

KCPS Schoolwide Title I/ School Improvement Plan 2017-18

The School Improvement Plan is to be completed in cooperation with the School Leadership Department, Curriculum and Instruction, and Federal Programs.

Date: September 28, 2017	
District Name: Kansas City Public Schools	
Building Name: Banneker	Building Code: 5440
Grades Served: Prek-6th	
x <input type="checkbox"/> Priority School <input type="checkbox"/> Focus School x <input checked="" type="checkbox"/> Title I School <input type="checkbox"/> Signature School <input type="checkbox"/> SIG School	
School Improvement Team <i>The following participated in the development and implementation of the SIP.</i>	
Name	Position
<ol style="list-style-type: none"> 1. Mark Bedell 2. Tony Stansberry 3. Anthony Lewis 4. Walt Brown 5. Harrison Neal Sr. 6. Marlon Edwards 7. Tracy Pruitt 8. Victoria Forrester 9. LaTanya Handy 10. Crystal Shakur 11. Debbie Thogmartin 12. Patricia Linhardt 13. Ashton Link 14. Janna Burris 15. Monique Jones 16. Megan Payne 	<p>Superintendent Area Supervisor Assistant Superintendent of School Leadership Regional Representative Principal Vice Principal Lead Team Teacher Science Content Leader ELA Content Leader Math Content Leader Exceptional Ed. Lead Teacher Lead Team Teacher Lead Team Teacher Lead Team Teacher Counselor Parent</p>
<i>Description of how staff and stakeholders will be informed and engaged in the school improvement plan.</i>	<ul style="list-style-type: none"> • Monthly Student Advisory Committee meetings are held every month. SAC Meetings are open to parents, students, teachers, community members, central office leadership, and board of education members. During these meetings the stakeholders will be updated on the progress of our Accountability Plan Goals. Open forum will be allowed for questions, comments, and concerns. • Teachers will be continually informed and engaged in the accountability plan during Common Planning and PLC Team meetings. • Accountability Plan goals will be posted in teacher's common areas. • All stakeholder's will be informed on October 10, 2017 at the monthly SAC Meeting and Staff member a PD date TBD in October 2017. Stakeholders will be given an opportunity to give feedback at the

	meetings. Additionally, a copy of the plan will be kept in the office for any interested parties to request.
<i>Key issues identified from annual performance data and local assessments.</i>	<ul style="list-style-type: none"> • Student performance data from the 2014 MAP showed that 17.4% of the students tested scored proficient or advanced in ELA and 13.8% of the students tested scored proficient or advanced in Mathematics 16.0% of 5th Grade Science students tested scored proficient & advanced. • Student performance data from the 2015 MAP showed that 18.9% of the students scored proficient or advanced in ELA and 5.7% of the students tested scored proficient or advanced in Mathematics 16.0% of 5th Grade Science students tested scored proficient & advanced. • Student performance data from the 2016 MAP showed that 21.4% of the students scored proficient or advanced in ELA and 10.3% of the students tested scored proficient or advanced in Mathematics and 11.1% of 5th Grade Science students tested scored proficient & advanced.
<i>Key issues identified from needs assessment and/or Surveys or Advanced Questionnaire.</i>	<ul style="list-style-type: none"> • During the 2016-2017 school year, Banneker failed to reach the 90/90 attendance goal. Benjamin Banneker 90/90 attendance was 74.6% for the 2016-2017 school year. • During the 2015-16 school year Banneker failed to reach 40% of students proficient and advanced in Ela, Math and 5th grade Science
<i>Prioritized Needs for the Building.</i>	<ol style="list-style-type: none"> 1. Establish a collaborative culture to support high achievement and personal development. 2. Improve classroom instruction to increase student performance in Reading, Math and Science. 3. Professional development on Expeditionary Learning, QRI, & AlphaKids.

Core Elements for Student Achievement

<p>Leadership</p> <p><i>An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students.</i></p>	<p>CSIP:</p> <p>Goals 1-5 Pillar C Strategic Priority 9</p>	<p>Principal Evaluation:</p> <p>Standard 2</p>
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SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

DESE Leadership Academy will be completed by June 2017.

SAM School Administrator Manager will be used to increase Principal instructional effectiveness by strategically scheduling out day to day operations to identify specific learning targets in reading, math and science within each student. SAM goal is 60% by June 2018

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

- 1. Developing a growth mindset will enhance teacher performance when instructing students.**
- 2. Teachers can influence the way students see and think about things and provide multiple perspectives for learning to occur**
- 3. Teachers will use resources with tools to help students change their thinking about their abilities and potential**
- 4. SAMS Baseline Data- July 2016-June 2017 51% of the administrators time was spent instructionally.**

Research Based Strategy(ies) for Implementation:

“Ironically, teams succeed because they are exceedingly human. By acknowledging the imperfections of their humanity, member of functional teams overcome the natural tendencies that make trust, conflict, commitment, accountability, and a focus on results so elusive.’ -Lencioni

SAM first responders used to filter out discipline, questions, direction on importance.

SAM Calendar used to strategically plan day to day operations for Principal

SAM time tracker used for feedback on teacher to increase the quality of instruction

Funding Source(s): Local and Title I Funds

MSIP Standard(s): 2.1, 2.2

Measurable Adult Behaviors:

- **Develop a theory of action focusing on establishing priorities to achieve rapid and meaningful improvement.**
- **Lead effective transformation of school culture.**
- **Use data effectively to set strategy and drive integrated decision-making at the classroom and school levels.**
- **Drive high-quality instruction and instructional leadership.**
- **Measure teacher collaboration by time spent collaborating weekly within grade levels.**
- **Use strategies for communicating your vision to the press and stakeholders in the school and community.**
- **Classroom observations and feedback based on task and rigor.**

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 days: 1. Minimum of 2 Observations per teacher 2. Provide Feedback Monthly: 2 direct and 2 non-direct to every teacher 3. Bi-Weekly Walk-throughs with Dr. Lewis 4. Bi-Weekly Data Meetings	10/1	Principal/Lead Team Teacher	Title I	<input type="checkbox"/>
60 Days: 1. Minimum of 2 observations per teacher 2. Provide feedback Monthly: 2 direct and 2 non-direct to every teacher 3. Bi-Weekly Walk-throughs with Dr. Lewis 4. Bi-Weekly Data Meetings	11/1	Principal/Lead Team/ Teachers	Title I	<input type="checkbox"/>
90 days: 1. Minimum of 2 observations per teacher monthly	12/1	Principal/Lead Team/ Teachers	Title I	<input type="checkbox"/>

<ul style="list-style-type: none"> 2. Provide Feedback Monthly: 2 direct and 2 non-direct to every teacher 3. Bi-Weekly Walk-throughs with Dr. Lewis 4. Bi-Weekly Data Meetings 				
<p>Long Range:</p> <ul style="list-style-type: none"> 1. Implement weekly SAM instructional Goal 2. Increase number of observations and feedback 3. Increase alignment in professional development with emphasis on task predicting performance 	1/2018	Principal/Lead Team/Teachers	Title I	<input type="checkbox"/>

Collaborative Cultures

Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.

CSIP:
Goal 3

Teacher Evaluation:
Standard 7
Standard 9

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

100% of the teachers will collaborate on grade level to analyze reading, math and science data to improve performance by submitting weekly grade level meeting minutes.

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

Based on student performance on the MAP and NWEA assessments, students can and will benefit from specific interventions derived from data decisions.

- **Student performance data from the 2014 MAP showed that 17.4% of the students tested scored proficient or advanced in ELA and 13.8% of the students tested scored proficient or advanced in Mathematics 16.0% of 5th Grade Science students tested scored proficient & advanced.**
- **Student performance data from the 2015 MAP showed that 18.9% of the students scored proficient or advanced in ELA and 5.7% of the students tested scored proficient or advanced in Mathematics 16.0% of 5th Grade Science students tested scored proficient & advanced.**
- **Student performance data from the 2016 MAP showed that 21.4% of the students scored proficient or advanced in ELA and 10.3% of the students tested scored proficient or advanced in Mathematics and 11.1% of 5th Grade Science students tested scored proficient & advanced.**

Research Based Strategies for Implementation:

- Establish scheduled time for PLC team meeting.
- Support PLC teams implementation of the Data Team process with the Content Coaches.
- Model and monitor continuation of the Data Tracking process during weekly PLC meetings.
- Collect and analyze current data from student’s informal and formal assessments.
- Demonstrate high levels of trust and engage and participate in collaborative discussion.
- Make data-driven decisions.

Funding Source(s): Local Funds, Title 1 Funds, 1003(a)
MSIP Standard(s): 1.1, 2.1, 4.3, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, and 6.7

Measurable Adult Behaviors:

- Follow schedule for weekly collaboration meetings.
- Follow meeting norms, establish agenda, attendance records, and minutes from the meeting including next steps submitted after each weekly meeting.
- Discussion around the four effect questions to guide the work.
- Data notebooks with appropriate data from student’s informal and formal assessments present at all Data Team meetings. Data-driven decisions made.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: 1. Daily Formative data Reading, Math & Science 2. NWEA Baseline assessment reading, math& science 3. Principal and teacher weekly meeting schedule for feedback	10/2017	Principal PLC teams	Principal	<input type="checkbox"/>

<p>4. Writing analysis per grade level for individual student</p> <p>5. Bi-Weekly tracking in Reading, Math & Science</p>				
<p>60 days:</p> <p>1. Daily Formative data Reading, Math & Science</p> <p>2. Interim Assessment Tracker analyzed in Reading, Math & Science</p> <p>6. Principal and teacher weekly meeting schedule for feedback</p> <p>7. Writing analysis per grade level for individual student</p> <p>8. Quiz tracking in Reading, Math & Science</p>	11/2017	Principal PLC teams	Principal District	<input type="checkbox"/>
<p>90 Days:</p> <p>1. Data Tracker in ELA and MA with analyzing formative assessment step</p> <p>2. Progress monitor by administering Achievement Series.</p>	12/2017	PLC Teams Principal	Principal PLC Teams	<input type="checkbox"/>
<p>Long Range:</p> <p>1. NWEA Continuum</p> <p>2. Skills tracker ELA and Math</p> <p>3. Progress monitor by administering Achievement Series .</p>	1/2018	PLC Teams Principal	Lead Team	

4. Alpha Kids/ QRI				
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<p>Curriculum, Instruction and Assessment</p> <p><i>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.</i></p>	<p>CSIP:</p> <p>Goal 1</p> <p>Goal 2</p> <p>Goal 3</p> <p>Goal 4</p>	<p>Teacher Evaluation:</p> <p>Standard 1</p> <p>Standard 2</p> <p>Standard 3</p> <p>Standard 4</p> <p>Standard 7</p>
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English Language Arts Math Science

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

The students at Banneker Elementary school scoring proficient and advanced in ELA will increase by 3% by the end of the 2017-18 school year on the MAP test.

The students at Banneker Elementary school scoring proficient and advanced in Math will increase by 3% by the end of the 2017-18 school year on the MAP test.

The students at Banneker Elementary school scoring proficient and advanced in Science will increase by 3% by the end of the 2017-18 school year on the MAP test.

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

- **Student performance data from the 2014 MAP showed that 17.4% of the students tested scored proficient or advanced in ELA and 13.8% of the students tested scored proficient or advanced in Mathematics 16.0% of 5th Grade Science students tested scored proficient & advanced.**
- **Student performance data from the 2015 MAP showed that 18.9% of the students scored proficient or advanced in ELA and 5.7% of the students tested scored proficient or advanced in Mathematics 16.0% of 5th Grade Science students tested scored proficient & advanced.**
- **Student performance data from the 2016 MAP showed that 21.4% of the students scored proficient or advanced in ELA and 10.3% of the students tested scored proficient or advanced in Mathematics and 11.1% of 5th Grade Science students tested scored proficient & advanced.**

Utilizing the district curriculum, common assessment, innovative ideas staff will address high impact targets supported by research to increase higher order thinking skills and deepen knowledge.

- **Teachers will examine and analyze data from the 2017 MAP scores**
- **Teachers will examine and analyze data from the NWEA scores**
- **Teachers will examine and analyze data from the completed data cycles**
- **Tier students in ELA and Math for strategic intervention**
- **Teachers will use Alpha Kids/ QRI for intervention**
- **Daily Trackers in Reading, Math & Science**
- **Use of common formative and summative assessments**
- **Continuous use of uninterrupted 90 minute Reading Block**
- **Targeted before and after-school tutoring grades 2nd-6th**
- **Data teams - data driven instruction**
- **Weekly review of teachers' lesson plans for review and feedback**
- **Weekly use of Common Core Performance Coach materials**
- **On-site instructional monitoring**
- **Continuous Professional Development**
- **Teacher/Leader Evaluations**

– Targeted Audits

Research Based Strategy for Implementation:

- Provide direct and explicit instruction utilizing identifying similarities and differences, summarizing, providing clear learning goals, and using graphic organizers, as outline in the District Curriculum.
- Using multiple assessment data to appropriately group students for small group instruction.
- Use technology based supplements: QRI, Alpha Kids, NWEA, Study Island, Reading Eggs, for reinforcement and enrichment instruction.
- Visible evidence of instruction on similarities and differences, summarizing, and use of graphic organizers.
- Utilizing Task Predicts Performance in aligning standards to learning target Banneker will increase academic rigor.

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

MSIP Standard(s): 1.1, 2.1, 4.3, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, 6.7, 7.1, and 7.2

Measurable Adult Behaviors:

- Data notebooks with updated NWEA Data QRI, Alpha Kids, Study Island, Reading Egg, S Achievement Series to find common trends
- Daily lesson plans show differentiated instruction for each small group based upon formative data.

Data Team meeting w/ minutes and agenda focus on informal and formative data.

- The teachers at Banneker Elementary will collaborate in grade levels and PLCs to tier students for intervention for ELA, Math & Science for the 2017-18 school year.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: 1. Tier Students based Formative NWEA/ Alpha Kids/QRI 2. Interventions for ELA Math& Science	10/2017	Teachers/Principal/Curriculum and Instruction Department	Daily Trackers in Reading, Math & Science NWEA Data QRI, Alpha Kids, Study Island, Achievement Series	<input type="checkbox"/>

3. Progress Monitor Achievement Series 4. Monthly Curriculum and Instruction Department Professional Development				
60 Days: 1. Progress monitor students with Interim assessment 2. Regroup students in small groups based upon intervention 3. Progress monitor Achievement Series 4. Monthly Curriculum and Instruction Department Professional Development	11/2017	Principal/Teachers/ Curriculum and Instruction Department	Daily Trackers in Reading, Math & Science NWEA Data QRI, Alpha Kids, Study Island, Achievement Series	<input type="checkbox"/>
90 Days: 1. Achievement Series progress monitor 2. Interim Assessment #2 Reading, Math & Science 3. Monthly Curriculum and Instruction Department Professional Development	12/2017	Principal/Teachers/Curriculum and Instruction Department	NWEA Data, QRI, Alpha Kids, Study Island, Achievement Series Daily Trackers in Reading, Math & Science	<input type="checkbox"/>
Long Range: 1. MAP Test	5/2018	Testing Coordinator	MAP Test	<input type="checkbox"/>

School Culture

A positive school culture and climate is one where individuals feel valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school.

CSIP:
Goal 2

Teacher Evaluation:

Standard 2
Standard 5
Standard 7

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Teachers will participate in monthly Book Study revolving around Customer Service, team building activates monthly, and a Climate committee for teachers collaborate outside of school.

Banneker discipline will reduced by 50% or more for the 2017-2018 school year. Banneker students lost 461 days of instruction to suspension during the 2016-2017 school year.

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

80% of the staff at Banneker is new to the building and our student mobility rate is above 30%. It is critical that we establish a positive school culture in order to effectively educate children.

Research Based Strategy for Implementation:

- **Establish scheduled time for PLC meeting.**
- **Establish schedule time for Climate Team meeting**
- **Establish schedule time for monthly team building activities**

Funding Source(s): Title I and Local Funds
MSIP Standard(s):2.1, 5.3, 7.2

Measurable Adult Behaviors:

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Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 days: 5. 4 week book study- <i>Be Our Guest by Disney Institute</i> 6. Chapter Implementation 7. Discussion questions Collaboration	10/1	Principal/Lead Team Teacher	Title I	<input type="checkbox"/>
60 Days: 5. 4 week book study- <i>Be Our Guest by Disney Institute</i> 6. Chapter Implementation 7. Discussion Questions Collaboration	11/1	Principal/Lead Team/ Teachers	Title I	<input type="checkbox"/>
90 days: 5. Feedback regarding Book Study 6. Suggest next book-Research Based Celebrations	12/1	Principal/Lead Team/ Teachers	Title I	<input type="checkbox"/>
Long Range: 4. Implement weekly grade level meetings to collaborate 5. Increase need for weekly organized collaboration 6. Increase sense of urgency	1/2018	Principal/Lead Team/ Teachers	Title I	<input type="checkbox"/>

Student Attendance

*Regular attendance in class is an important factor to a student's success in school.
90% of the students should be in attendance 90% of the time*

CSIP:
Goal 5

Teacher Evaluation:
Standard 7

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Banneker's attendance at the end of the 2017-2018 school year will be 90% or higher utilizing the state 90/90 measurable.

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

During the 2016-2017 school year, Banneker failed to reach the 90/90 attendance goal. Benjamin Banneker 90/90 attendance was 74.6% for the 2016-2017 school year.

Research Based Strategy(ies) for Implementation:

- Daily Attendance Meetings**
- Problem Solving Team Meetings**
- Parent meetings with Chronically Absent Students**
- My Brother's Keeper Mentoring Initiative**

**Funding Source(s): Local and Title I funds
MSIP Standard(s):7.1**

Measurable Adult Behaviors:

- Tyler Pulse
- Maintaining Weekly Attendance Minutes
- Problem Solving Team Meeting Minutes
- Parent Meeting Minutes for Chronically Absent Students
- My Brother Keeper Mentoring Data Binder

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: Establish an attendance committee	10/1	Principal	Principal, Counselor, and School Leadership	<input type="checkbox"/>
60 Days: Measure the effectiveness of the attendance committee by reviewing student data	11/1	Principal, Attendance Committee	Daily Trackers: Tyler Pulse, Daily Attendance Meeting Minutes, Problem Solving Team Meeting Minutes, Parent Meeting Minutes for Chronically Absent Students, My Brother Keeper's Data Binder.	<input type="checkbox"/>
90 Days: Measure the effectiveness of the attendance committee by reviewing student data	12/1	Principal, Attendance Committee	Daily Trackers: Tyler Pulse, Daily Attendance Meeting Minutes, Problem Solving Team Meeting Minutes, Parent Meeting Minutes for Chronically Absent Students, My Brother Keeper's Data Binder.	<input type="checkbox"/>
Long Range: Measure the effectiveness of the attendance committee by reviewing building-wide attendance data and team members for upcoming school year	5/18	Principal	Daily Trackers: Tyler Pulse, Daily Attendance Meeting Minutes, Problem Solving Team Meeting Minutes, Parent Meeting Minutes for Chronically Absent Students,	<input type="checkbox"/>

			My Brother Keeper's Data Binder.	
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