coordinators Title IA Funds	<input type="checkbox"/> _____

<p>3. Analyze summative assessments for growth on Essential Standards</p> <p>4. Grade level collaboration to plan and implement Tier 2 interventions</p> <p>5. Half Day grade level planning PD</p>		<p>Instructional Coach</p> <p>PST Team</p> <p>Leadership Team</p>		
<p>3rd quarter</p> <p>1. Identify 3rd Quarter Essential Standards</p> <p>2. Bi-weekly PLC grade level meetings</p> <p>3. Analyze summative assessments for growth on Essential Standards</p> <p>4. Grade level collaboration to plan and implement Tier 2 interventions</p> <p>5. Half Day grade level planning PD</p> <p>6. Analysis of Mock Map data to identify areas of student need in ELA and Math</p>	<p>1/19/2021</p>	<p>Principal Teachers</p> <p>Instructional Coach</p> <p>PST Team</p> <p>Leadership Team</p>	<p>KCPS Curriculum</p> <p>CIPD Coordinators</p> <p>Title IA Funds</p>	<p><input type="checkbox"/> _____</p>
<p>Long Range</p> <p>1. Identify 4th Quarter Essential Standards</p> <p>2. Bi-weekly PLC grade level meetings</p> <p>3. Analyze summative assessments for growth on Essential Standards</p> <p>4. Grade level collaboration to plan and implement Tier 2 interventions</p> <p>5. Half Day grade level planning PD</p>	<p>4/6/2021</p>	<p>Principal Teachers</p> <p>Instructional Coach</p> <p>PST Team</p> <p>Leadership Team</p>	<p>KCPS Curriculum</p> <p>CIPD Coordinators</p> <p>Title IA Funds</p>	<p><input type="checkbox"/> _____</p>

Goal #3 - Circle the appropriate Area 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
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3

On the 2020 Spring iReady diagnostic, 75% of students in the IEP subgroup will meet their iReady stretch goal in Reading and Math as set by the Beginning of the Year Fall Diagnostic.

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

IEP Subgroup MPI

Year	ELA	Math
2016	129.2	129.2
2017	176.0	168.0
2018	175.0	243.8

The iReady Diagnostics and daily online instruction provides data that allows teachers to monitor and assess student performance and growth in various domains in Reading and Math. Through ongoing review of data to monitor progress, teachers will be able to provide specific instruction that targets the needs of students in the IEP subgroup.

Alignment to KCPS Strategic Plan - Goals and Measures of Student Success (p. 14 KCPS Strategic Plan):

- 3. Continuous Growth Toward Mastery of All Academic Subjects
 - b. Increased percentage of identified students who move up or out of tiered academic support (e.g. ELL, Problem Solving Team, IEP).
 - c. Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.

Alignment to KCPS Strategic Plan - Professional Practices for Instructional Effectiveness (p.15 KCPS Strategic Plan):

- A. Personalized Rigorous, Culturally Responsive Teaching and Learning

- L1. Principal/Leadership encourages teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations and provide culturally relevant ongoing professional development.
- D. Data-Informed, Effective, and Efficient Systems
 - T7. Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.
 - L8. Principal/Leadership Team works collaboratively with teachers to use a well-defined system to gather and analyze data about student growth and professional practices.

Strategies for Improvement

- 1. SPED Co-teaching in grades 3 and 5.
- 2. Alignment of IEP goals with Missouri Learning Standards.
- 3. Weekly conferring with students on progress towards goals.
- 4. Utilization of Problem Solving Team to assist classroom teachers with academic strategies and interventions

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
1st quarter 1. Professional Development on Co-teaching for SPED teachers, 3 rd grade teacher, and 5 th grade teacher. 2. Implementation of co-teaching for SPED teacher with 3 rd and 5 th grades 3. Administer Fall iReady Diagnostic in grades 1-6 to set student Spring stretch goals in ELA and Math. 4. Classroom teachers and SPED teachers review IEP goals for the current year. 5. Classroom teachers confer with students to review current iReady scores and stretch goals in ELA and Math. 6. PST Team meet at least two times per month.	8/2020	SPED Teacher Classroom Teachers Administration PST Team	SPED Department CIPD Department Assessment Department	<input type="checkbox"/> _____
2nd quarter				<input type="checkbox"/> _____

<ol style="list-style-type: none"> 1. Teachers monitor progress on iReady instruction and provide coaching for students where needed (within 5 days of program alert) 2. Continue implementation of co-teaching for SPED teacher with 3rd and 5th grades 3. Classroom teachers confer with students to review current iReady scores and stretch goals in ELA and Math. 4. Administer iReady Winter Diagnostic and analyze growth in Reading and Math 5. SPED teacher joins at least one PLC meeting to check in with each grade level to share concerns and celebrations and engage in problem solving 6. PST Team meet at least two times per month. 	10/26/20	SPED Teacher Classroom Teachers Administration PST Team	SPED Department CIPD Department Assessment Department	
<p>3rd quarter</p> <ol style="list-style-type: none"> 1. Classroom teachers confer with students to review Winter Diagnostic iReady scores and stretch goals in ELA and Math. 2. Provide PD time for teachers to develop new strategies to address needs of students who are struggling 3. Teachers monitor progress on iReady instruction and provide coaching for students where needed (within 5 days of program alert) 4. Continue implementation of co-teaching for SPED teacher with 3rd and 5th grades 5. PST Team meet at least two times per month. 	1/19/2021	SPED Teacher Classroom Teachers Administration PST Team	SPED Department CIPD Department Assessment Department	<input type="checkbox"/> _____
<p>Long Range</p> <ol style="list-style-type: none"> 1. Teachers monitor progress on iReady instruction and provide coaching for students where needed (within 5 days of program alert). 2. Continue implementation of co-teaching for SPED teacher with 3rd and 5th grades. 3. Administer Spring iReady Diagnostic 4. PST Team meet at least two times per month. 	4/6/2021	SPED Teacher Classroom Teachers Administration PST Team	SPED Department CIPD Department Assessment Department	<input type="checkbox"/> _____

Budget Allocation Summary

Goal # (1-3)	Expenditure or Action to be Funded	Date	Estimated Cost	Funding Source(s)
	Title 1A Allocation		194,769	
	Instructional Support Coach		93,429	Title 1A
	Reading Interventionist		40,192	Title 1A
	Math Interventionist		40,192	Title 1A
	Stipend pay for Problem Solving Team/Leadership Team		6,000	Title 1A
	Supplies		14,956	Title 1A
	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.			
	Should Funds Become Available, the following will be funded:			
	SAMs/Leadership Conference		7,000	Title 1/Carryover
	Dana Vontour Match Consultant		6,000	Title 1/Carryover
	Supplies			Title 1/Carryover

	Non-adopted Curriculum Resources			Title 1/Carryover

Superintendent

Date

State Supervisor, School Improvement

Date

Federal Programs Supervisor/School Improvement Staff

Date