

## Title I Schoolwide Improvement/Accountability Plan for Targeted Schools

**Focus of Plan (check the appropriate box):**

• **LEA: Kansas City 33**

• **School or Charter**

**Kansas City Public Schools**

**Name of School or Charter: Longfellow**

**Address: 2830 Holmes KCMO, 64109**

**Principal/Lead Person: Dr. Bullard**

**School Website:**

<https://www.kcpublicschools.org/longfellow>

**Plan Year(s): 2019-2021 (As of 5-22-2020)**

**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 21<sup>st</sup> 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*
Mr. Andrew Larson	Title I Coordinator
Dr. Lloyd Jackson	Assistant Superintendent
Dr. Bullard	Principal
Ms. Bellman	Instructional Coach
Ms. Faulkner	Reading Interventionist
Ms. Smith	Teacher
Mr. Park	Teacher
Ms. Bhakta	Teacher
Ms. Rich	Teacher
Ms. Barber	Teacher/Leadership Team Chair
Ms. Wagner	Parent
Mr. Byrd	Parent

\*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)**

**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. Need to improve our retention rates for classroom teachers
2. Need to improve our retention rates for building leadership
3. Need to improve our ELA and Math proficiency rates; most specific to the subgroups of Special Education and Black (Non-Hispanic) students.

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

- 1.) Improve classroom teacher retention rates through an effective mentorship program, PLC's, support and feedback
- 2.) Improve principal retention rates through the use of a process for mentoring and supporting the principal
- 3.) Improve ELA and math proficiency rates, with specific attention to our Special Education and Black (Non-Hispanic) subgroup students, by utilizing a co teaching model, professional development and collaboration

## 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

All students at Longfellow Elementary School scoring below basic will decrease by a minimum of 24.8 % by the end of the 2020-21school year as measured by the Missouri Assessment Program.

**Subgroups:** Longfellow Elementary students in the SPED subgroup will increase the index score by 35.5 points and the Black (Not Hispanic) subgroup will increase the index score by 8.6 points, for the 2020-21school year as measured by the Missouri Assessment Program.

Our current status according to the 2019 MAP assessment:

In: ELA 37.3 students of Longfellow students are scoring below basic

In Math 57.3 of Longfellow's students are scoring below basic

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

Longfellow administrators and staff have not monitored data effectively or provided appropriate intervention strategies which has affected student performance on the iReady, Achievement Series and MAP assessments.

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

Pillar D: Data-informed, Effective & Efficient Systems

Continuous Growth Toward Mastery of All Academic Subjects

a. Increased percentage of students meeting proficiency standards on local, state and national examinations.

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

PILLAR D Data-Informed, Effective and Efficient Systems

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**

- Provide direct and explicit instruction using the RTI model with fidelity. Ensuring all subgroups are exposed to grade level instruction at Tier I instruction and provide Tier 2 & 3 supports.
- Train staff to use the resources available such as iReady tool box, RTI, and Achievement series.
- Monthly Data chats between teachers and administrators; and teachers with students. Teacher will present data and share student progress.
- Use PLC meetings to plan data driven instruction
- Use technology based supplements: QRI, Alpha Kids & iReady, for reinforcement and enrichment instruction.
- SPED/general education co-teaching model in 3rd and 6th grade.
- Volunteers (retired teachers) will come to support and tutor the focus subgroups and other identified students.

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<b>1<sup>st</sup> quarter</b> <ul style="list-style-type: none"> <li>• Tier Students based academic needs in ELA and Math according to iReady</li> <li>• Train SPED &amp; general education teachers in the co teaching model</li> <li>• Create data binders for each teacher</li> <li>• Create a RTI schedule for Tier 3</li> <li>• Utilize Encore staff to work with Tier 3 students</li> <li>• Progress Monitor iReady usage and pass rate</li> <li>• Recognize students for growth and achievement</li> </ul>	8/24/2020	General education Staff, SPED & Administration	iReady, curriculum, data binders, computers, CIPD, iReady consultant	<ul style="list-style-type: none"> <li>• _____</li> </ul>
<b>2<sup>nd</sup> quarter</b>	10/26/2020	General education Staff, SPED & Administration	iReady, curriculum, data binders, computers, CIPD	<ul style="list-style-type: none"> <li>• _____</li> </ul>

<ul style="list-style-type: none"> <li>Progress monitor students with Interim and common assessments</li> <li>Differentiate students in small groups based upon ELA and Math</li> <li>Continue to utilize Encore staff to work with Tier 3 students</li> <li>Progress Monitor iReady usage and pass rate</li> <li>Administer post Achievement Series assessment</li> <li>Recognize students for growth and achievement</li> </ul>				
<b>3<sup>rd</sup> quarter</b> <ul style="list-style-type: none"> <li>Continue to utilize Encore staff to work with Tier 3 students</li> <li>Continue to Progress monitor students with pre/post assessments and common assessments</li> <li>Differentiate students in small groups based upon ELA and Math</li> <li>Recognize students for growth and achievement</li> </ul>	1/19/2021	General education Staff, SPED & Administration	iReady, curriculum, data binders, computers, CIPD	<ul style="list-style-type: none"> <li>_____</li> </ul>
<b>Long Range</b> <ul style="list-style-type: none"> <li>Administer the MAP Assessment</li> </ul>	5/ 2021	General education Staff, SPED & Administration	MAP assessment	<ul style="list-style-type: none"> <li>_____</li> </ul>

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>By the end of the 4th quarter, the teaching staff and instructional coach will collaborate during grade level meetings to utilize the KCPS district curriculum and research based strategies to decrease the number of students below basic in the areas of math and reading by 50%, as measured by the Spring 2021 MAP assessment. Due to COVID-19, Faculty and administration will also utilize virtual or online means to meet the needs of students' learning to ensure their readiness for each grade level. This may include distance learning, extended school year or further professional development. This may also require the purchase of training, materials and/or technology devices in order to carry out the learning and meet family's needs during this time of crisis.</p>				
Rationale (name of the existing conditions/data points to support the selection of the objective/goal) and Alignment				

Longfellow student performance data from the 2019 MAP showed the following:  
**Percentage of students NOT scoring proficient or advanced as measured by the 2018 MAP**

RESULTS	2018 MAP RESULTS	2019 BELOW BASIC MAP
	<ul style="list-style-type: none"> <li>• <b>ELA:</b> 3 - 89%, 4 - 76%, 5 - 83%, 6 - 68 %</li> <li>• <b>Math:</b> 3 - 89%, 4 – 84% , 5 - 100%, 6 - 100 %</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ELA:</b> 3 - 68%, 4 - 30.3%, 5 - 30.4%, 6 - 24.1%</li> <li>• <b>MATH:</b> 3 - 60%, 4 - 63.6%, 5 - 56.5%, 6 - 48.3%</li> </ul>

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

- 2a. Increased percentage of students who feel that their school offers a safe environment for learning and who have a sense of belonging and personally meaningful friendships.
- 3a. Increased percentage of students meeting proficiency standards on local, state and national examinations.
- 3c. Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level
- 4a. Increased percentage of students who can solve real-world, interdisciplinary problems.
- 4b. Increased percentage of students who can use appropriate digital tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions.

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

- T1: Teachers guide students to direct their own learning and to work with other students on culturally and socially relevant research projects and assignments.
- T2: 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.
- T3: Teachers implement a caring environment that fosters high expectations, responsibility, independence, and social and emotional competencies.
- T7: Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.
- T8: Teachers utilize an effective system to maintain accurate data records and artifacts on student/instructor-tracked completion of assignments, academic assessments and assigned discipline.

**Strategies for Improvement**

Working together to create a positive environment for collaboration is likely to produce a positive learning environment for children. In order to have an environment that is conducive to learning, colleagues must be able to collaborate and devise a plan to better the learning environment. Effective collaboration is important for educators who work together to serve each child in the classroom. School leaders play a large role in

allowing teachers to collaborate effectively and then apply this effective communication to the classroom. Educators and administrators need to work together to create positive learning situations for students, rather than a negative approach that suppresses the learning environment.

One of the biggest implications of research of effective collaboration is getting educators to consistently understand the need for effective collaboration. Educators need to completely comprehend the positive implications of collaborating with colleagues. The research shows how each study gives ideas that will surmount atmospheres for students to learn more effectively. Educators need to collaborate more now than ever before because of the rising need to use technology to keep up with the ever-changing outside world (McCombs, 2010). Technology is an educator's lifeline and educators need to be proficient with technical type teaching. Collaborating effectively as a team can create a substantial advantage to any grade-level team. Technology is abundant and has such positive implications. The study with 600 teachers that needed to change the way they taught technology Collaboration can be easily attained when a group can learn and teach together. Professional learning and learning together produces a staff that is willing to collaborate.

#### Research Terminology for Grade Level Teams:

Collaboration – a mode of working together toward education reforms. It also describes a relationship that collaborative partners want to achieve (Egodawatte, McDougall, & Stoilescu, 2011, p. 191).

Positive Learning Communities - putting the emphasis on learning as opposed to teaching, and creating time for teachers to collaborate (Dodd, 2005, p. 4).

Dialogism - a feature of all verbal exchanges in that an individual utterance by one person requires an utterance in response (Crafton, & Kaiser, 2011, p. 109).

Strategies – ideas that produce positive outcomes, ways to go about getting answers within a situation that involve different ways of doing something. Strengths Zone – the character strengths that someone possesses (Rath, 2007, p.12)

- Follow schedule for weekly grade level/collaboration meetings
- Participate and actively engaged in the meeting
- Develop meeting norms, establish agenda, attendance records, and minutes from the meeting including next steps submitted after each weekly grade meeting.
- Data notebooks with appropriate data from student's informal and formal assessments present at all Data Team meetings.
- Create common assessments
- Use data to drive instruction

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<b>1st quarter</b> <ul style="list-style-type: none"> <li>● Schedule grade level meetings</li> <li>● Develop norms</li> <li>● Create agenda</li> <li>● Principal and teacher bi weekly meeting schedule for feedback</li> </ul>	8/24/20	General education Staff, SPED & Administration	PLC planning meeting time, agendas, iReady, curriculum, data binders, computers	<ul style="list-style-type: none"> <li>● _____</li> </ul>

<ul style="list-style-type: none"> <li>Review MAP data</li> <li>Use curriculum to teach Missouri Learning Standards (MLS)</li> </ul>				
<b>2nd quarter</b> <ul style="list-style-type: none"> <li>Principal and teacher bi weekly meeting schedule for feedback</li> <li>Review MAP data</li> <li>Use curriculum to teach MLS</li> <li>Create small groups for differentiated instruction</li> <li>Implement PLCs</li> </ul>	10/26/20	General education Staff, SPED & Administration	PLC planning meeting time, agendas, iReady, curriculum, data binders, computers	<ul style="list-style-type: none"> <li>_____</li> </ul>
<b>3rd quarter</b> <ul style="list-style-type: none"> <li>Principal and teacher bi weekly meeting schedule for feedback</li> <li>Review MAP data</li> <li>Use curriculum to teach MLS</li> <li>Evaluate small groups for skills/content mastery</li> </ul>	1/16/21	General education Staff, SPED & Administration	PLC planning meeting time, agendas, iReady, curriculum, data binders, computers	<ul style="list-style-type: none"> <li>_____</li> </ul>
<b>Long Range</b> Improve MAP scores	5/21	General education Staff, SPED & Administration		<ul style="list-style-type: none"> <li>_____</li> </ul>

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
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3</b>				
Utilizing the National SAMS process, the principal will decrease management task by 30% and increase instructional leadership task by 30%, as measured by the SAM's Time Track portal, by January 2020.				
<b>Rationale (name of the existing conditions/data points to support the selection of the objective/goal) and Alignment</b>				



The principal was “shadowed” for five days with data collected every five minutes. This created a time use baseline. The time track for the 2018-2019 SY for the administrator was **26%** time on instructional leadership and **74%** of the time on management tasks.

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

a. Increased percentage of students meeting proficiency standards on local, state and national examinations.

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

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**

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. Over 700 schools in twenty-one states contract for SAM services. SAMS uses independent and external research to demonstrate its effectiveness. The research determined that principals gain the equivalent of 27 extra days of instructional leadership time in their first year using the SAM process. (PSA, 2011) 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.

The SAM process uses a unique data collection process called Time/Task Analysis™ to determine how much instructional, management and personal time a principal utilizes. The principal is “shadowed” for five days with data collected every five minutes. This creates a time use baseline. The principal then uses TimeTrack™ to begin increasing instructional time each day. The shadowing is repeated annually as an external check on progress. Each principal selects their own SAM. A SAM is a person or team of staff members who meet with the principal each day to schedule instructional leadership time, reflect on the impact and develop a First Responder™ structure in the school. Some schools elect to hire a new staff member for this role. Many use existing staff, usually a secretary, principal or teacher leader. Most schools use a team approach, for example: a secretary and assistant principal. SAM: School Administration Manager First Responders™? The life of most school leaders is interrupt driven. The

SAM process identifies staff members who should be the first to try to deal with management issues instead of immediately pulling the principal from instructional work. The SAM team works to create management systems within the school to manage the management so the principal can stay engaged in activities designed to improve teaching and learning. NSIP surveys of parents, students and staff at SAM schools reveal that the management is better accomplished when the First Responders™ system is in place and the principal increases instructional engagement. The Time Track is a cloud based calendar that the principal uses like a lesson plan. The calendar tracks the time the principal spends with individual and groups of teachers and provides specific details of the interactions. TimeTrack records and charts are used in a daily meeting with the principal and SAM team to determine next steps and track time use.

The Wallace Foundation funded the initial work. Mark Shellinger, a former teacher, principal and superintendent, created the process and tools. The initial pilot showed promising results and a positive correlation with student achievement. The Foundation supported replication, development and research for nine years. Mark now directs the National SAM Innovation Project (NSIP), a non-profit corporation providing SAM implementation and support services for more than 700 schools and principal supervisors in twenty-one states on a fee for service basis. Once the school community and principal have completed the readiness steps, Time/Task Analysis™, or shadowing, is conducted for one week. NSIP then provides two weeks of on-site training and support to implement TimeTrack, the daily meeting and First Responders. NSIP continues this support with monthly visits by a Time Change Coach and professional development support. The annual service fee also covers all expenses for the SAM team, except airfare, to attend the NSIP annual national conference.

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<b>1st quarter</b> <ul style="list-style-type: none"> <li>Daily SAMS meetings</li> <li>Principal weekly walkthroughs and feedback</li> <li>Wednesday Professional Development</li> <li>BI weekly Grade level meetings</li> <li>Review MAP data</li> </ul>	8/24/20	Principal & SAMS coach	SAM's time tracker SAM's Calendar	<ul style="list-style-type: none"> <li>_____</li> </ul>
<b>2<sup>nd</sup> quarter</b> <ul style="list-style-type: none"> <li>Daily SAMS meetings</li> <li>Principal weekly walkthroughs and feedback</li> <li>Wednesday Professional Development</li> <li>Grade level meetings and review of data</li> <li>Review Time/Track data to show 40% increase on instruction</li> </ul>	10/26/20	Principal & Sam's Coach	SAM's time tracker SAM's Calendar	<ul style="list-style-type: none"> <li>_____</li> </ul>
<b>3rd quarter</b> <ul style="list-style-type: none"> <li>Daily SAMS meetings</li> <li>Principal weekly walkthroughs and feedback</li> <li>Wednesday Professional Development</li> <li>Grade level meetings</li> </ul> Review Time/Track data to show 50% increase on instruction	1/2021	Principal & Sam's coach	SAM's time tracker SAM's Calendar	<ul style="list-style-type: none"> <li>_____</li> </ul>
<b>Long Range</b> <ul style="list-style-type: none"> <li>Daily SAMS meetings</li> <li>Principal weekly walkthroughs and feedback</li> <li>Wednesday Professional Development</li> <li>Grade level meetings</li> <li>Review Time/Track data to show 50% increase on instruction</li> </ul>	5/21	Principal & Sam's Coach	SAM's time tracker SAM's Calendar	<ul style="list-style-type: none"> <li>_____</li> </ul>



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**Superintendent**

\_\_\_\_\_  
**Date**

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**State Supervisor, School Improvement**

\_\_\_\_\_  
**Date**

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**Federal Programs Supervisor/School Improvement Staff**

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**Date**