

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

Focus of Plan (check the appropriate box):		Kansas City Public Schools:	
<input type="checkbox"/> LEA	Name of School or Charter: Melcher Elementary	Principal/Lead Person: Christopher McNeil	
<input type="checkbox"/> School or Charter	Address: 3958 Chelsea Ave Kansas City MO 64130	School Website: https://www.kcpublicschools.org/melcher	
Plan Year(s): 2020-2021 (As of 05-21-2020)			
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.			
<input checked="" type="checkbox"/>	Title I.A School Improvement		
<input type="checkbox"/>	Title I.C Education of Migratory Children		
<input type="checkbox"/>	Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk		
<input type="checkbox"/>	Title II.A Language Instruction for English Learners and Immigrant Children		
<input type="checkbox"/>	Title IV 21st Century Schools		
<input type="checkbox"/>	Title V Flexibility and Accountability		
<input type="checkbox"/>	Individuals with Disability Education Act		
<input type="checkbox"/>	Rehabilitation Act of 1973		
<input type="checkbox"/>	Carl D. Perkins Career and Technical Education Act		
<input type="checkbox"/>	Workforce Innovation and Opportunities Act		
<input type="checkbox"/>	Head Start Act		
<input type="checkbox"/>	McKinney Vento Homeless Assistance Act		
<input type="checkbox"/>	Adult Education and Family Literacy Act		
<input type="checkbox"/>	MSIP		
<input type="checkbox"/>	Other State and Local Requirements/Needs _____		

Name			*Indicate Stakeholder Group to which each planning team member belongs. Stakeholders in bold font are required.
1.Lloyd Jackson	Area Supervisor – Assistant Superintendent		Principal
2.Trinity Davis	Federal Instructional Supervisor		Teacher(s)/Certified Staff
3. Mark Bedell	Superintendent		Parents (at least 2)
4. Walt Brown	Regional Representative		Support Staff
5. Carl Evans	District Board Member		Title 1 Supervisor/Coordinator
6. Christopher McNeil	Principal		Vice Principal
7. John Hatch	Professional Development Chair		Assistant Superintendent(s)
8. Sandra Dixon	Bldg. Leadership Team Member –		Superintendent
9. Kelly Springett	Bldg. Leadership Team Member -		Board Member(s)
9. Penny Webster	Support Staff		Other District Staff
10. Lakeisha Paul	Vice Principal/Discipline/PBIS team		
11. Breanna Brooks	Parent Liaison		
12. Chasnee Crabbe	Parent		
13. Derhonda Traylor	Parent		
14. Andrew Larson	Federal Programs		
15. Dea Davis	Budget		
What are the prioritized needs for the LEA or building based on a root cause analysis?			
1. Approximately 40% of Melcher students grew in I-READY Scores in Reading, Yet, 50% were still not on their correct grade level by 3rd quarter 2018/19 SY.			
2. Approximately 40% Melcher students grew in I-READY Scores in Math, Yet, 50% were still not on their correct grade level by 3rd quarter 2018/19 SY.			
3. Melcher’s overall proportional attendance rate is under 90% (although we exceeded school goal of 87.3%)			
4. Melcher’s overall proportional attendance rate is under 90% (although we exceeded school goal of 87.3%)			
5. Increase academic achievement for the student with IEP’s (sub-group).			

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

SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1

Pillar C, Strategic Priority 9 calls for Capable, Empowered leadership – Development a Network of Top-notch leaders and leadership teams.

Specific

The Principal will increase the effectiveness of classroom instruction by increasing the amount of time spent with instructional collaboration

teams as will as in each classroom based on TNTP walk-through data (on paper and listed in OAYSIS).

Measurable

The Principal will provide immediate feedback to teachers regarding five walkthrough visits per week (due) by October 5, 2020.

This

feedback will occur 100% of the time after each walkthrough visit.

Achievable

The Principal will meet with the schools scheduling coordinator once per week, the building leadership team once per week, and the attendance team once per week beginning September 1, 2020.

Relevant

The primary instructional leadership focus is the seamless integration of instructional techniques and increased student engagement to strategically impact student learning and achievement through research-based methods as identified by the following building goals:

Timely

The Principal/Vice Principal will spend at least 50% of an eight-hour day as an instructional leader based on data by end of 1st semester.

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

An effective instructional leader who spends more than 50% of their time in the classroom, is imperative to transforming a low performing school to a higher performing school. Also, leadership goals must reflect the KCPS vision. Based on the District Roadmap for Student Growth and Success outlined by four Pillars, an effective principal collaborates with a leadership team and sets measurable goals to positively affect building climate and instruction. The principal sets the school vision to follow. This plan will be based on the four Pillars in the district plan. Pillar A) Personalized teaching & Learning, Pillar B) Safe Climate & Strong relationships with community & families, Pillar C) Caring Effective-HQ Teachers and Pillar D) Data-Informed, efficient systems. Develop A Network of Top-Notch Leaders and Leadership Teams.

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

Based on the District Roadmap for Student Growth and Success outlined by four Pillars, an effective principal collaborates with a leadership team and sets measurable goals to positively affect building climate and instruction. The principal sets the school vision to follow. This plan will be based on the four Pillars in the district plan. Pillar A) Personalized teaching & Learning, Pillar B) Safe Climate & Strong relationships with community & families, Pillar C) Caring Effective-HQ Teachers and Pillar D) Data-Informed, efficient systems. Develop A Network of Top Notch Leaders and Leadership Teams.

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

Goals 1-5 Pillar C Strategic Priority 9

Strategies for Improvement

Today, improving school leadership ranks high on the list of priorities for school reform. In a detailed 2010 survey from the Wallace Foundation, principal leadership rated second highest among the most pressing matters concerning school improvement in public school education. Teacher quality stood above everything else, but principal leadership came next, outstripping matters including student testing.

“Teach the Teachers and Its People not Programs who make the most difference with our students today.”

What Great Principals Do Differently- Todd Whitaker, Eye Education, 2003.

“The national SAM innovation Project (SAM) is a professional development process using a unique set of tools to change a principal’s focus from school management tasks to instructional leadership—activities directly connected to improving teaching and learning. SAMs Independent and external research has determine that principals gain the equivalent of 27 extra days of instructional leadership their first year using the SAM process. By the third year the gain of instructional leadership time exceeds 55 days. The process is designed to help the principal be reflective about how to best work with teachers to improve teaching and learning.”

National SAM Innovation Project (NSIP) www.SamsConnect.com

**Funding Source(s):1003(a), Title 1, Local Funds

***MSIP Standard(s): 1.1, 2.1, 4.3, 5.1, 5.2, 6.1, 6.2

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
Due to COVID-19, Faculty and administration will utilize virtual or online means to meet the	August 20	Principal Assistant Principal		

needs of students' learning to ensure 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.		Digital Learning Team		
1 st quarter Principal will schedule time in the 20/21 master schedule for building collaboration and data team meetings to improve classroom instruction	August 2020	Principal	Master Schedule	_____
Principal and VP will monitor and provide feedback to staff for ongoing performance improvement.	September 2020	Principal Vice Principal	Building Walkthrough (TNTP) forms. District required monitoring & online forms	_____
2 nd quarter Principal will work with team to determine data collection process for effective instruction and learning activities.	September 2020	Principal Vice Principal Leadership Team	Leadership Team District Protocols	_____
3 rd quarter Principal will provide all walkthrough expectations during initial professional development.	August 2020	Principal Vice Principal	Master Schedule Melcher Teacher Handbook	_____
Long Range	September 2020	Principal Vice Principal	District Observation Protocol	_____

Principal will use direct & non-direct feedback to improve academics/ classroom management techniques				
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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
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2				
<p>Specific</p> <p>Collaboration will occur consistently in the form of Professional Learning (PLC) groups, Response to Intervention (RTI) teams, content teams, grade level teams and Problem-Solving Teams.</p> <p>Measurable</p> <p>All collaborative groups will be 100% functioning by grade level and by content level September 14, 2020.</p> <p>Achievable</p>				

All teachers will first master collaborating with their grade level teams using agendas. This process began the previous year and will be a continuation.

Relevant

Melcher’s Professional Learning Communities (PLC- via content meetings, collaborative meetings (PST, PD, etc.), grade level meetings & data team meetings are imperative to data sharing for effective instruction.

Timely

By October 5, 2020, 100% of teachers will be prepared to share collaborative data with parents and reading and math interventionists.

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

Based on Pillar C: Caring, Effective Teachers in Every Classroom and Effective Leaders in Every School. Number 8 under this pillar indicates that as a building, there is a goal to invest in continual learning for all staff, so that, in time each achieves mastery of their own craft.

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

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

Strategies for Improvement

“Professional development and collaboration, invest in continuous learning for all staff so that in time each achieves mastery of their own

craft.” Professional Learning Communities at Work; by Rebecca DuFour

“Educators need to move from interest in the PLC process to a commitment to the PLC process where there are no excuses for failing.”

Measurable Adult Behaviors:

- As part of Melcher’s PLC design, instructional staff will participate in weekly collaborative team meetings, data team meetings (data cycle), RTI instruction and PBIS to create a system by which we are able to share information, discuss student needs and implement strategies to address deficits and increase student achievement.
- K-2nd grade teachers will collaborate about Deb Dillard and Pathways and the most effective methods of teaching reading and utilizing student data.
- Teachers (4th – 6th) will meet by content (along with reading & math interventionists) to find strategies to aid in raising the scores of students below grade level, on grade level, and above grade level.
- Teachers (K-6th) will meet weekly by grade level to discuss common researched teaching strategies. Teachers will identify and share strategies/resources to target missing skills and also discuss creating centers that meet those needs; for the students who are on or above grade level. The teacher will identify and share materials that will challenge the students further.

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
Principal & District will provide on-going Professional Development on Professional Learning Communities and participate in PLCs.	8/10/20	District and Building Instructional Staff	Curriculum Department Building Staff PLC materials, books, forms	<input type="checkbox"/> May 21, 2021

		Collaborative Teams Reading Interventionist Math Interventionist Leadership Team Teachers	<i>Professional Learning Communities at Work-Learning by Doing</i>	
Principal and building leadership team will lead teachers in analyzing assessments to aid in implementing data driven instruction during weekly collaborative team/data cycle/staff meetings.	8/10/20	Instructional Staff Collaborative Teams Reading Interventionist Math Interventionist Leadership Team	MAP, I-READY, Data Cycles, Pearson Online Assessments District Assessments Classroom Assessments	<input type="checkbox"/> May 21, 2021
Begin PST collaboration for	8/10/20	Instructional Staff Counselor Principal/VP PST Team	PBIS district training, PBIS Committee	<input type="checkbox"/> May 21, 2021
Faculty & Interventionists will hold content PLC meetings to determine RTI progress and to track student growth.	8/10/20	Instructional Staff Reading Interventionist Math Interventionist	I-READY results, PBIS data, MAP Data, Formative and Summative Assessments, Teaching Methods Coach	<input type="checkbox"/> May 21, 2021
Professional development Book Study (Learning By Doing, A Handbook for Professional Learning Communities).	8/10/20	Instructional Staff Leadership Team Reading Interventionist Math Interventionist	Professional Researched Based Book	<input type="checkbox"/> May 21, 2021
Collaborate with parents during parent-teacher conferences and throughout the year.	8/10/20 - 5/21/21	Home-School Support Teachers Parents	Parent Portal Website Newsletter (District & Building) Teacher and Student Letters	<input type="checkbox"/> May 21, 2021

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
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2				
<p><u>Specific</u></p> <p>All teachers must be teaching rigorous hands-on lessons based on the district curriculum staying on track within one week of the district’s curriculum calendar and matching all lessons to the State standards by September 7, 2020</p> <p><u>Measurable</u></p> <p>100% of 3-6th grade teachers will utilize district curriculum as well as additional instructional materials, which will be differentiated based upon a contin review of test student’s test scores.</p> <p><u>Achievable</u></p> <p>Measurements will be based upon I-Ready, Pathways and Achievement Series Data for to create small groups for RTI by September 7, 2020.</p> <p><u>Relevant</u></p> <p>The Data Cycle in Math and English Language Arts will focus on the priority standards and learning targets of greatest concern in each subject area, ever weeks, with a post-test mastery for each grade level of 80% or above.</p> <p><u>Timely</u></p> <p>By September 7th 10 all educators will be dedicated to continuous revision of curriculum & instruction to aid students in understanding each targeted standard.</p>				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal) and Alignment				
Pillar A. – Personalized rigorous personalized teaching and learning – Aligned instructional system <ul style="list-style-type: none"> • Focus teaching on high-standards, rigorous curriculum and reliable assessments. 				

Key issues were identified from the results of the 2017-2018 MAP (3rd-6th); 2018/19, I-READY(K-6); Alpha Kids; and district achievement assessments(K-6). Melcher’s plan includes a review of multiple data sources, over multiple years to identify specific needs related to academic achievement, college and career readiness and attendance rates.

Melcher’s plan includes evidence that performance data are analyzed, and the analysis includes:

Student reading and math scores continue to need improvement to increase overall MAP scores.

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

Curriculum, instruction and assessments are comprehensive and aligned with the core academic standards. Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

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

CSIP:

- Goal 1
- Goal 2
- Goal 3
- Goal 4

Teacher Evaluation:

- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 7

Strategies for Improvement

Marzano’s Framework

- **Question 1:** *What will I do to establish and communicate learning goals, track student progress, and celebrate student success?*
Student Engagement from “The Art and Science of Teaching”
- **Question 2:** *What will I do to help students practice and deepen their understanding of new knowledge?*
Critical Thinking from “The Art and Science of Teaching”
- **Question 3:** *What will I do to help students effectively interact with new knowledge?*
- **Question 4:** *What will I do to help students practice and deepen their understanding of new knowledge?*
- **Question 5:** *What will I do to help students generate and test hypotheses about new knowledge?*
Formative Feedback from “The Art and Science of Teaching” and “Enhancing the Art & Science of Teaching With Technology”

Leaders of Learning, by Richard Dufour & Robert Marzano, Solution Tree Press, 2011.

Funding Source(s):

MSIP Standard(s):

Measurable Adult Behaviors:

- 100% of teachers will Daily lesson plans will be submitted every Monday and address Anticipatory Set, Modeling, Guided Practice and Check for Understanding beginning August 24, 2020
- 100% of classrooms will implement (RTI) daily over English Language Arts and Math to increase student achievement.
- 100% of instructional staff (including teachers, reading & math interventionists and instructional para) will increase knowledge and implement strategies gained from district and building professional development as measured by building walkthroughs, lesson plans, and by examining student data for increases in student achievement.

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
Implement student council and student ambassadors, National Elementary Honor Society, Spelling Bee, Junior Achievement, Science Fair, Art Fair	Sept 7, 2020	Principal Building Leadership Team	NEHS Students Scripts Spelling Bee National Science Fair	<input type="checkbox"/> <input type="checkbox"/> May 21, 2021
Increase school spirit, which will in turn increase student scores – basketball team, cheerleaders	Sept 7, 2020	Teacher -Coach Trotter Support Staff – Nash	Volunteer Partners Uniforms LINC	<input type="checkbox"/> <input type="checkbox"/> May 21, 2021
Increase school-wide evening and afternoon programs & assemblies to be held throughout the year.	Sept 7, 2020	Secretary Principal	Teachers Support Teachers Parents Students	<input type="checkbox"/> May 21, 2021
Improve classroom management through use of classroom community meetings & district PD.	Sept 7, 2020	Teachers	Community Meeting Format Students Parents Newsletter Substitutes	<input type="checkbox"/> May 21, 2021
Hold a variety of celebrations -	Sept 7, 2020	Mr. Nash – Home/School Secretary -	Auditorium Awards Teachers	<input type="checkbox"/> May 21, 2021

Superintendent

Date

State Supervisor, School Improvement

Date

Federal Programs Supervisor/School Improvement Staff

Date