## SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR ONE STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*

List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/District and each school the LEA/District has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities. Include the Year One Pre-implementation Budget in this grid, if applicable.

| LEA/DISTRICT/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| Faxon/Franklin Elementary | 4450 |

| Budget Codes | Related Strategies and Activities |
|---|---|
| **1100** Instruction | Reading Street, Common Core, Project-Based Learning, Math Investigations (Goal 1, Objective 1, Strategy 3, Action Step 1) |
| **1100** Instruction *1003(g) SIG* | Workshop Model, Instructional Coaching, Tiered academic supports, Hire 3 supplemental teachers, SIOP Model, pay stipends (Goal 1, Objective 3, Strategy 1, Action Step 1) |
| **1200** Supplemental Instruction (Title I) | SuccessMaker, PD360, BrainHoney, PLC's & PBIS, Daily release time for teachers to collborate by content & data teams & tutoring (Goal 1, Objective 3, Strategy 1, Action Step 2) |
| **1200** Supplemental Instruction (Title I) *1003(g) SIG* | Genre study materials for DRA2 & Writers Workshop Foundations Studies Touchstone Texts sets, workshop supplies, & Book of the Month (Goal 3, Objective 4, Strategy 1, Action Step 6) |
| **2100** Non-Instructional Support Services | General supplies, computer equipment, IT supplies (Goal 1, Objective 1, Strategy 3, Action Step 1) |
| **2100** Non-Instructional Support Services *1003(g) SIG* | Hire 1 Instructional Coach (Goal 3, Objective 2, Strategy 1, Action Step 1) |
| **2200** Professional Development | Instructional PD quarterly & individually per needs assessed (Goal 2, Objective 1, Strategy 1, Action Step 1) |
| **2200** Professional Development *1003(g) SIG* | Additional 5 days of PD, monthly PD with each individual SIG school (Goal 2, Objective 1, Strategy 2, Action Step 1) |
| **2600** Planning and Evaluation | Monthly SIG round tables, Site visits, District surveys, Focus Walk (Goal 2, Objective 2, Strategy 1, Action Step 4) |
| **2600** Planning and Evaluation *1003(g) SIG* | Leadership Academy, America's Choice National Summit, 30-day action plans, quality reviews (Goal 5, Objective 1, Strategy 3, Action Step 4) |
| **3000** Parent Involvement | Monthly parent meetings (SAC), parent workshops, community partners (Goal 4, Objective 1, Strategy 1, Action Step 3) |
| **3000** Parent Involvement *1003(g) SIG* | |
| **Administrative Costs** | |
| **Administrative Costs** *1003(g) SIG* | |

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**SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR TWO IMPLEMENTATION BUDGET TEMPLATE** *(COPY AS NEEDED)*

Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school for year two of the three year grant period.

| LEA/DISTRICT/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| KCMSD/Faxon Elementary | 048-078 - 4420 |

| Year Two 2001-12 | 6100 Certificated Salaries | 6150 NonCertificated Salaries | 6200 Employee Benefits | 6300 Purchased Services | 6400 Materials & Supplies | 6500 Capital Outlay | 6600 Other | TOTAL |
|---|---|---|---|---|---|---|---|---|
| **1100** Instruction | | | | 18,000 | | | | |
| **1100** Instruction *1003 (g) SIG* | | | | | | | | - |
| **1200** Supplemental Instruction (Title I) | | | | 46,000 | | | | 46,000 |
| **1200** Supplemental Instruction (Title I) *1003 (g) SIG* | 149,613 | | 52,161 | | 2,080 | | | 203,854 |
| **2100** Non Instructional Support Services | | | | | 7,000 | | | 7,000 |
| **2100** Non Instructional Support Services *1003 (g) SIG* | | | | | | | | - |
| **2200** Professional Development | | | | 4,500 | | | | 4,500 |
| **2200** Professional Development *1003 (g) SIG* | 98,034 | | 23,536 | 194,000 | 10,352 | | | 325,922 |
| **2600** Planning & Evaluation | | | | 3,600 | | | | 3,600 |
| **2600** Planning & Evaluation *1003 (g) SIG* | | | | | | | | - |
| **3000** Community Services | | | | 3,600 | | | | 3,600 |
| **3000** Community Services *1003 (g) SIG* | | | | | | | | - |
| **Administrative Costs** | | | | | | | | - |
| **Administrative Costs** *1003 (g) SIG* | | | | 19,100 | | | | 19,100 |
| **Program Costs Subtotal** (Not including *1003 (g) SIG*) | - | - | - | 75,700 | 7,000 | - | | 64,700 |
| ***1003 (g) SIG* Subtotal** | 247,647 | - | 75,697 | 213,100 | 12,432 | - | | 548,876 |
| **GRAND TOTAL** | 247,647 | - | 75,697 | 288,800 | 19,432 | - | | 613,576 |

## SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐ PRE-IMPLEMENTATION | ☐ YEAR ONE IMPLEMENTATION | ■ YEAR TWO IMPLEMENTATION | ☐ YEAR THREE IMPLEMENTATION

**LEA/DISTRICT/BUILDING NAME**
Faxon/Franklin Elementary

**COUNTY-DISTRICT - BUILDING CODE**
4450

| Year One 2012-13 | 6100 Certificated Salaries | 6150 Non-Certificated Salaries | 6200 Employee Benefits | 6300 Purchased Services | 6400 Materials/ Supplies | 6500 Capital Outlay | 6600 Other | TOTAL |
|---|---|---|---|---|---|---|---|---|
| **1100** Instruction | | | | | | | | 0 |
| **1100** Instruction *1003(g) SIG* | 183,213 | | 55,461 | 269,000 | | | | 507,674 |
| **1200** Supplemental Instruction(Title I) | | | | | | | | 0 |
| **1200** Supplemental Instruction(Title I) *1003(g) SIG* | | | | | 11,748 | | | 11,748 |
| **2100** Non-Instructional Support Services | | | | | | | | 0 |
| **2100** Non-Instructional Support Services *1003(g) SIG* | 61,834 | | 19,966 | | | | | 81,800 |
| **2200** Professional Development | | | | | | | | 0 |
| **2200** Professional Development *1003(g) SIG* | | | | | | | | 0 |
| **2600** Planning and Evaluation | | | | | | | | 0 |
| **2600** Planning and Evaluation *1003(g) SIG* | | | | 10,000 | | | | 10,000 |
| **3000** Community Services | | | | | | | | 0 |
| **3000** Community Services *1003(g) SIG* | | | | | | | | 0 |
| **Administrative Costs** | | | | | | | | 0 |
| **Administrative Costs** *1003(g) SIG* | | | | | | | | 0 |
| **Program Costs Subtotal** (Not including *1003(g) SIG*) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ***1003(g) SIG* Subtotal** | 245,047 | 0 | 75,427 | 279,000 | 11,748 | 0 | | 611,222 |
| **Grand Total** | 245,047 | 0 | 75,427 | 279,000 | 11,748 | 0 | 0 | 611,222 |

## SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

| ☐ PRE-IMPLEMENTATION | ☐ YEAR ONE IMPLEMENTATION | ☐ YEAR TWO IMPLEMENTATION | ■ YEAR THREE IMPLEMENTATION |
|---|---|---|---|

| LEA/DISTRICT/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| Faxon/Franklin Elementary | 4450 |

| Year One 2012-13 | 6100 Certificated Salaries | 6150 Non-Certificated Salaries | 6200 Employee Benefits | 6300 Purchased Services | 6400 Materials/ Supplies | 6500 Capital Outlay | 6600 Other | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 1100 Instruction | | | | | | | | 0 |
| 1100 Instruction *1003(g) SIG* | 183,213 | | 55,461 | 197,400 | | | | 436,074 |
| 1200 Supplemental Instruction(Title I) | | | | | | | | 0 |
| 1200 Supplemental Instruction(Title I) *1003(g) SIG* | | | | | 11,748 | | | 11,748 |
| 2100 Non-Instructional Support Services | | | | | | | | 0 |
| 2100 Non-Instructional Support Services *1003(g) SIG* | 61,834 | | 19,966 | | | | | 81,800 |
| 2200 Professional Development | | | | | | | | 0 |
| 2200 Professional Development *1003(g) SIG* | | | | | | | | 0 |
| 2600 Planning and Evaluation | | | | | | | | 0 |
| 2600 Planning and Evaluation *1003(g) SIG* | | | | 10,000 | | | | 10,000 |
| 3000 Community Services | | | | | | | | 0 |
| 3000 Community Services *1003(g) SIG* | | | | | | | | 0 |
| **Administrative Costs** | | | | | | | | 0 |
| **Administrative Costs** *1003(g) SIG* | | | | | | | | 0 |
| **Program Costs Subtotal** (Not including *1003(g) SIG*) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ***1003(g) SIG* Subtotal** | 245,047 | 0 | 75,427 | 207,400 | 11,748 | 0 | | 539,622 |
| **Grand Total** | 245,047 | 0 | 75,427 | 207,400 | 11,748 | 0 | 0 | 539,622 |

## SECTION VI.B.i. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter the school year 2011-2012 detailed school budget (the year before interventions are implemented and supported by SIG funds). Funds listed would include all Federal, state and local revenue sources.

| LEA/DISTRICT/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| Faxon/Franklin Elementary | 048-078-4450 |

| Year One 2012-13 | 6100 Certificated Salaries | 6150 Non-Certificated Salaries | 6200 Employee Benefits | 6300 Purchased Services | 6400 Materials/ Supplies | 6500 Capital Outlay | 6600 Other | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 1100 Instruction | 658,660 | 145,694 | 283,555 | 101,914 | 11,487 | | | 1,201,310 |
| 1200 Supplemental Instruction(Title I) | 24,334 | | 7,834 | | 2,325 | | | 34,493 |
| 2100 Non-Instructional Support Services | | | | | | | | 0 |
| 2200 Professional Development | | | | | 5,000 | | | 5,000 |
| 2600 Planning and Evaluation | | | | | | | | 0 |
| 3000 Community Services | | | | 1,000 | 1,000 | | 1,000 | 3,000 |
| Administrative Costs | | | | | | | | 0 |
| Program Costs Subtotal | 682,994 | 145,694 | 291,389 | 102,914 | 19,812 | 0 | 1,000 | 1,243,803 |
| Grand Total | 682,994 | 145,694 | 291,389 | 102,914 | 19,812 | 0 | 1,000 | 1,243,803 |

One - Implementation

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## SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION *(COPY AS NEEDED)*

| LEA/DISTRICT/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| KCMSD/Faxon Elementary | 048-078 - 4420 |

| BUDGET ITEMIZATION | GRANT FUNDS REQUESTED |
|---|---|
| **6100:** Certificated Salaries | |
| Supplemental Instructor (3) | 149,613 |
| Instructional Coach (1) | 61,834 |
| Employee Stipend Pay for America's Choice Professional Development (25/hour) | 25,500 |
| Substitute Pay (during Instructor PD) (100/day) | 10,700 |
| **6100 Subtotal** | **$ 247,647** |
| **6150:** Non-Certificated Salaries | |
| **6150 Subtotal** | **$ -** |
| **6200:** Employee Benefits | |
| Supplemental Instructor (3) | 52,161 |
| Instructional Coach (1) | 19,966 |
| Employee Stipend Pay for America's Choice Professional Development (25/hour) | 2,570 |
| Substitute Pay (during Instructor PD) (100/day) | 1,000 |
| **6200 Subtotal** | **$ 75,697** |
| **6300:** Purchased Services | |
| Pearson's America's Choice Professional Development Workshop Model | 184,000 |
| Leadership Academy & America's Choice National Summit | 10,000 |
| **6300 Subtotal** | **$ 194,000** |
| **6400:** Materials/Supplies | |
| Genre Study materials (DRA2 & Writers Workshop Foundation Studies, Touchstone test sets | 3,352 |
| PD Supplies (notebooks, chart paper, etc) | 7,000 |
| Bood of the Month (high-quality childrens' book w/ powerful message teacher read aloud to entire student body) | 2,080 |
| **6400 Subtotal** | **$ 12,432** |
| **6100-6400 Subtotal** | **$ 529,776** |
| **Indirect Cost Optional** (Restricted Rate: ~~3.6~~ % X Subtotal) 8.24% | $ 19,100 |
| **6500:** Capital Outlay | |
| **6500 Subtotal** | **$ -** |
| **TOTAL** | **$ 548,876** |

## SECTION VII - PROJECT NARRATIVE/PLAN: FAXON ELEMENTARY SCHOOL

### SECTION VII A - NEEDS AND CAPACITY

*(1) Demonstrate analysis of needs and capacity to implement selected interventions.*

1. *Provide information that explains how your LEA/District has analyzed the needs of each Tier I, Tier II, and Tier III school you intend to serve:*
    a. *Discuss the most significant results of the needs analysis with supporting data;*
    b. *The methods used to gather the data; and*
    c. *List the selected intervention for each school.*

In the spring of 2011, the leadership teams at each school in the district began to gather and analyze the most current data for use in creating individual School Improvement Plans. Each year, School Improvement Plans are based on an analysis of data from multiple sources, including multiple years of Missouri Assessment Program (MAP) data, AimsWeb reports, Acuity data, Developmental Reading Assessment (DRA), monthly data cycle data, SAT10 data, SuccessMaker, IMAGINE learning data, and attendance data. Teachers and interventionists gather this bulk of this data at the classroom level. Student Support Teams and the building instructional leadership monitor it at regular intervals ranging from four weeks to eight weeks, as appropriate.

C. A. Faxon Elementary School is located in the heart of Kansas City, Missouri. C. A. Faxon Elementary currently has a student enrollment of 178 students with a ratio of 13:1 (students to classroom teachers). Faxon students are 97.2% African American, 1.1% Hispanic, and 1.1% Caucasian. 94.5% of the students currently receive free or reduced lunch. The instructional

staff have an average of 18.4 years of experience and 36.2% have their Master's degree or higher. As of 2011, the Kansas City Public Schools were designated "District Improvement Level 3" with C. A. Faxon Elementary classified as School Improvement Level 5: Restructuring, Continuing."

Table 1 and 2 show the percentage of students at Faxon not reaching proficient (Below Basic or Basic) in Communication Arts and Mathematics on the MAP. Table 3 provides additional detail from the Content Standard Reports within each subject test for each grade level. In addition, attached are the Content Standard Items Benchmark Descriptor (IBD) Report, also studied as part of this needs assessment.

Table 1: Percentage of Student Performance Below Basic/Basic in Communication Arts and Mathematics

| | **% Below Basic/Basic in Communication Arts** | **% Below Basic/Basic in Mathematics** |
|---|---|---|
| **Total in Grade 3** | **90%** | **92%** |
| **Total in Grade 4** | **93%** | **84%** |
| **Total in Grade 5** | **95%** | **100%** |
| **Total in Grade 6** | **63%** | **70%** |

Table 2: Disaggregated Data Showing the Percentage of Each Subgroups Performance Below Basic/Basic in Communication Arts and Mathematics

| **Subgroup** | **% Below Basic/Basic in** | **% Below Basic/Basic in** |
|---|---|---|

| | Communication Arts | Mathematics |
|---|---|---|
| **Black** | **90%** | **90%** |
| **White** | **80%** | **40%** |
| **Free and Reduced Lunch** | **90%** | **89%** |
| **Special Education** | **94%** | **86%** |

Table 3: Percentage of Correct Answers in Content Areas for A) Communication Arts and B) Mathematics.

A) Communication Arts

| Grade | Speaking/Writing | Reading-Fiction, Poetry, Drama | Reading-Nonfiction |
|---|---|---|---|
| **Third** | 48% | 54% | 42% |
| **Fourth** | 64% | 64% | 53% |
| **Fifth** | 52% | 58% | 57% |
| **Sixth** | 58% | 69% | 70% |

B) Mathematics

| Grade | Number/ Operations | Algebraic Relationships | Geometric and Spatial Relationships | Measurement | Data and Probability |
|---|---|---|---|---|---|
| **Third** | 58% | 54% | 59% | 48% | |
| **Fourth** | 59% | 54% | 56% | 48% | 55% |
| **Fifth** | 33% | 31% | 49% | 33% | 40% |
| **Sixth** | 56% | 64% | 67% | 64% | 51% |

Additional data included an Acuity score of 5% in Communication Arts and 13% in Mathematics in the Fall of 2011.

Also analyzed were discipline rates at each school. In 2011, Faxon Elementary had 17 students who had a 10 Consecutive Days Removal incident. This is a rate of 9.6 per 100 students. Due to the numerous behavioral challenges that face the population of students in the target schools, content area teachers lack the necessary training and skill set to adequately support their students. While teachers and staff who have completed their teaching certification take some coursework in classroom management in their college preparatory work, many begin teaching with a small set of strategies and are ill equipped to address more significant needs. Others, who have been teaching longer, have accumulated additional ideas from other teachers and through trial and error. Few have direct coaching or professional development in classroom or behavior management strategies unless they seek it out. When faced with problem behaviors in students, teachers struggle to determine the cause(s) of the behaviors, the best way to handle challenges with individual students, and maintain consistency in reinforcing appropriate replacement behaviors. Additionally, when a student is in crisis, teachers have little alternative but to call for administrative support with the struggling student. This generally results in punitive, rather than instructive responses to inappropriate behaviors. Teachers also struggle with providing direct small group or one-on-one instruction about target behaviors and with maintaining frequent, open lines of communication with parents.

In order to address the unmet needs of target school professionals, KCPSD proposes partnering with Pearson to engage in a rigorous professional development plan which encompasses similar

goals to the District's own Standards. Pearson professionals, working in tandem with administration, building leadership, instructional coaches and teachers will enhance the quality and amount of strategies teachers are able to use with all students in all classrooms in target schools. In addition, once these strategies are learned, they can be transferred to other teachers via a mentor/coaching relationship.

The interventions being provided at Faxon Elementary School include:

- Professional development for Communication Arts and Mathematics using the Workshop structure
- Professional development on SIOP
- Ongoing job-embedded professional development to support intervention implementation
- Sustained Onsite Technical Assistance and Coaching
- Staff support for the differentiation of learning and small group instruction
- Instructional coach support for observation, job-embedded professional development, conferencing, and re-observation
- Staff support to provide professional development to teachers, and help write and support classroom behavior interventions

Selected Intervention: Professional Development for Communication Arts and Mathematics

The *Pearson* literacy program has as its goal high levels of student performance in reading, writing, and speaking as required by the Common Core State Standards (CCSS). A strong focus on the development of oral language in the primary years is the fundamental building block for literacy. This focus begins in Pre-K and extends through third grade. The approach to oral language development is based on the speaking and listening standards developed as part of New

Standards. It includes benchmark expectations for students in both speaking and listening at each grade level from Pre-K to grade three, with videotaped samples of students working together with explicit guidance on strategies for building students' skills in speaking and listening.

Strong speaking and listening skills provide the foundation for a comprehensive standards-based approach to reading and writing that builds consistently from the primary years through to the bridge to middle school, using a readers and writers workshop model. It is geared to a literacy block of time of two and a half hours per day in the primary grades and two hours in the upper elementary grades. The primary grades' program includes a dedicated period of time each day for skills development.

The goal for reading instruction is to establish all students as independent readers by no later than third grade. The comprehensive approach includes skill development as well as students' development of the habits and behaviors of effective independent readers. This is coupled with close monitoring of student progress using the Developmental Reading Assessment to ensure that students are making appropriate progress and the timely use of interventions as needed by individual students. The workshop approach is designed to provide a balance of whole–group, small–group, and individual instruction and to scaffold the development of students' academic behaviors to allow them to act as independent and responsible learners. The professional development guides teachers in establishing the workshop and its associated routines, rituals, and instructional practices. This approach will work with the District's already adopted reading program.

Support for the writing program, which includes author and genre studies designed for grades K through 6 that are aligned with the CCSS. These standards-driven units guide teachers in providing students with a scaffolded sequence of learning experiences in which they study the literary techniques and writing styles of leading authors and learn to write proficiently in selected genres. These studies also provide instructional models from which teachers may develop their own units. The frontloading of each genre (in order to build and/or activate prior knowledge) and the attention to language development and academic vocabulary are especially beneficial for English language learners (ELLs), as is the in-depth focus on the essential features of writing genres and text structures. The same explicit use of instructional scaffolds, such as graphic organizers, read-aloud/think-alouds, and small-group and partner work, as well as and the intentional use of metacognitive strategies support the needs of struggling learners and those receiving special education services.

Support for strengthening the core instructional program in mathematics is designed around the school's or district's adopted mathematics texts and the CCSS. The findings of the Trends in International Mathematics and Science Studies (TIMSS) and in-depth international benchmarking have focused attention on the need to balance skills, problem solving, and conceptual understanding and the importance of establishing a coherent sequence of mathematical study to move students toward higher mathematical proficiency.

Professional development, support materials, and technical assistance are designed to support teachers in working to achieve greater balance and coherence in their programs. Professional development places an emphasis on conceptual learning to balance the common emphasis on

skills and problem solving. The approach is aimed first and foremost at strengthening teachers' content and curricular knowledge. In particular, focus is placed on building teachers' understanding of core mathematics concepts that are critical to laying the pathway to students' achievement in advanced mathematics.

A further focus is on the instructional environment in mathematics and strategies for providing differentiated instruction and establishing a climate of disciplined inquiry through the use of effective instructional strategies and evidenced by accountable talk. Special attention is paid to the establishment of the Standards for Mathematical Practice included in the CCSS. The workshop approach provides a balance of whole-class, small group, and individual instruction and independent work. This approach is geared to a block of 60 minutes of mathematics instruction every day. The workshop is framed by routines and rituals that are consistent with those used in other content areas but designed specifically to establish effective environments for learning mathematics.

Selected Intervention: Professional Development using the Sheltered Instruction Observation Protocol (SIOP)

All target school teachers will receive professional development using the Sheltered Instruction Observation Protocol (SIOP) Model. The SIOP model provides teachers with a well-articulated, practical model of sheltered instruction to facilitate high quality instruction for struggling readers and English Learners in content area teaching. It is a framework that can unify a school's instructional program by organizing methods and techniques (ex. classroom organization), and ensuring that effective practices are implemented. The eight components of the SIOP Method

include: Preparation, Building Background, Comprehensible Input, Student Strategies for Success, Interactions, Lesson Delivery, Practice and Application, and Review and Assessment.

The most effective professional learning environments provide educators with several layers of scaffolding, giving them opportunities to explore instructional models of new techniques and skills; analyze and evaluate the strategies behind them; practice them; and apply them to their own classrooms and students. KCPS instructional coaches will guide teachers on their implementation until their principal's evaluation shows they have effectively implemented SIOP. This will allow teachers to practice the strategies in the classroom and increase their effectiveness with their students. It will also allow teachers to receive immediate feedback about their effectiveness, allowing for deeper metacognition about their instruction.

All principals will receive Sheltered Instruction professional development for administrators using the SIOP Model and visit schools within a district that has successfully implemented this model. All instructional coaches will receive professional development for coaches using the SIOP Model and Cognitive Coaching. This two day professional development session will provide peer-coaching techniques, information on how to address issues of implementation, and refinement of practice with teachers implementing the SIOP Model. The instructional coaches will then use this information to coach teachers in their implementation of SIOP in their classrooms. All building teachers will regularly receive feedback from the instructional coaches as they implement each SIOP component.

SIOP (Echevarria, Vogt & Short, 2000) provides teachers with a well-articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for all learners in content area teaching. The SIOP Model can be viewed as a framework within which other programs developed for improving instruction can also be implemented. It comprises strategies for classroom organization and delivery of instruction.

Selected Intervention: Job-Embedded Professional Development

Initial professional development will be supported by ongoing, job-embedded professional development. This professional development will:

- Focus on instructional practices critical to improving the quality of students' learning, with a special emphasis on those practices that schools experience most difficulty establishing on their own, such as differentiation during the work period
- Emphasize using assessment to focus teaching and to move students from where they are to where they need to be
- Scaffold participants' learning, with hands-on experience of content and modeling of practices they will use in the classrooms
- Emphasize embedding professional development in ongoing instructional practice
- Address instructional needs of struggling readers and ELLs at different English Language Development (ELD) proficiency levels and implementation of effective research-based strategies for addressing these needs
- Attend to instructional needs of students with special needs who are included in the general education classroom and research-based strategies for addressing these needs
- Feature a foundation in relevant research and inclusion of explicit connections to best practices

Professional development programs include practices essential for supporting struggling readers and English language learners so teachers are able to incorporate these practices into their instruction routinely and effectively.

Selected Intervention: Sustained Onsite Technical Assistance and Coaching

Certified field specialists will work with the school leadership team, instructional coaches, and classroom teachers using a process of needs assessment and evaluation, demonstration, modeling, and ongoing observation and feedback. Onsite technical assistance and coaching are designed to:

- Introduce powerful new tools and programs, explain how they work, model their application, and help school staff become experts;
- Help school leadership teams and teachers use data to pinpoint student needs and identify the right kind of interventions and strategies to improve performance;
- Guide school leadership team members in making decisions about resource allocation;
- Show teachers how to help students make standards their own, so they can judge the worth of their work and know what to do to achieve the standards; and
- Create a collaborative school environment where everyone shares the same vision of success.

Technical assistance and coaching are designed to actively support the development of the school as a professional community in a combination of ways. The school establishes classrooms that will provide models of the practices to be implemented across the school. These become sites in which teachers can observe these practices in action. The instructional coaches provide in-class support to teachers as they try new strategies with feedback to guide progressive refinement. Study groups and teacher meetings that take place at grade-level meetings,

department meetings, or faculty professional development sessions as appropriate support this process.

Selected Intervention: Building Staff Support

Each Tier I school will be provided two additional highly qualified teachers to support differentiated instruction in the key areas of communication arts and mathematics. These teachers will support the classroom teachers by working with them to provide tiered instruction and interventions to students. They will receive the same professional development and coaching that the teachers receive and will share the responsibility for the achievement of the students with whom they work.

Selected Intervention: Instructional Coach Support

Each Tier I school will be provided an instructional coach to support teachers in their daily classroom implementation of the professional development. Coaching is based on the three-phase model of Planning → Observation → Feedback known as clinical supervision (Cogan, 1973). Instructional coaches, who have a teaching certificate and have been trained to do so, visit classes and provide insight and advice to the teacher on their teaching. Teachers work with the coaches to reflect on the results of the observation based on their development needs. Standardized instruments are used to guide observation. These instruments help teachers look at their use of language, their planning, their instructional delivery, the methods they use for assessment, use of data in planning of instruction, and their involvement in other professional responsibilities, such as keeping records of students' progress. Coaching is particularly suitable for teachers who need to learn new ways to use the target language or to implement new language and cultural practices in the classroom. Teachers will also be encouraged to develop a

school community where school staff work together and use data as a part of constructive dialogue (Love, 2000).

Selected Intervention: Behavior Interventionist Support

A Behavior Interventionist will be provided for each Tier I elementary school. The Behavior Interventionist will conduct observations of students in classroom settings, coach and provide professional development for classroom teachers in classroom and behavior management strategies, and help write and support classroom behavior interventions for students referred by the Student Success Teams (SST). In limited cases, the Behavior Interventionist will direct one-on-one or small group work in managing behaviors and provide direct intervention with a student in crisis. Students in crisis will be referred to SST if they have not already been referred. The Behavior Interventionist will also conduct parent communications on a sliding scale (weekly, alternating days, and daily) for students on behavior plans. The Behavior Interventionist will not: monitor an in-school suspension classroom, monitor lunchroom or take on recess duties (even if these are high discipline problems), unless watching specific students on behavior plans (an interventionist may do the same amount of duties as another employee, but not extra), administrative tasks outside of the role of interventionist – i.e., evaluations, walk-throughs, testing/data collection (other than behavioral data), deal specifically with hostile parents (outside of parent contacts already discussed), or be responsible for breaking up fights or classroom disturbances.

2. *Provide the following information as it applies to LEA/District-level activities and individual school plans and activities (including any pre-implementation activities, if proposed):*

a. *A description of recent school improvement initiatives the LEA/District has implemented in its low-achieving schools and progress of and results from those initiatives:*

   i. *The school improvement efforts include activities that are required or permissible activities listed in the SIG required interventions for Tier I and Tier II schools;*

   ii. *There is evidence of LEA/District-level support;*

   iii. *There is evaluation data available; and*

   iv. *The activities have or have not been successful.*

Required/Permissible Activities and District-level Support

Since the beginning of the 2009-10 School Year, the District has embarked on a number of initiatives and activities designed to improve teaching and learning. Due to consistently low student performance and increased expectations on the part of school district leadership, building principals were issued accountability letters at the beginning of the school year. These letters provided principals with their respective schools' current student performance data, suspension rates, school climate survey results, attendance, and other key factors. Also included in the letter were clear and concise expectations from the superintendent for improvement in all areas. All principals and assistant principals were non-renewed in April 2010 and they were required to reapply if they had continued interest in returning to the District as a local school administrator. The superintendent revisited accountability letters during the interview process and principals were provided an opportunity to articulate progress in remedying identified deficiencies. Assistant Principals were provided an opportunity to articulate the value they added to the process.

Curriculum and Instruction continues to be a major focus for the District. Teachers are currently working to develop local curricular frameworks in the four core content areas (in all grades) that are directly aligned to state, national and international standards. Learning 360, a web-based technology application, will integrate curriculum maps, model lessons, resources, common assessment, individualized learning plans, and a student/parent portal. This eliminates the need for teachers to continue the outdated system of writing lesson plans. These lesson plans are almost always geared toward whole group instruction, rarely reviewed by the principal, and teachers rarely, if ever, receive feedback.

In *Child Development 101*, the student teacher is taught that developmental stages are different for each child. Children get their teeth at different times, walk at different times, create a sentence at different times, learn primary colors at different times, and learn the alphabet at different times. Student teachers are taught to understand that children develop at different rates. However, when children enter first grade, the current curriculum dictates that they must learn at the same time, on the same page, on the same day, in the same way, sitting in the same seat, and tested with the same test. Children who do not perform in robotic sameness are considered a failure. Failure of this kind is devastating, as these "failing" students eventually perceive themselves as not capable of functioning within the whole education process (Lee and Budzisz, 2010). This is a process that KCPS now views as an ineffective method for educating its students. As a result, KCPS, via a standards-based approach, will take children from where they are, with full acceptance of all their differences and realities, forward to their ultimate success,

going at their best rate, monitoring this "best rate" to ensure that all children have their fair chance at success.

In January 2009, Dr. John Covington, working with district staff, community members, and consultants from throughout the United States, developed a strategic plan for the transformation of the Kansas City, Missouri, School District. While this process is ongoing, a major accomplishment that the plan seeks to achieve with great urgency is the conversion of traditional schools to standards-based schools. The District Transformation Plan describes Standards Based Education (SBS) as follows:

Standards-based curriculum and instruction identifies the standards and associated student performance outcomes and identifies what students should know and be able to do in order to master content in each subject. This proven approach to teaching and learning helps teachers, students and families clearly identify what students are learning. It also enables them to identify when students need help and when they have mastered a set of standards and are ready to move on. Expectations are clear for everyone. Students can track their own progress and move at their appropriate learning pace. When they master the standards at one level, they advance to the next.

KCPS began implementing a standards-based system as the cornerstone of its instructional transformation in the spring of 2010 with five "pioneer" elementary schools. Teams of teachers from across the District worked under the direction of curriculum consultants to design a standards-based model in communication arts and math. This initial work will be continued in SY12 with the addition of common performance assessments, recommended instructional

methods, and aligned curriculum materials. Professional development is critical to this transformation initiative. Intensive preparation began in the summer of 2010 and will continue throughout the upcoming school years.

The Kansas City Public Schools have continued to partner with the Adams County School District 50, located near Denver, Colorado. Teams of teachers, administrators and community members have visited Adams 50 and have worked closely with the professionals in that district to shape an instructional system that is based on field-proven research. While Kansas City and Adams 50 are working cooperatively, the design of the SBS system in Kansas City is unique and specific to the needs of our students and community.

Additional professional development for all staff members was held throughout the summer and the school year. Such scheduled activities included the following:

Professional Development for SY11

- National Institute for School Leadership
- Professional Learning Communities
- Positive Behavior Support
- Using Assessment Data to Inform Instruction
- Building Formative Assessments
- Building Essential Unit Maps
- Developing Cross Curricular Units
- E-Tools for Building Capacity and Enhancing Learning: Learning 360, Observation 360, PD 360, *Successmaker*, Data Dashboard, My Learning Plan, Acuity

- Instructional Best Practice Workshops: DI, Non-Linguistic Representation, Project-based Instruction
- Using America's Choice Framework to Improve Student Achievement at the Secondary Level
- Mentoring: 1st/2nd year teachers/principals
- Data Informed Leadership
- Inter-Rate Reliability: instructional/curriculum audits
- Fidelity of Implementation in Core Content
- Booster Sessions: Core Content
- Book Studies
- Speakers Bureau
- Fiscal Management/Accountability
- Due Process
- Building Professional Improvement Plans
- Performance Based Assessment
- Building Climate/Culture
- Pyramid of Interventions
- Standards Based Instruction
- Creating Mission/Vision
- Developing School Improvement Plans

Evaluation Data

Along with instructional practices, using valid, reliable and rigorous assessment practices and student evidence of target mastery is critical to the success of any standards-based classroom. Teachers collect assessment data in a variety of ways, including:

- Target evidence (3 per target done at mastery level) including projects
- Acuity data
- Common Assessment data
- SuccessMaker Academic Growth data and Time Usage data

Target evidence is the main assessment tool in standards-based classrooms. Evidence comes in many forms and fashions, including, but not limited to: student daily assignments (written and verbal), rigorous projects, paper-and-pencil tests, skits, simulations, and demonstrations. The key to target evidence is that it must be rigorous and must demonstrate mastery of the target concept using a standardized evaluation tool such as a scoring guide. Evidence should be evaluated multiple times each week during facilitative conferencing.

Acuity data is collected quarterly and is posted by class results on a Data Wall, which is a visual representation of where students stand. Acuity is high-level data and is an indication of the mastery of MAP-related benchmarks as the year progresses. Acuity is a significant indicator in determining the effectiveness of instruction in an SBS classroom.

Common Assessments are target benchmark assessments that can be teacher developed or acquired through approved text resources and other modes. An extensive library of common assessments is aligned with learning targets and available on the Learning 360 system. The goal

of common assessments is to coordinate learning across the same SBS level in the same school as well as throughout other district schools.

SuccessMaker Academic Growth charts student progress through a series of reports based on student time and performance. This growth is directly correlated to the MAP exam and has specific benchmarks based on a leveled-gain approach. These results are captured weekly by student and are posted on the data wall. SuccessMaker Time Usage Data is also captured through reports produced by the program. It is expected that students spend at least 20 minutes per day in both Math and Reading, with a total time commitment of 30 hours per year in both Math and Reading.

Results

Kansas City Public Schools have found that while the components of the Standards Based model are strong and progress is being made, specific gaps exist in the model. These gaps are stagnating student progress and the levels of success expected and required by both the KCPS and the Missouri Department of Elementary and Secondary Education are not being met. These gaps need to be addressed school-wide in each of the Tier I elementary schools. The following areas of weakness have been determined through data analysis, conversations with educators, and conversations with administrators at each building:

- lack of rich academic language in the classroom
- lack of support to help teachers differentiate instruction with multiple levels of standards to address the needs of all students in a classroom
- lack of support to provide rigor with all levels of standards in all curriculum areas
- lack of support for positive behavior interventions with struggling students

- need for professional development for teachers that actually works directly with their students in their classroom setting

b. *Plan details that explain how the LEA/District will implement the required and selected permissible activities of the selected intervention(s):*

i. *There is a detailed improvement plan for each school to implement the interventions and improvement activities;*

Improvement Plan

Principals, along with a team of teachers and parent representation from each school, participated in a three-day workshop that included an overview of the school improvement planning process as well as the use of school data to guide teaching and student learning. Completing these plans in the spring of 2011 allowed teachers and administrators to plan for the year and submit requisitions related to their School Improvement Plans in a timely manner. This ensured that all needed instructional items were in the buildings no later than the first week of school. Plans were reviewed with the entire faculty of each school during the early return in August for final school-wide approval. This new process protected valuable instructional time, and allowed for the effective implementation of the School Improvement Plan on the first day of school.

ii. *The plan is written in a format consistent with the requirements of Missouri's planning, budget, and reporting system; (see Appendix B for additional information)*

vii. *The plans indicate that the required activities of the selected interventions for Tier I and Tier II schools will be implemented; and*

viii. *The plan indicates that appropriate permissible activities of the selected interventions will be implemented.*

Plan Consistency, Required Activities, and Implementation Activities Based on Findings

Please see the attached School Improvement Plan. Under Goals 1 and 2, the District and school identify the strategies, interventions, person responsible, dates of implementation, and any action steps necessary to successfully implement the strategies for transformation. Under Goal 3, all objectives and strategies identify the instructional resources that will be needed to implement the plan. Goal 5, all objectives and strategies, discusses the role of District leadership and how our partners will allow for the monitoring and evaluation of the transformation plan.

*iii. The plan is based on improvement activities focused on the significant findings of the needs analysis;*

*v. The plan is based on improvement activities focused on the significant findings of the needs analysis;*

Although MAP data is not available to schools until August, principals and school-based leadership teams utilize Acuity data (tightly aligned to MAP and proven to be an accurate predictor of student performance outcomes) for preliminary planning purposes. All plans address school improvement activities based upon the significant findings of the needs analysis for each school. (See Need Section above)

*iv. Procedures are in place to evaluate the implementation of the strategies;*

*vi. Procedures are in place to evaluate the implementation of the strategies;*

Evaluation of Implementation

School Improvement Plans are monitored throughout the school year by a team of district and school level personnel. District officials conduct quarterly "Instructional Audits" with each school's administration and leadership team. During the Instructional Audit, various district level personnel focus both on the implementation of the School Improvement Plan, and an evaluation

of faculty and staff understanding of the plan. District officials conduct walk-throughs of randomly selected classrooms and hold interviews with various school-based stakeholders. School and District level administrators conduct classroom visits utilizing an electronic walk-through evaluation form (via iPad) that provides immediate feedback to teachers. The system also reports walk-through results to the data warehouse to track the effectiveness of teachers' instructional delivery methods. When instructional weaknesses are identified, appropriate professional development is assigned, provided and required via the Professional Development 360 Program, also linked to the district's data warehouse system. Prior to implementation, all plans are approved by the District's Title I Office to ensure that Tier I, Tier II and other permissible interventions are included in the plan.

The professional development, technical assistance, and coaching supports for implementation are guided by a focused plan for the school. This plan is based on the school's needs assessment, the School Improvement Plan, and Implementation Expectations, which describe expectations for implementation of practices designed to support school improvement. The focused plan is a roadmap for implementation.

Ongoing monitoring for implementation of the plan uses measures of student achievement data from curriculum-embedded, benchmark, and high stakes assessments to track progress. An integrated set of processes and tools monitor progress and measure qualitative and quantitative aspects of implementation. These include the Focus Walk, school portfolio, and Quality Review. A Focus Walk is a guided process of gathering and analyzing evidence of implementation and facilitation of reflection on progress relative to the criteria of the Implementation Expectations.

The work of the school is also captured in a portfolio, which provides leadership teams with a structured approach to analyzing the quality of implementation. While development of the school portfolio is an ongoing process, it is presented twice a year during the Quality Review. This process highlights the school's patterns of success and challenges and steers a new focus for the leadership team's work. After the review, the leadership team shares the results with the school community and works collectively to develop a plan for action to strengthen expectations or change its focus as review findings have indicated. As the school leadership team develops capacity, it takes increasing responsibility for the conduct of the Quality Review, while Pearson staff transition to a critical observer role. Even after the designated period of implementation, schools are encouraged to continue this process by engaging outside observers who can bring a critical perspective to the process. Tools such as Data Walls and the Spotlight Report, an electronic implementation rubric customized to the school's plan, support these monitoring processes and inform the leadership team's ongoing work.

c. *How the LEA/District will support the interventions and improvement activities at the central office level:*

   i. *Planned LEA/District-level activities are listed;*

   ii. *Responsible staff are identified; and*

   iii. *Staff responsibilities and expectations are listed.*

*Clearly identify any pre-implementation activities included above.*

Pre-Implementation Activities

KCSMD will conduct Focus Walks with district leadership, Pearson staff and school leadership to assess the current instructional practices in the building against the instructional strategies expected. The Transformation Coordinator will work with Pearson staff to develop a

professional development calendar for the 2012-2013 school year. The Transformation Coordinator will work with principals to create a master schedule that supports structure for teacher collaboration, teacher training and intervention for the 2012-2013 school year. The Transformation Coordinator, principals, and Pearson staff will conduct focus groups with lead teachers to gather input on the 2012-2013 intervention implementation plan and student expectations for the plan. The implementation plan for 2012-2013 will be finalized in partnership with the central office staff, Pearson and the school leadership staff.

Activities throughout the School Year

The Transformation Coordinator, representing the central office, will meet weekly with each School Leadership Team to plan and monitor progress of the turnaround. The Transformation Coordinator will meet with the School Leadership Team to analyze data and create SMART goals for student achievement. This staff will also conduct Focus Walks throughout the year to monitor the implementation progress.

**SECTION VII B -NOT APPLICABLE**

**SECTION VII C -LEA/DISTRICT ACTIONS**

*(3) For each of the topics listed below, describe what actions the LEA/District will take to:*

1. *Design and implement interventions consistent with the final requirements for each Tier I and/or Tier II school the LEA/District commits to serve:*
    a. *There is a detailed LEA/District-level plan to implement the intervention(s) including;*
    b. *Responsible staff members for each strategy;*
    c. *Timelines for each strategy and action step;*
    d. *Identifies any pre-implementation activities the LEA/District proposes;*

e. *Funding identified for each strategy;*

f. *Implementation progress measures for each strategy; and*

g. *LEA/District oversight and support*

**Goal 1: Student Performance:** Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

| INTERVENTION STRATEGY #1: Professional Development | | | | | |
|---|---|---|---|---|---|
| **ACTION STEP** | **TIMELINE** | **STAFF RESPONSIBLE** | **PARTICIPANTS** | **PROGRESS MEASURES** | **LEA/DISTRICT OVERSIGHT** |
| Pearson Leadership Academy | July 2012 January 2013 | Pearson Trainer | School Leadership Teams | | Transformation Coordinator |
| Coaching Institute | July 2012 | Pearson Trainer | Instructional Coaches | | Transformation Coordinator |
| Literacy and Math Institutes | August 2012 January 2013 | Pearson Trainer | Teachers; Coaches | Focus Walks; Target Evidence; Common Assessmts; SuccessMaker | Transformation Coordinator |
| Weekly job-embedded PD on workshops, differentiated instruction and using data | Aug-May 2012-2013 | Pearson Trainer | Teachers | Same as above | Transformation Coordinator |

| | | | | | |
|---|---|---|---|---|---|
| SIOP Training | Aug-May 2012-2013 | Pearson Trainer | Teachers | Same as above | Transformation Coordinator |

| **INTERVENTION STRATEGY #2:** Staff Support | | | | | |
|---|---|---|---|---|---|
| **ACTION STEP** | **TIMELINE** | **STAFF RESPONSIBLE** | **PARTICIPANTS** | **PROGRESS MEASURES** | **LEA/DISTRICT OVERSIGHT** |
| Coaching, Mentoring, Monitoring | Aug-May 2012-2013 | Instructional Coaches | Teachers | Same as above | Transformation Coordinator |
| Differentiated Instruction in Comm. Arts and Math | Aug-May 2012-2013 | Additional teachers | Teachers | Same as above | Transformation Coordinator |
| Behavior management support | Aug-May 2012-2013 | Behavior Interventionist | Teachers | Referrals to SST; School Suspensions | Transformation Coordinator |

District Oversight and Support

The Transformation Coordinator will monitor the school improvement process, organize professional development with the district professional development director, attend school-wide data meetings, provide job-embedded professional development, and review data with the leadership team.

2. *Recruit, screen, and select external providers, if applicable, to ensure their quality:*
    a. *LEA/District application process for external providers:*
        i. *Request for proposals;*
        ii. *Memorandum of understanding;*
        iii. *Provider contract; and*
        iv. *Evaluation procedures.*

Request for Proposals

For this project, KCMSD talked directly to external provider, *Pearson*, about the scope of work identified based upon the needs assessments conducted at each of the Tier I elementary schools.

Memorandum of Understanding

Successful implementation of the intervention requires that schools and school district agrees to the following for all schools involved in the implementation effort:

1. Ensure participation by the school and designated school/district staff involved in the program, including attendance at professional development training sessions, meetings, networks, and other related events. In addition, the school agrees to send a team of at least three staff members to the annual National Conference (registration fees, travel and related costs are not included herein).

2. Provide, at no charge to Pearson, meeting facilities for all onsite or local networks, meetings, and professional development training workshops and institutes. Any meals or refreshments provided at training are the responsibility of the Client, at its sole discretion.
3. In order for designated school staff to have online access to materials and tools regarding the program, each school must provide all information requested by Pearson for the online Community of Learning system. Required information includes the full name, email address, and role (e.g., literacy coach) of each participant. It is also recommended that each school provide this information for other faculty or Client's staff participating in the program. Pearson reserves the right to deny any individual access to the Community of Learning system at its sole discretion.
5. Fully implement the literacy components of the initiative.
6. Fully implement the mathematics components of the initiative.
7. In addition, schools will collect additional diagnostic information to guide the placement of students in interventions, using available formative assessments. Results from these assessments will be used to plan for appropriate interventions to move students along the college and career readiness pathways. Also, the data will serve as a base line for evaluating student progress over time.
8. To the extent permitted by applicable laws, the District agrees to provide the Pearson evaluator with the results of the administration of the Developmental Reading Assessment and any other assessments used in the Model; to administer a set of survey research instruments to faculty and students; to provide other relevant student data; and to allow researchers to visit the participating schools to interview faculty members and observe classes and other school-related activities.

Provider Contract

This Scope of Work will be included in a District Service Agreement, which will be provided to the board for their approval. This approval takes 3-4 weeks. Based on initial discussions, a Scope of Work will be developed that lists the interventions that would be provided, the timeline for intervention implementation, the staff responsible for the intervention implementation, and the procedures for evaluating the effectiveness of the services provided. A support staff/consultant from Pearson will assist with the intervention and the coordination with the Standards Based model already in place in the Tier I schools. They easily provide this as KCMSD is already using multiple Pearson curriculum products. This support staff will work closely with the Transformation Coordinator employed by KCMSD to facilitate the implementation of the interventions at the five Tier I schools.

Evaluation Procedures

Twice during the year, the *Pearson* Support Staff and the Transformational Specialist will conduct a formal Quality Review of the school's progress toward implementation of the strategies and programs included in the design using a Diagnostic and Assessment Tool. The Diagnostic and Assessment Tool lists the implementation expectations for the year and provides a rating scale ranging from "not in place" to "fully implemented." The tool will be used to rate the progress of the school in reaching key milestones of the Implementation Rubric.

Quality Reviews will be completed midyear and at the end of the year. As part of the protocol for the review, the Support Staff, Transformation Coordinator, and the school Leadership Team will complete a focus walk of the school to review evidence of implementation. Where there is little or no progress in any areas, the Support Staff and the Transformation Coordinator will work

with the Leadership Team to create an action plan to address those areas. The results of the Quality Review will be shared with the school and with the district. The School Leadership Team will continue to work with the Transformational Specialist to assess evidence of meeting the expectations for implementation, discuss strengths and weaknesses, troubleshoot, and plan for future needs. In this manner, quality control is ensured along with targeted support.

At the end of the year, *Pearson* will prepare a report that addresses student achievement and changes in practice from prior years. This progress report will include the results of all of the student assessments and inventories during the year and an assessment of implementation by the teachers and administrators in the school. Because there is a high correlation between positive growth and the fidelity of implementation, it is important to analyze both the student assessment results and what the school has done to change practice and focus on teaching and learning.

*b. SEA has been part of the planning process for selecting external providers:*

*i. Guidance on related laws and regulations has been provided; and*

*ii. If applicable, the SEA has cooperated in the planning for the selection process.*

SEA provided a workshop in Jefferson City on April 27, 2010 to introduce and provide guidance on related laws and regulations. This was attended by Dr. H. MiUndrae Prince and Ms. Kirsten Braman. The SEA contacted the *Pearson* representative for KCMSD to invite them to webinars and workshops pertaining to the grant application and regulations. Dr. Prince and Ms. Braman met with *Pearson* to discuss the needs of KCPS and to determine what kind of support *Pearson* could provide.

*3. Align other resources with the interventions:*

a. *The LEA/District has listed other resources that will support the interventions:*

i. *Local, State and other Federal funding sources;*

ii. *Higher Education partnerships;*

iii. *Other educational resources;*

iv. *Other community resources; and*

v. *The resources are selected to align with the findings of the needs analysis.*

Please see the attached School Improvement Plan. All Strategies which have costs associated with them provide information on the funding sources which will be used to support the interventions.

4. *Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:*

a. *LEA/District policies and practices that have been or will be modified; and*

b. *Projected impact of those changes.*

Modified Policies and Practices

At the end of the 2009-2010 school year, students in schools that became Standards Based were leveled using a district-approved assessment tool. In the fall of 2010, they continued working on the level they were in when the school year ended. Students in Pre-Kindergarten, Kindergarten and other students who are new to the school went through "Initial placement Level Testing" during the first two weeks of school. Standards Based Communication Arts and Mathematics leveled groups began meeting no later than the 3rd week of school.

Standards Based classrooms implemented:

- Shorter lessons (30 minutes or less),

- Fewer direct-instruction lessons,
- Increased cooperative learning,
- Increased teacher facilitation,
- Project-based learning, and
- Tailored lessons based on learning targets (individualized).

Teachers accessed Learning 360, which contained aligned, mapped units as well as quality lesson plan examples, examples of exemplary student work and common assessments to facilitate their new teaching methods.

Impact of Modifications

The projected impact of these modifications is that each student, with full acceptance of all their differences and realities, will move forward to their ultimate success, achieving at their best rate. Teachers and coaches will monitor this "best rate" to ensure that all children have their fair chance at success.

5. *Sustain the reforms after the funding period ends:*
    a. *Thorough explanation of how the reforms will be sustained:*
        i. *LEA/District support;*
        ii. *Community Support; and*
        iii. *SEA Support.*
    b. *Long-range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts.*

*(See Appendix D for additional information.)*

*Clearly identify any pre-implementation activities included above.*

District Support

A critical goal of the partnership between the school district and *Pearson* is to build the capacity of the district to sustain the initiative and reforms that have taken place. The partnership addresses this goal in several ways: (a) through the seminars and coaching provided directly to the superintendent and cabinet members, (b) through the development of both district-level and school-based coaches, and (c) through the leadership component of the program.

District Partnership

It is expected that the superintendent and cabinet members will participate in a series of seminars, network meetings and progress meetings each year. The purpose of the seminars is to make certain that (1) the research behind the practices that are being implemented in the schools is understood, and (2) through progress monitoring, the superintendent and cabinet gain a deeper understanding of the power of student data in driving decision making about resource allocation.

Coaching

Research tells us (Joyce, Bruce and Showers, Student *Achievement through Staff Development*, 2nd edition, ASCD, 1995) that the transfer of professional development to practice is 80% effective when coaches support teachers in their schools. Without coaching, that transference is only 10% likely to happen. Each of the targeted schools will have school-based coaches who will participate in a series of Coaching Institutes* that focus on three strands of instruction coaching: (1) skills (interpersonal), (2) process (needs analysis, planning and evaluation), and (3) organizational culture (professional learning communities). They will build their capacity to support this work because they know it deeply. They will be able to help the district sustain these reforms over the years.

Leadership Institutes*

The leadership component of this program strengthens principals and assistant principals in the key areas of instructional leadership, supervisions, systematic monitoring of data, strategic thinking and planning, coaching and team leadership, and managing change. The approach includes strengthening instructional leadership by developing effective distributed leadership among the members of the leadership team, creating a standards-based school culture, and aligning supervision with implementation expectations. It also includes supporting the principal's utilization of management systems that closely monitor student progress towards meeting standards, the effective alignment of academic intervention services with students' needs, and the development of organizational structures to support the school's primary focus on student achievement. Research is clear that second only to the quality of teachers in improving student performance is effective school leadership. To sustain the use of effective, student-focused practices in classrooms, principals must be prepared to recognize good teaching and to establish the conditions in the school that support quality teaching.

Community Support*

Preparing students to succeed is a community responsibility. Through its community developed strategic plan, the KCMSD will establish partnerships with parents, business, civic, community partners, and various broad-based social service agencies. The city has immense philanthropic capacity and resources to close the gap between needs and solutions for children and families. Mobilizing and leveraging these resources in an effective manner is critical to student academic achievement and addressing community challenges. By building a partnership infrastructure that is responsive to school and community needs, the KCMSD can effectively address student needs, engage the public in "public education" endeavors and build a seamless partnership with the

community. Most recently, the newly formed Office of Student Support and Community Service (OSSCS) held a breakfast meeting where the District solicited and received commitments of support from over 85 agencies throughout the city. The OSSCS will work with these agencies to provide ongoing assistance to parents and students that ultimately address student achievement.

SEA Support

The SEA will provide support through future Title I funding as well as support through the Regional Professional Development Center (RPDC). The RPDC will follow up with teachers as they continue to work with the data cycle, Response To Intervention, and have any further needs for job-embedded professional development.

* Pre-implementation activities

**SECTION VII D - TIMELINE**

*(4) What is the timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/District commits to serve?*

a. *The LEA/District timeline includes specific dates for implementation of all components of the selected intervention;*
b. *The timeline is reasonable, achievable, and reflects urgency;*
c. *The timeline identifies any pre-implementation activities the LEA/District proposes; and*
d. *Implementation and evaluation dates are included in the school improvement plans or attached documents.*

*Clearly identify any pre-implementation activities included above.*

* Pre-implementation activities

**Intermittent Timeline Events**

| Time Period | Objective | Who is responsible? |
|---|---|---|
| | Leadership | |
| Mar-Jun 2012* | • Conduct Focus Walks with district leadership, Pearson staff and school leadership to assess the current instructional practices in the building against the instructional strategies promoted in the Pearson Comprehensive Improvement Model and by KCPS | Assistant Superintendent, Pearson staff and Principal |
| | • Create a Professional Development Calendar for the 2012-2013 school year | Assistant Superintendent, Pearson Staff |
| | • Create a master schedule that supports structures for teacher collaboration, teacher teaming and intervention for the 2012-2013 school year. | Principal |
| | • Conduct Focus Groups with lead teachers to gain input from teachers for the Pearson Comprehensive Improvement Model and student expectations for on the 2012-2013 implementation plan. | Principal, Pearson Staff |
| | • Finalize an implementation plan for 2012-2013 in partnership with the district, Pearson and schools. | Assistant Superintendent, Pearson staff and Principal |
| Jul 2012 | Professional Development* | |
| | • Pearson Leadership Academy (3 days) – Orient | Pearson Trainer |

| Time Period | Objective | Who is responsible? |
|---|---|---|
| | Leadership Teams to the Pearson Comprehensive Improvement Model and outline the implementation targets for the school year<br>• Coaching Institute: Train school-based instructional coaches on the skills of coaches and instructional support personnel in three areas: (1) developing skills for change, (2) coaching for content, and (3) fostering a coaching culture | Pearson Trainer |
| Aug 2012 | <u>Professional Development</u><br>• Literacy Institute (3 days) – Provide teachers and the Literacy Coach with training and guidance on the implementation of the rituals and routines of the Readers and Writers Workshop<br>• Math (3 days) – Provide teachers and the Math Coach with training and guidance on the implementation of the rituals and routines of the Math Workshop. | Pearson Trainer<br><br>Pearson Trainer |
| Sept 2012 | <u>Leadership</u><br>• Analyze 2012 MAP data to identify trends in achievement and create SMART goals for student achievement for the 2013 MAP.<br><u>Assessment</u> | Principal and School Leadership Team |

| Time Period | Objective | Who is responsible? |
|---|---|---|
| | • Administer the Developmental Reading Assessment school-wide<br>• Administer the Acuity MAP Predictor | Gr. 1-6 Teachers<br>Gr. 3-6 Teachers |
| Oct 2012 | Professional Development<br>• Literacy Institute (1 day) – Provide teachers and the Literacy Coach with training and guidance on the implementation of the rituals and routines of the Readers and Writers Workshop<br>• Math (1 day) – Provide teachers and the Math Coach with training and guidance on the implementation of the rituals and routines of the Math Workshop | Pearson Trainer<br>Pearson Trainer |
| Dec 2012 | Leadership<br>• School Leadership Team conducts mid-year Quality Review of first semester progress and presents evidence of progress to the district<br>Assessment<br>• Administer the Developmental Reading Assessment school-wide<br>• Administer the Acuity MAP Predictor | Principal, Site Based Instructional Coaches<br>Gr. 1-6 Teachers<br>Gr. 3-6 Teachers |
| Jan 2013 | Professional Development<br>• Literacy Institute (1 day) – Provide teachers and the | Pearson Trainer |

| Time Period | Objective | Who is responsible? |
|---|---|---|
| | Literacy Coach with training and guidance on the implementation of the rituals and routines of the Readers and Writers Workshop<br>• Math (1 day) – Provide teachers and the Math Coach with training and guidance on the implementation of the rituals and routines of the Math Workshop<br>• Pearson Leadership Academy (2 days): Principal and Leadership Team will attend this meeting with other turnaround schools to shares strategies, lessons learned and gain content in the turnaround process. | Pearson Trainer<br>Pearson Trainer |
| Feb 2013 | Professional Development<br>• Pearson National Summit: Principal and members of the SLT will attend that Pearson National Summit. | Principal & SLT |
| Apr/May 2013 | Leadership<br>• School Leadership Team with Pearson Field Service staff conduct year-end Quality Review of assessed progress and present evidence of progress to the district<br>Assessment | Pearson Trainer |

| Time Period | Objective | Who is responsible? |
|---|---|---|
| | • Administer the MAP in Communication Arts, Math and Science<br>• Administer the Developmental Reading Assessment school-wide | Gr. 3-6 Teachers<br>Gr. K-6 Teachers |
| Jul 2013 | • Begin SIOP Implementation; SIOP Training for administrators and teachers including in-depth introduction to SIOP components, practice components, learn how to incorporate model into lesson planning | Pearson Trainer |
| Oct 2013 | • SIOP Lesson Coaching and Modeling: allows teacher teams and consultant an opportunity to revise and refine a lesson demonstrating effective teaching techniques that lead to student achievement | Pearson Trainer |
| Nov 2013 | • SIOP Observation and Feedback | Pearson Trainer |
| Feb 2014 | • SIOP Lesson Coaching and Modeling | Pearson Trainer |
| Apr 2014 | • SIOP Observation and feedback | Pearson Trainer |
| May 2014 | • Consultation with leaders to build knowledge of observation process, apply SIOP Protocol to support teachers | Pearson Trainer |
| Fall 2014 | • SIOP Coaching and implementation; SIOP training for teachers through Virtual Institute to identify | Pearson Trainer |

| Time Period | Objective | Who is responsible? |
|---|---|---|
| | additional support and training needs and discuss with consultant the actual implementation in the classroom. | |
| Spring 2015 | • Coaching and observation; Establish Inter-Rater Reliability, allowing raters to independently observe classrooms and collect SIOP protocol data. | Pearson Trainer |

**Recurring Timeline Events**

| Frequency & Time Period | Objective | Who is responsible? |
|---|---|---|
| *Daily*<br>Aug 2012 – May 2013 | Coaching<br>• Coaching/Mentoring/Monitoring: Daily modeling and coaching is provided by Pearson-trained coaches with weekly support by Pearson Field Specialists. | Site Based Instructional Coaches, Pearson Field Service Staff |

| | | |
|---|---|---|
| *Weekly*<br><br>Aug 2012 – May 2013 | Professional Development<br><br>• Professional Development (PD): Weekly job-embedded PD for teachers focusing on the Readers/Writers and Math Workshop, differentiated instruction and using data to inform instruction | Principal, Site Based Instructional Coaches |
| Aug 2012 - May 2013 | Leadership<br><br>• School Leadership Team meets weekly to plan and monitor the progress of the turnaround | Principal & SLT |
| *Monthly*<br><br>Sep 2012 – Nov 2012; Feb 2013 – May 2013 | Professional Development<br><br>• Pearson Principals Network: Principal and Leadership Team attend this meeting with other turnaround schools to share strategies, lessons learned and gain content in the turnaround process | Pearson Trainer |
| Sep 2012 – Nov 2012; Feb 2013 – May 2013 | Leadership<br><br>• Focus Walk of implementation progress conducted by principal and School Leadership Team (SLT) in partnership with Pearson Field Service staff to assess progress | Principal, Site Based Coaches, Pearson Field Service Staff |

**Additional Year 2 Highlights**

| Time Period | Objective |
|---|---|
| 2013-2014 | • Carry out advanced implementation based on Year 1 progress<br><br>• Train teachers on the specifics of the Common Core State Standards and |

| Time Period | Objective |
|---|---|
| | translating them into classroom practice in communication arts and math.<br>• Use Foundation Curriculum Units to scaffold teacher curriculum development skills to the Common Core State Standards<br>• Introduce processes for collaborative analysis of student work to identify student needs, set instructional goals, and to foster growth in teachers as reflective practitioners.<br>• Continue Leadership Team development by identifying a problem of practice and working as a team to solve the problem.<br>• Implement a process for examining the efficacy of interventions for students needing Tier II and Tier III supports.<br>• Continue professional development through teacher workgroups and technical assistance<br>• Continue progress monitoring and evaluation<br>• Build capacity for independent sustainability through using a coaching model and transitioning the responsibility of Focus Walks to the School Leadership Team.<br>• Continue to train communication arts and math teachers in the rituals and routines of the workshop model based on a needs analysis. Begin science training for gr. 3-6 teachers |

**Additional Year 3 Highlights**

| Time Period | Objective |
|---|---|

| Time Period | Objective |
|---|---|
| 2014-2015 | • Carry out advanced implementation based on Year 2 progress<br>• Explicitly connect the implementation of the Improvement Model to the Common Core State Standards<br>• Embed processes for the collaborative analysis of student work to identify student needs, set instructional goals, and to foster growth in teachers as reflective practitioners.<br>• Adapt professional development to match to student achievement data and teacher needs through teacher workgroups and technical assistance<br>• Continue progress monitoring and evaluation<br>• Continue to implement a process for examining the efficacy of interventions for students needing Tier II and Tier III supports.<br>• Train gr. K-2 teachers in mathematics practices to prepare students for the Common Core State Standards.<br>• Continue to train communication arts, math and science teachers in the rituals and routines of the workshop model based on a needs analysis.<br>• Create a plan for to sustain the turnaround efforts in 2015-2016 in the areas of instructional focus, coaching and leadership. |

Implementation and evaluation dates are also included in each School Improvement Plan.

## SECTION VII E - ANNUAL GOALS FOR STUDENT ACHIEVEMENT

*(5) What are the annual goals for student achievement in communication arts, mathematics, and, if applicable, graduation rate the LEA/District has established for each Tier I and Tier II school receiving School Improvement Grant funds?*

a. *The LEA/District has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate;*
b. *Accurate and meaningful baseline data are provided;*
c. *Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time; and*
d. *Targets have been set in consultation with the Department.*

The annual targets for student achievement on the Missouri Assessment Program for communication arts and mathematics are:

| **Subject** | **Grade** | **2011 Baseline** | **2012** | **2013** | **2014** |
|---|---|---|---|---|---|
| Communication Arts | 3 | 10% | 20% | 30% | 40% |
| | 4 | 7% | 17% | 27% | 37% |
| | 5 | 5% | 15% | 25% | 35% |
| | 6 | 37% | 47% | 57% | 67% |
| Mathematics | 3 | 8% | 18% | 28% | 38% |
| | 4 | 16% | 26% | 36% | 46% |
| | 5 | 0% | 10% | 20% | 30% |
| | 6 | 30% | 40% | 50% | 60% |

These targets will eventually move Faxon Elementary School out of Restructuring. Stretch goals listed in the School Improvement Plan are set according to the District Improvement Plan. Annual targets are also in the School Improvement Plans, which provide aggressive goals. Both the District Improvement Plan and the School Improvement Plan have been approved by the Department of Elementary and Secondary Education.

**SECTION VII F - SERVICES AND ACTIVITIES**

NOT Applicable - not doing Tier III

**SECTION VII G - ANNUAL GOALS FOR STUDENT ACHIEVEMENT**

NOT Applicable - not doing Tier III

**SECTION VII H - CONSULTATION WITH AND INVOLVEMENT OF STAKEHOLDERS**

*(8) Provided evidence of and plans for consultation with and involvement of stakeholders in the planning and implementation of school improvement models in Tier I and Tier II schools. The stakeholder group represents:*

- *a. Students;*
- *b. Staff:*
  - *i. School Building; and*
  - *ii. LEA/District;*
- *c. Parents;*
- *d. Teacher organizations and/or unions;*
- *e. Colleges and universities;*
- *f. Community representatives:*
  - *i. Local government and other public sector representatives;*

ii. *Business community; and*

iii. *Other organizations; and*

iv. *Other relevant stakeholders.*

Through the process of "right sizing" the Kansas City, Missouri School District in 2009 and 2010, data was collected and analyzed on all schools. Community Forums were held throughout the district on December 10, 12, 14, 15, and 17, 2009. Late winter meetings were also held February 16-19, 2010. The meetings provided district leadership opportunities to hear from many communities within the district in order to hear and attempt to understand their concerns, and to collect and answer questions that community members may have had. The state's Commissioner of Education also visited the district to offer advice on closing schools in the district. In addition, several committees were formed with various district staff, community members, and business partners to develop the district's Transformation Plan over the following months. This plan, based on best practices, provided a documented account of how the "new" district would operate. All areas of the district from early childhood education to financial accountability and legal services were included in this document.

**SECTION VII I - COMPETITIVE PRIORITIES**

*1. **Implement one plan.** LEAs should demonstrate that policies, processes and procedures support (and do not contradict) the implementation of the buildings turnaround plan.*

Kansas City Public Schools Transformation Plan, unveiled in 2010, is the guiding force for all of the transformations throughout the school district. The District Improvement Plan and the School Improvement Plans all align to the Transformation Plan to turnaround education in the Kansas City Public Schools. This not only includes direct instruction, but also supports in the

community, across the building, and throughout the district to fundamentally change the way KCPS educates children in Kansas City.

*2.* ***Set ambitious targets for improvement.*** *LEAs should create improvement targets rigorous enough to demonstrate significant growth in student achievement over the three-year grant period, as agreed to by the Department.*

In the District Improvement Plan, the ultimate (stretch) goal is for 100% of children to demonstrate proficiency in Communication Arts and Mathematics. All schools have chosen rigorous targets of 10-35%, well beyond the 3-5% they have used in the past, to demonstrate significant growth each year in student achievement.

*3.* ***Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders – and removing those who are ineffective.*** *To include: (1) annual evaluations of teachers using multiple measures, including student-growth data as one significant factor; (2) strategies for removing staff found to be ineffective in improving student outcomes; (3) incentives to attract teachers to high need areas.*

The Kansas City Public Schools has implemented a new performance evaluation system for all teachers. Teachers are evaluated on five standards: knowledge of content taught; facilitating learning for students; establishing a respectful learning environment for a diverse population; efficient use of assessment to effectively gauge and respond to student growth and needs; and demonstrating leadership. These five standards are the basis for the Teacher Performance Management Rubric.

The Teacher Performance Management Rubric outlines in detail the expectations against which teachers will be evaluated and developed. The rubric represents a vision of successful teaching in

the district and breaks that vision down into more detailed parts to help evaluators and teachers identify areas of strength and growth in teacher practice and have a common language when discussing teacher performance and growth.

The rubric covers the five standards of teacher practice and breaks those standards down into indicators, which describe specific actions for each standard and descriptors, which describe each standard and indicator at different levels of performance. The Teacher Performance Rubric describes five levels of teacher performance: Unsatisfactory, Needs Improvement, Developing, Proficient, and Distinguished.

The evaluation process is used to indicate areas where the employee is performing at a high level as well as identify areas for improvement. Unannounced and announced classroom observations, along with evaluator and teacher collection of other sources of evidence, will facilitate teacher development. The process is not simply about coming to a final rating at the end of the school year; rather, the process is designed to spark conversations throughout the year between evaluators and teachers that will drive professional growth and recognition. Evaluators will conduct multiple observations throughout the year using the rubric and provide detailed, useful, and actionable feedback to teachers. Conferences between evaluators and teachers will facilitate conversations about professional growth. Observations of teacher practice during the evaluation process will drive plans for professional development.

Teachers are active participants in this process of development. Evaluators and employees collaborate to determine the measures that will drive improvement; teachers determine their

professional growth goals and participate in conferences surrounding observations to receive feedback and determine next steps.

*4.* ***Identify high-risk students and create opportunities to succeed.*** *Strong proposals will feature early warning systems that use a combination of common formative assessment results and attendance measures to identify students at risk of failure. Such proposals also will provide supports designed to ensure that high-need students, including low income students, English-language learners, and special-needs students are achieving at grade level and are being prepared for success in college or a career.*

Kansas City Public Schools will utilize Student Support Teams (SST) and Attendance Committees already established at each school to provide early warning systems to identify students at risk of failure. Referrals to SST generally come from one of three places. The most common source is teacher referral. Other referrals are made by parents who request special education evaluation. Some are data-indicated referrals, which originate from an administrator or team member. When a teacher sees a need - academic, behavioral, social/emotional, or pragmatic - they make a referral to the SST. This multi-disciplinary team is comprised of key personnel including the school counselor, school nurse (as applicable), an administrator, an instructional coach, upper grade level and primary grade level representatives, and necessary support staff (for example, English Language Learner (ELL) teacher if indicated). In addition to these members at the school level, School Social Workers from the district level are assigned to each school. Social workers attend the SST meetings as needed. If the social worker does not attend the meetings, her/his help can be requested. Additionally, the head of the Positive Behavioral Intervention and Supports (PBIS) committee may attend meetings for students who

are referred for behavior concerns, as this connection is a natural extension of PBIS. The classroom teacher is also required to attend all meetings about their student.

Academic referrals include students who are significantly behind their grade level peers in the area of reading or math. At upper grades, these also include students who may not be performing to the level that test scores indicate they should be.

Behavioral referrals include issues related to ADD or ADHD and students who are aggressive or noncompliant with directions. These types of referrals may also include students who simply need extra motivation to do work that is assigned to them or to follow directions. While the difference between this and an academic need can be difficult to ascertain, it can often be determined by answering this question: Is the behavior affecting the academics, or are the academics affecting the behavior? Specifically, is the student not doing the work because the work is too difficult and they need academic support (academic), or are the behaviors getting in the way of accessing work that they would otherwise be capable of doing (behavioral)?

Social/emotional referrals are for students who need intervention as a result of challenging home situations. Changes in the home environment, such as the separation or divorce of the parents or the recent birth of a baby, can cause emotional issues that affect success in the classroom.

Finally, pragmatic referrals are used to obtain support for families so they can support the student. For example, if the student needs glasses, but the parents are unable to afford them, the SST will help the parents make connections with the appropriate agencies to have the student

tested and fitted for glasses. Attendance concerns are often included in this set of referrals as well. Attendance issues are often resolved by providing the appropriate support and motivation for parents to get their child to school on time. The Attendance Committee or the SST may address attendance issues. Often these teams have the same members. If membership on these teams is not the same, they will work together to determine the primary causes of a student's challenges and determine the most appropriate action for each student that is referred

After gathering background information and data on a new referral, the SST will narrow the focus of intervention to one single target. This can be very challenging for students who appear to have multiple needs; however, it has been shown that too much intervention is too confusing for students and makes data collection and analysis difficult. Data collected during an intervention should be frequent, consistent, and norm-referenced whenever possible. The majority of the data will be collected by the person conducting the intervention unless there is a compelling reason not to do so. If the person conducting the intervention does not collect the data, then the data should be reviewed with the interventionist each time it is collected so that minor modifications can be made to the intervention (if appropriate).

The Student Support Teams and Attendance Committees will be utilized to quickly identify all high-risk, high-need students, including low-income students, English-language learners, and special-needs students, so that appropriate interventions and supports can be provided to the student and offer them their best opportunity for academic success.

*5.* ***Be bold and innovative.*** *To receive these new SIG funds districts must demonstrate that they provide their schools with consistent support, freedom to innovate, and autonomy to make*

*personnel decisions. True reform requires structural changes in the school day and year. Bold proposals will lengthen the school day and add weekend or summer programs for all students. Districts that request SIG dollars must pledge to change personnel policies that lead to turnover among school leaders and staff. Districts must ensure that schools can select their staff, remove ineffective employees, avoid an imbalance of novice teachers (unless part of an intentional staffing strategy), and retain high-performing staff members. In addition, LEAs must ensure that SIG dollars supplement, not supplant, the existing state, local, and federal funding that schools receive.*

Starting in 2011, Kansas City Public Schools began to allow the schools to select their staff and more easily remove ineffective teachers. In addition, the PIONEER program, a pay for performance initiative, is being gradually phased into schools. This year, three schools requesting School Improvement Grant funds (Attucks, Faxon, and Pitcher) began participating in the initiative. Starting in 2012, Faxon and Melcher will be eligible to participate in the initiative. This initiative strives to retain high-performing staff members through additional pay incentives rewarding excellence.

The Federal Programs office will monitor all state, local, and federal funding to ensure that SIG dollars will supplement, not supplant existing funding.

*6.* ***Demonstrate teacher commitment.*** *Individual teachers have the largest single school effect on student performance. Strong proposals will demonstrate that at least 80% of the teachers agree to implement the plans included in the School Improvement Grant application.*

Attached are Buy-In sheets where at least 80% of the teachers at each school agree to implement the plans included in this School Improvement Grant application.

Buy-In Sheet

School: Faxon

The Kansas City, Missouri School District will be applying for School Improvement Grant funds from the Missouri Department of Elementary and Secondary Education to support the work it is doing with student achievement in its Tier I schools.

This grant will provide professional development and staff support for your building as you work to increase student achievement. The professional development will include outside experts who will come to your classroom and work with you and your students. This will include work with differentiating instruction for the many levels you have in your classroom as well as small group instruction and assessment. We understand that many teachers have some basic knowledge of these area, but this grant will provide in-classroom support to increase the entire building's depth of knowledge so they may better increase their effectiveness in these areas.

The grant will not change the curriculum you teach or add additional layers to your requirements. What it will provide is support for you as your teaching is changing to better address the needs of each individual child in your classroom.

We request that you sign your name below, agreeing to participate in this professional development and support for your classroom as we seek to help you increase student achievement in your classroom.

Principal: Angela Underwood

Instructional Coach: Alisa Plassmeyer

Total number of teachers in building: 21 Buy-In: 100 %

| | | |
|---|---|---|
| [illegible] | Annette Whitcomb | |
| Alisa Plassmeyer | [illegible] | |
| Roberta Henry | | |
| Cristee Pierson Hodgson | | |
| Geraldine Matthews | | |
| [illegible] | | |
| [illegible] | | |
| Chelsea Mosser | | |
| Denise Hollis Hodkins | | |
| Cynthia A. Brown | | |
| Patricia Williams Fry | | |
| Carolyn Johnson | | |
| Christy Tatum | | |
| [illegible] | | |
| Maxwell Allison | | |
| [illegible] | | |
| [illegible] | | |
| Kathy Hall | | |
| [illegible] | | |

# SY10 Aggregate Content Standard Item Benchmark Descriptor (IBD) Report by SY11 Enrollment

| Sch | Subj | Grade Tested | SY11 Grade | Content Standard | GLE | GLE Description | Pts Poss | # of Items | % of Points Earned |
|---|---|---|---|---|---|---|---|---|---|
| 4420 | CA | 3 | 4 | reading nonfiction | R1H3f | Apply post-reading skills to demonstrate comprehension of text: draw conclusions | 10 | 8 | 51.6% |
| 4420 | CA | 3 | 4 | reading fiction/poetry/drama | R1H3f | Apply post-reading skills to demonstrate comprehension of text: draw conclusions | 9 | 9 | 71.3% |
| 4420 | CA | 3 | 4 | reading nonfiction | R3C3a | Use details from text to demonstrate comprehension skills previously introduced | 7 | 6 | 57.6% |
| 4420 | CA | 3 | 4 | speaking/writing standard English | W2B3b | Compose text with relevant details/examples | 5 | 5 | 63.2% |
| 4420 | CA | 3 | 4 | writing formally & informally | W3A3a | Compose narrative, descriptive, expository, and/or persuasive texts using appropriate text features | 5 | 2 | 60.0% |
| 4420 | CA | 3 | 4 | reading fiction/poetry/drama | R2B3 | Identify and explain examples of sensory details and figurative language in text along with literary techniques previously introduced | 4 | 4 | 62.1% |
| 4420 | CA | 3 | 4 | reading fiction/poetry/drama | R2C3a | Use details from text to demonstrate comprehension skills previously introduced | 4 | 4 | 76.6% |
| 4420 | CA | 3 | 4 | speaking/writing standard English | W1A3d | Follow a writing process to edit for conventions (W2E) | 3 | 3 | 73.1% |
| 4420 | CA | 3 | 4 | speaking/writing standard English | W2E3f | In written text, use standard spelling and classroom resources, including dictionary, to edit for correct spelling | 3 | 3 | 33.3% |
| 4420 | CA | 3 | 4 | reading fiction/poetry/drama | R1H3b | Apply post-reading skills to demonstrate comprehension of text: identify cause and effect | 2 | 2 | 77.4% |
| 4420 | CA | 3 | 4 | reading nonfiction | R3C3i | Use details from text to identify author's purpose for writing text | 2 | 1 | 66.1% |
| 4420 | CA | 3 | 4 | reading fiction/poetry/drama | R1E3b | Develop vocabulary through text, using synonyms and antonyms | 1 | 1 | 80.6% |
| 4420 | CA | 3 | 4 | reading fiction/poetry/drama | R2C3f | Use details from text to identify events from the beginning, middle and end | 1 | 1 | 77.4% |
| 4420 | CA | 3 | 4 | reading fiction/poetry/drama | R2C3g | Use details from text to identify author's purpose | 1 | 1 | 25.8% |
| 4420 | CA | 3 | 4 | reading fiction/poetry/drama | R2C3h | Identify settings, character traits, and problems and solutions | 1 | 1 | 61.3% |
| 4420 | CA | 3 | 4 | reading nonfiction | R1E3c | Develop vocabulary through text, using context clues | 1 | 1 | 45.2% |
| 4420 | CA | 3 | 4 | reading nonfiction | R1H3b | Apply post-reading skills to demonstrate comprehension of text: identify cause and effect | 1 | 1 | 87.1% |
| 4420 | CA | 3 | 4 | reading nonfiction | R3C3d | Use details from text to sequence events | 1 | 1 | 90.3% |
| 4420 | CA | 3 | 4 | speaking/writing standard English | W2E3d | In written text, correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives | 1 | 1 | 64.5% |
| 4420 | CA | 3 | 4 | writing formally & informally | W2A3a | Compose text showing awareness of audience | 1 | 1 | 90.3% |

# SY10 Aggregate Content Standard Item Benchmark Descriptor (IBD) Report by SY11 Enrollment

| Sch | Subj | Grade Tested | SY11 Grade | Content Standard | GLE | GLE Description | Pts Poss | # of Items | % of Points Earned |
|---|---|---|---|---|---|---|---|---|---|
| 4420 | CA | 4 | 5 | reading nonfiction | R1H4f | Apply post-reading skills to demonstrate comprehension of text: draw conclusions | 12 | 8 | 43.3% |
| 4420 | CA | 4 | 5 | reading fiction/poetry/drama | R1H4f | Apply post-reading skills to demonstrate comprehension of text: draw conclusions | 7 | 7 | 68.6% |
| 4420 | CA | 4 | 5 | reading fiction/poetry/drama | R2B4 | Identify and explain examples of sensory details and figurative language in text along with literary techniques previously introduced | 4 | 4 | 58.8% |
| 4420 | CA | 4 | 5 | reading nonfiction | R1E4c | Develop vocabulary through text, using context clues | 4 | 4 | 50.0% |
| 4420 | CA | 4 | 5 | speaking/writing standard English | W1A4d | Follow a writing process to edit for conventions (W2E) | 4 | 4 | 72.5% |
| 4420 | CA | 4 | 5 | reading fiction/poetry/drama | R2C4a | Use details from text to demonstrate comprehension skills previously introduced | 3 | 3 | 68.3% |
| 4420 | CA | 4 | 5 | speaking/writing standard English | W2B4b | Compose text with relevant details/examples | 3 | 3 | 88.3% |
| 4420 | CA | 4 | 5 | speaking/writing standard English | W2E4e | In written text, use standard spelling and classroom resources, including dictionary, to edit for correct spelling | 3 | 3 | 51.7% |
| 4420 | CA | 4 | 5 | reading fiction/poetry/drama | R1H4b | Apply post-reading skills to demonstrate comprehension of text: identify cause and effect | 2 | 2 | 60.0% |
| 4420 | CA | 4 | 5 | reading nonfiction | R1H4b | Apply post-reading skills to demonstrate comprehension of text: identify cause and effect | 2 | 2 | 65.0% |
| 4420 | CA | 4 | 5 | reading nonfiction | R3C4c | Use details from text to sequence events | 2 | 2 | 60.0% |
| 4420 | CA | 4 | 5 | reading nonfiction | R3C4g | Use details from text to make predictions | 2 | 2 | 60.0% |
| 4420 | CA | 4 | 5 | reading nonfiction | R3C4i | Use details from text to distinguish between fact and opinion | 2 | 2 | 62.5% |
| 4420 | CA | 4 | 5 | reading nonfiction | R3C4j | Use details from text to identify and explain author's purpose | 2 | 2 | 45.0% |
| 4420 | CA | 4 | 5 | speaking/writing standard English | W2E4a | In written text, capitalize holidays, names of counties and countries | 2 | 2 | 25.0% |
| 4420 | CA | 4 | 5 | reading fiction/poetry/drama | R1E4c | Develop vocabulary through text, using context clues | 1 | 1 | 60.0% |
| 4420 | CA | 4 | 5 | reading fiction/poetry/drama | R2A4b | Use grade level text to locate and recognize the text features of fiction, poetry and drama | 1 | 1 | 65.0% |
| 4420 | CA | 4 | 5 | reading fiction/poetry/drama | R2C4c | Use details from text to compare and contrast | 1 | 1 | 55.0% |
| 4420 | CA | 4 | 5 | reading fiction/poetry/drama | R2C4f | Identify setting, character traits, problems and solutions, and story events | 1 | 1 | 90.0% |
| 4420 | CA | 4 | 5 | reading nonfiction | R3A4 | Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text | 1 | 1 | 40.0% |
| 4420 | CA | 4 | 5 | reading nonfiction | R3B4 | Identify and explain examples of sensory details and figurative language in nonfiction text | 1 | 1 | 65.0% |
| 4420 | CA | 4 | 5 | writing formally & informally | W2A4a | Compose text showing awareness of audience | 1 | 1 | 90.0% |
| 4420 | CA | 4 | 5 | writing formally & informally | W3A4b | Compose text using an appropriate format | 1 | 1 | 90.0% |

# SY10 Aggregate Content Standard Item Benchmark Descriptor (IBD) Report by SY11 Enrollment

| Sch | Subj | Grade Tested | SY11 Grade | Content Standard | GLE | GLE Description | Pts Poss | # of Items | % of Points Earned |
|---|---|---|---|---|---|---|---|---|---|
| 4420 | CA | 5 | 6 | reading fiction/poetry/drama | R1H5f | Apply post-reading skills to demonstrate comprehension of text: draw conclusions | 11 | 8 | 51.5% |
| 4420 | CA | 5 | 6 | reading fiction/poetry/drama | R1H5b | Apply post-reading skills to demonstrate comprehension of text: identify cause and effect | 5 | 4 | 50.5% |
| 4420 | CA | 5 | 6 | reading nonfiction | R1E5c | Develop vocabulary through text, using context clues | 5 | 5 | 58.1% |
| 4420 | CA | 5 | 6 | reading nonfiction | R1H5f | Apply post-reading skills to demonstrate comprehension of text: draw conclusions | 5 | 5 | 44.8% |
| 4420 | CA | 5 | 6 | reading nonfiction | R3C5a | Use details from text to demonstrate comprehension skills previously introduced | 5 | 5 | 56.2% |
| 4420 | CA | 5 | 6 | speaking/writing standard English | W1A5d | Follow a writing process to edit for conventions (W2E) | 5 | 5 | 59.0% |
| 4420 | CA | 5 | 6 | reading nonfiction | R1H5b | Apply post-reading skills to demonstrate comprehension of text: identify cause and effect | 3 | 3 | 61.9% |
| 4420 | CA | 5 | 6 | speaking/writing standard English | W2E5e | In written text, use standard spelling and classroom resources, including dictionary, to edit for correct spelling | 3 | 3 | 41.3% |
| 4420 | CA | 5 | 6 | reading fiction/poetry/drama | R2B5b | Identify and explain examples of literary techniques in text, emphasizing metaphor | 2 | 2 | 71.4% |
| 4420 | CA | 5 | 6 | reading fiction/poetry/drama | R2C5a | Use details from text to demonstrate comprehension skills previously introduced | 2 | 2 | 71.4% |
| 4420 | CA | 5 | 6 | reading fiction/poetry/drama | R2C5f | Identify setting, character traits, problems and solutions, and story events | 2 | 2 | 59.5% |
| 4420 | CA | 5 | 6 | reading nonfiction | R3C5c | Use details from text to sequence events | 2 | 2 | 64.3% |
| 4420 | CA | 5 | 6 | speaking/writing standard English | W2B5b | Compose text with relevant, specific details | 2 | 2 | 66.7% |
| 4420 | CA | 5 | 6 | writing formally & informally | W3A5b | Compose a variety of texts, selecting and using an appropriate format | 2 | 1 | 78.6% |
| 4420 | CA | 5 | 6 | reading fiction/poetry/drama | R1H5i | Apply post-reading skills to demonstrate comprehension of text: summarize | 1 | 1 | 61.9% |
| 4420 | CA | 5 | 6 | reading fiction/poetry/drama | R2A5b | Use grade level text to locate and recognize the text features of fiction, poetry and drama | 1 | 1 | 85.7% |
| 4420 | CA | 5 | 6 | reading fiction/poetry/drama | R2C5c | Use details from text to compare and contrast | 1 | 1 | 61.9% |
| 4420 | CA | 5 | 6 | reading fiction/poetry/drama | R2C5d | Use details from text to identify cause and effect | 1 | 1 | 47.6% |
| 4420 | CA | 5 | 6 | reading nonfiction | R3B5d | Identify and explain figurative language in nonfiction text, emphasizing sound devices previously introduced | 1 | 1 | 57.1% |
| 4420 | CA | 5 | 6 | speaking/writing standard English | W2C5d | Write text with sentence variety | 1 | 1 | 38.1% |
| 4420 | CA | 5 | 6 | speaking/writing standard English | W2E5a | In written text, capitalize titles and proper nouns | 1 | 1 | 28.6% |

# SY10 Aggregate Content Standard Item Benchmark Descriptor (IBD) Report by SY11 Enrollment

| Sch | Subj | Grade Tested | SY11 Grade | Content Standard | GLE | GLE Description | Pts Poss | # of Items | % of Points Earned |
|---|---|---|---|---|---|---|---|---|---|
| 4420 | MA | 3 | 4 | Algebraic Relationships | A2A | using all operations, represent a mathematical situation as an expression or number sentence | 6 | 5 | 61.3% |
| 4420 | MA | 3 | 4 | Data and Probability | D1C | read and interpret information from line plots and graphs (bar, line, pictorial) | 6 | 5 | 68.8% |
| 4420 | MA | 3 | 4 | Measurement | M1D | determine change from $5.00 and add and subtract money values to $5.00 | 5 | 4 | 49.0% |
| 4420 | MA | 3 | 4 | Geometric and Spatial Relationships | G1A | compare and analyze 2-dimensional shapes by describing their attributes (circle, rectangle, rhombus, trapezoid, triangle) | 4 | 4 | 55.6% |
| 4420 | MA | 3 | 4 | Geometric and Spatial Relationships | G3A | determine if two objects are congruent through a slide, flip or turn | 4 | 4 | 71.8% |
| 4420 | MA | 3 | 4 | Geometric and Spatial Relationships | G3C | identify lines of symmetry in polygons | 4 | 4 | 61.3% |
| 4420 | MA | 3 | 4 | Number and Operations | N1A | read, write and compare whole numbers up to 10,000 | 4 | 4 | 69.4% |
| 4420 | MA | 3 | 4 | Number and Operations | N3B | use strategies to develop fluency with basic number relationships (9 x 9) of multiplication and division | 4 | 4 | 59.7% |
| 4420 | MA | 3 | 4 | Number and Operations | N3C | apply and describe the strategy used to compute up to 3-digit addition or subtraction problems | 4 | 4 | 69.4% |
| 4420 | MA | 3 | 4 | Number and Operations | N3D | estimate and justify sums and differences of whole numbers | 4 | 3 | 29.8% |
| 4420 | MA | 3 | 4 | Algebraic Relationships | A1B | represent patterns using words, tables or graphs | 3 | 3 | 58.1% |
| 4420 | MA | 3 | 4 | Measurement | M2C | determine the perimeter of polygons | 3 | 3 | 73.1% |
| 4420 | MA | 3 | 4 | Algebraic Relationships | A1A | extend geometric (shapes) and numeric patterns to find the next term | 2 | 2 | 79.0% |
| 4420 | MA | 3 | 4 | Measurement | M1C | tell time to the nearest five minutes | 2 | 2 | 51.6% |
| 4420 | MA | 3 | 4 | Number and Operations | N1D | classify numbers by their characteristics, including odd and even | 2 | 2 | 67.7% |
| 4420 | MA | 3 | 4 | Algebraic Relationships | A2B | use the commutative, distributive and associative properties for basic facts of whole numbers | 1 | 1 | 67.7% |
| 4420 | MA | 3 | 4 | Number and Operations | N1C | recognize equivalent representations for the same number and generate them by decomposing and composing numbers including expanded notation | 1 | 1 | 83.9% |

# SY10 Aggregate Content Standard Item Benchmark Descriptor (IBD) Report by SY11 Enrollment

| Sch | Subj | Grade Tested | SY11 Grade | Content Standard | GLE | GLE Description | Pts Poss | # of Items | % of Points Earned |
|---|---|---|---|---|---|---|---|---|---|
| 4420 | MA | 4 | 5 | Number and Operations | N3C | apply and describe the strategy used to compute a given multiplication of 2-digit by 2-digit numbers and related division facts | 8 | 8 | 48.8% |
| 4420 | MA | 4 | 5 | Measurement | M2C | determine and justify areas of polygons and non-polygonal regions imposed on a rectangular grid | 6 | 3 | 22.5% |
| 4420 | MA | 4 | 5 | Algebraic Relationships | A2A | using all operations, represent a mathematical situation as an expression or number sentence | 5 | 5 | 57.0% |
| 4420 | MA | 4 | 5 | Geometric and Spatial Relationships | G1A | name and identify properties of 1-, 2-, and 3-dimensional shapes and describe the attributes of 2- and 3-dimensional shapes using appropriate geometric vocabulary (rectangular prism, cylinder, pyramid, sphere, cone, parallelism, perpendicularity) | 5 | 5 | 65.0% |
| 4420 | MA | 4 | 5 | Number and Operations | N1C | recognize equivalent representations for the same number and generate them by decomposing and composing numbers | 5 | 4 | 65.0% |
| 4420 | MA | 4 | 5 | Algebraic Relationships | A1B | analyze patterns using words, tables and graphs | 4 | 3 | 50.0% |
| 4420 | MA | 4 | 5 | Data and Probability | D1C3 | read and interpret information from line plots and graphs (bar, line, pictorial) | 3 | 3 | 65.0% |
| 4420 | MA | 4 | 5 | Geometric and Spatial Relationships | G3A | predict the results of sliding/translating, flipping/reflecting or turning/rotating around the center point of a polygon | 3 | 3 | 65.0% |
| 4420 | MA | 4 | 5 | Measurement | M1D | determine change from $10.00 and add and subtract money values to $10.00 | 3 | 3 | 45.0% |
| 4420 | MA | 4 | 5 | Number and Operations | N1D | classify and describe numbers by their characteristics, including odd, even, multiples and factors | 3 | 3 | 48.3% |
| 4420 | MA | 4 | 5 | Algebraic Relationships | A1A | describe geometric and numeric patterns | 2 | 2 | 52.5% |
| 4420 | MA | 4 | 5 | Algebraic Relationships | A2B | use the commutative, distributive and associative properties of addition and multiplication for multidigit numbers | 2 | 2 | 62.5% |
| 4420 | MA | 4 | 5 | Data and Probability | D1A | collect data using observations, surveys and experiments | 2 | 2 | 67.5% |
| 4420 | MA | 4 | 5 | Data and Probability | D1C | create tables or graphs to represent categorical and numerical data (including line plots) | 2 | 1 | 47.5% |
| 4420 | MA | 4 | 5 | Geometric and Spatial Relationships | G3C | create a figure with multiple lines of symmetry and identify the lines of symmetry | 2 | 1 | 25.0% |
| 4420 | MA | 4 | 5 | Measurement | M1B | identify equivalent linear measures within a system of measurement | 2 | 2 | 65.0% |
| 4420 | MA | 4 | 5 | Number and Operations | N1A | read, write and compare whole numbers less than 100,000 | 2 | 2 | 80.0% |
| 4420 | MA | 4 | 5 | Number and Operations | N3B | demonstrate fluency with basic number relationships (12 x 12) of multiplication and related division facts | 2 | 2 | 60.0% |
| 4420 | MA | 4 | 5 | Number and Operations | N3C3 | apply and describe the strategy used to compute up to 3-digit addition or subtraction problems | 2 | 2 | 90.0% |
| 4420 | MA | 4 | 5 | Number and Operations | N3D | estimate and justify products of whole numbers | 2 | 2 | 62.5% |
| 4420 | MA | 4 | 5 | Algebraic Relationships | A1A3 | extend geometric (shapes) and numeric patterns to find the next term | 1 | 1 | 85.0% |
| 4420 | MA | 4 | 5 | Measurement | M1C | tell time to the nearest minute | 1 | 1 | 50.0% |
| 4420 | MA | 4 | 5 | Measurement | M2A | select and use benchmarks to estimate measurements (linear, capacity, weight) | 1 | 1 | 75.0% |
| 4420 | MA | 4 | 5 | Measurement | M2C3 | determine the perimeter of polygons | 1 | 1 | 70.0% |

# SY10 Aggregate Content Standard Item Benchmark Descriptor (IBD) Report by SY11 Enrollment

| Sch | Subj | Grade Tested | SY11 Grade | Content Standard | GLE | GLE Description | Pts Poss | # of Items | % of Points Earned |
|---|---|---|---|---|---|---|---|---|---|
| 4420 | MA | 5 | 6 | Algebraic Relationships | A3A | model problem situations and draw conclusions, using representations such as graphs, tables or number sentence | 6 | 5 | 44.4% |
| 4420 | MA | 5 | 6 | Number and Operations | N3C | apply and describe the strategy used to compute a division problem up to a 3-digit by 2-digit and addition and subtraction of fractions and decimals | 6 | 6 | 49.2% |
| 4420 | MA | 5 | 6 | Algebraic Relationships | A2A | using all operations, represent a mathematical situation as an expression or number sentence using a letter or symbol | 5 | 5 | 60.0% |
| 4420 | MA | 5 | 6 | Measurement | M2E | convert from one unit to another within a system of linear measurement (customary and metric) | 5 | 4 | 30.5% |
| 4420 | MA | 5 | 6 | Data and Probability | D2A | compare related data sets | 4 | 4 | 65.5% |
| 4420 | MA | 5 | 6 | Measurement | M1B | identify the equivalent weights and equivalent capacities within a system of measurement | 4 | 4 | 51.2% |
| 4420 | MA | 5 | 6 | Data and Probability | D1A | evaluate data collection methods | 3 | 3 | 54.0% |
| 4420 | MA | 5 | 6 | Data and Probability | D3A | given a set of data, make and justify predictions | 3 | 3 | 68.3% |
| 4420 | MA | 5 | 6 | Geometric and Spatial Relationships | G1C | predict and justify the results of subdividing, combining and transforming shapes | 3 | 2 | 42.9% |
| 4420 | MA | 5 | 6 | Geometric and Spatial Relationships | G3C | identify polygons and designs with rotational symmetry | 3 | 3 | 61.9% |
| 4420 | MA | 5 | 6 | Geometric and Spatial Relationships | G4A | given the net of a prism or cylinder, identify the 3-dimensional shape | 3 | 3 | 81.0% |
| 4420 | MA | 5 | 6 | Number and Operations | N1B | recognize and generate equivalent forms of commonly used fractions and decimals | 3 | 3 | 30.2% |
| 4420 | MA | 5 | 6 | Number and Operations | N2A | represent and recognize division usint various models, including quotative and partitive | 3 | 2 | 50.8% |
| 4420 | MA | 5 | 6 | Algebraic Relationships | A1A | make and describe generalizations about geometric and numeric patterns | 2 | 2 | 35.7% |
| 4420 | MA | 5 | 6 | Algebraic Relationships | A1B | represent and analyze patterns using words, tables and graphs | 1 | 1 | 19.0% |
| 4420 | MA | 5 | 6 | Geometric and Spatial Relationships | G1A4 | name and identify properties of 1-, 2-, and 3-dimensional shapes and describe the attributes of 2- and 3-dimensional shapes using appropriate geometric vocabulary (rectangular prism, cylinder, pyramid, sphere, cone, parallelism, perpendicularity) | 1 | 1 | 81.0% |
| 4420 | MA | 5 | 6 | Geometric and Spatial Relationships | G3C3 | identify lines of symmetry in polygons | 1 | 1 | 100.0% |
| 4420 | MA | 5 | 6 | Measurement | M1D | Count and compute money. | 1 | 1 | 33.3% |
| 4420 | MA | 5 | 6 | Measurement | M2A4 | select and use benchmarks to estimate measurements (linear, capacity, weight) | 1 | 1 | 95.2% |
| 4420 | MA | 5 | 6 | Number and Operations | N1A | read, write and compare whole numbers less than 1,000,000, unit fractions and decimals to hundredths (including location on the number line) | 1 | 1 | 81.0% |
| 4420 | MA | 5 | 6 | Number and Operations | N1D | describe numbers according to their characteristics, including whole number common factors and multiples, prime or composite, and square numbers | 1 | 1 | 52.4% |
| 4420 | MA | 5 | 6 | Number and Operations | N3B | demonstrate fluency with efficient procedures for adding and suctracting decimals and fractions (with unlike denominators) and division of whole numbers | 1 | 1 | 33.3% |
| 4420 | MA | 5 | 6 | Number and Operations | N3D | estimate and justify products and quotients of whole numbers and sums of differences of decimals and fractions | 1 | 1 | 57.1% |

# Faxon 2011-2012 ePeGS Planning Tool

| | |
|---|---|
| **Mission:** | The mission of Faxon Elementary School is to ensure a safe, nurturing environment where all students are respected and valued, become critical thinkers, dedicated learners, and productive members of society. This will be accomplished through creating a community that supports collaboration and risk-taking, utilizes a rigorous standards-based instructional system, incorporates character education and capitalizes on the strength of our parent and community partnerships. |
| **Needs Assessment:**<br>(4000 character limit)<br>The needs of the district are identified and prioritized (if multiple needs are listed) through data analysis. More than MAP data should be considered when looking at the needs of the school. Only major findings should be stated and in a bulleted format. These will become the basis for Objectives and Strategies. | According to the data, we must:<br>• Increase the number of students scoring proficient and advanced in mathematics<br>• Increase the number of students scoring proficient and advanced in communication arts<br>• Implement a Student Centered Learning System<br>• Ensure the allocation of supplemental resources to support the regular classroom<br>• Increase school pride and community support<br>• Strengthen PLC teams and monitor student data on a weekly basis<br>• Address attendance deficiencies<br>• Develop a comprehensive discipline plan<br>• Provide on-going professional development for teachers<br>• Refurbish and upgrade school facilities and grounds<br>- increase parent involvement |

Use this template to guide you through the information included in ePeGS Planning Tool. You can add to this template as needed. The ePeGS Planning Tool is not limited to the numbers of objectives, strategies and action steps represented in this template.

**Goal 1:** **<u>Student Performance:</u> Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.**

| Develop measurable targets to show progress toward meeting objectives in the new or revised plan. Use the SMART format for objectives: By (when), (percent/number) of (who) will (do what) as evidenced by (what). | Strategies explain how the objectives will be accomplished. Strategies identify programs and practices to be implemented, responsible persons, resources committed to the strategy, and timelines for implementation. | | | | | | Action steps divide the strategies into more specific responsibilities and activities necessary to implement the programs and practices described in the strategies. Action plans indicate responsible persons, resources, and timelines identifying when each action will be completed. | | |
|---|---|---|---|---|---|---|---|---|---|
| **Objective** | **Strategy** | **MSIP Standard** | **Persons Responsible** | **Funding Source** | **Date to Implement** | **Date of Completion** | **Action Step** | **Date To Implement** | **Date of Completion:** |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **1. 100% of Faxon students in levels 1 and greater will score proficient or advanced as measured by common assessments such as Acuity, SRI, SAT 10, DRA2, and Performance Series Tests during the 2011-2012 school year.** | | | | | 1. Teachers will implement Student-Centered Learning practices such as reviewing data and clustering learning targets for instruction, creating assessments, providing learning centers, participating in project-based learning, and differentiating instructional practices will be used to meet individual needs. | | **Administration – Teachers** | | **August 2011** | **May 2012** | 1. Staff will participate in summer and on-going Student-Centered Learning teacher training. | 7/ 11 | 6/ 12 |
| | | | | | | | | | | | 2. Teachers will have daily collaboration meetings in order to share, reflect, and continue to fine tune their skills. | 8/ 11 | 5/ 12 |
| | | | | | | | | | | | 3. | | |
| | | | | | | | | | | | 4. | | |
| | | | | | | | | | | | 5. | | |
| **MSIP Standard** | **Progress Measures** | **Baseline** | **Progress** | **Target** | | | | | | | 6. | | |
| | 2008-2009 | | | | 2. Teachers will design and implement lessons that meet the instructional needs of all students to ensure mastery of learning targets. | | **Administration – Teachers** | | **August 2011** | **May 2012** | 1. Teachers will assess the needs and strengths of students to guide instruction. | 8/ 11 | 5/ 12 |
| | 2009-2010 | | | | | | | | | | 2. Teachers will use differentiated instructional support and assessment strategies to meet the individual needs of students. | 8/ 11 | 5/ 12 |
| | 2010-2011 | | | | | | | | | | 3. Teachers will use projects to integrate content areas and cluster learning targets. | 8/ 11 | 5/ 12 |
| | 2011-2012 | | | | | | | | | | 4. | | |
| | 2012-2013 | | | | | | | | | | 5. | | |
| | 2013-2014 | | | | | | | | | | 6. | | |
| **Comments** | | | | | **3.** Teachers will use supplemental resources in Communication Arts and Mathematics such as test preparation lessons, hands-on learning materials, and reinforcement activities to provide interventions for those students not yet | | **Administration – Teachers** | | **August 2011** | **May 2012** | 1. Teachers will review student data to determine intervention groups for students who are below their appropriate grade level. | 8/ 11 | 5/ 12 |
| | | | | | | | | | | | 2. Students will participate in the appropriate intervention group. | 8/ 11 | 5/ 12 |
| | | | | | | | | | | | 3. Teachers will assess student understanding in order to | 8/ 11 | 5/ 12 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | mastering learning targets. | | | | | | monitor effectiveness of intervention instruction. | | |

| Objective | | | | | Strategy | MSIP Standard | Persons Responsible | Funding Source | Date to Implement | Date of Completion | Action Step | Date To Implement | Date of Completion: |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2. 100% of Faxon teachers will engage in weekly PLC meetings to review data and make data-driven decisions toward improving Communication Arts and Mathematics scores as measured by common assessments such as Acuity, SRI, SAT10, DRA2, local, and state assessments during the 2011-2012 school year.** | | | | | **1. Teachers will participate in PLC/Data Teams.** | | **Administration – Teachers** | | **August 2011** | **May 2012** | 1. Staff will participate in a Data Team Orientation Presentation. | 8/11 | 5/12 |
| | | | | | | | | | | | 2. Teachers will determine meeting day and time. | 8/11 | 5/12 |
| | | | | | | | | | | | 3. Teachers will determine Data Cycle Pacing Calendar of at least 5 cycles. | 8/11 | 5/12 |
| | | | | | | | | | | | 4. Teachers will review appropriate goals and progress made to evaluate their effectiveness. | 8/11 | 5/12 |
| | | | | | | | | | | | 5. | | |
| **MSIP Standard** | **Progress Measures** | **Baseline** | **Progress** | **Target** | | | | | | | 6. | | |
| | 2008-2009 | | | | **1.** | | | | | | 1. | | |
| | 2009-2010 | | | | | | | | | | 2. | | |
| | 2010-2011 | | | | | | | | | | 3. | | |
| | 2011-2012 | | | | | | | | | | 4. | | |
| | 2012-2013 | | | | | | | | | | 5. | | |
| | 2013-2014 | | | | | | | | | | 6. | | |

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| | | | | | 2. | | | | | | 1. | | |
| Comments | | | | | | | | | | | 2. | | |
| | | | | | | | | | | | 3. | | |

| Objective | | | | | Strategy | MSIP Standard | Persons Responsible | Funding Source | Date to Implement | Date of Completion | Action Step | Date To Implement | Date of Completion: |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **3. 100% of Faxon students in level 1 and greater will demonstrate at least four instructional levels of growth in both Communication Arts and Mathematics as measured by common SCL assessments such as unit tests, end of level tests, common and diagnostic assessments** | | | | | 1. Effective daily instruction such as small groups, whole group, cooperative groups, peer-to-peer, one-on-one instruction, etc., will be provided by Faxon teachers in a SCL environment in order to meet the unique learning needs of all students. | | **Administration – Teachers** | | **August 2011** | **May 2012** | 1. Teachers create and manage learning centers needed to support learning target instruction. | 8/11 | 5/12 |
| | | | | | | | | | | | 2. Teachers will use resources such as Brain Honey, Reading Street, Investigations, and SuccessMaker to aid in creating lessons. | 8/11 | 5/12 |
| | | | | | | | | | | | 3. Teachers will provide whole group, small group, and individualized instruction as needed. | 8/11 | 5/12 |
| | | | | | | | | | | | 4. Students will provide multiple pieces of evidence to demonstrate mastery of learning targets. | 8/11 | 5/12 |
| | | | | | | | | | | | 5. Teachers will confer with students to evaluate the level of proficiency of student evidence pieces and provide interventions as needed. | 8/11 | 5/12 |
| **MSIP Standard** | **Progress Measures** | **Baseline** | **Progress** | **Target** | | | | | | | 6. Teachers will use Brain Honey to track student progress. | 8/11 | 5/12 |
| | 2008- | | | | 2. Faxon staff will analyze | | | | | | 1. Teachers will establish and | 8/ | 5/ |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2009 | | | | student achievement data such as 2011 MAP, SRI, SAT10, DRA2, Acuity, and other diagnostic assessments to establish Individual Learning Plans to monitor progress and achievement of all students. | | | | | | manage Individual Learning Plans. | 11 | 12 |
| | 2009-2010 | | | | | | | | | | 2. Students will self-select learning activities to meet learning target goals. | 8/11 | 5/12 |
| | 2011-2012 | | | | | | | | | | 3. Teacher will confer with students in order to monitor the quality and rigor of student evidence. | 8/11 | 5/12 |
| | 2012-2013 | | | | | | | | | | 4. Students will master all learning targets at their specified level with 80% accuracy in order to move up to the next level. | 8/11 | 5/12 |
| | 2013-2014 | | | | | | | | | | 5. | | |
| | | | | | **3.** | | | | | | 1. | | |

| Objective | | | | | Strategy | MSIP Standard | Persons Responsible | Funding Source | Date to Implement | Date of Completion | Action Step | Date To Implement | Date of Completion: |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **4. An average attendance rate of 95% will be maintained as measured by daily attendance reports.** | | | | | 1. Faxon staff in collaboration with the SW-PBS committee will develop an incentive program to promote good attendance. | | **Administration – Teachers** | | **August 2011** | **May 2012** | 1. Staff will monitor students' daily attendance | 8/11 | 5/12 |
| | | | | | | | | | | | 2. SW-PBS committee will collaborate with SAC to recognize those students with good attendance each quarter. | 8/11 | 5/12 |
| | | | | | | | | | | | 3. Teachers and administration will communicate regularly with parents of students who are not meeting attendance expectations. | 8/11 | 5/12 |
| | 2008-2009 | | | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2009-2010 | | | | | | | | | | 4. Teachers will provide quarterly recognition programs for students who are absent with a minimum of 2 days and tardy 2 or less times a quarter. | 8/11 | 5/12 |
| | 2010-2011 | | | | | | | | | | 5. Staff will monitor student daily attendance by entering daily, accurate attendance on IGPRO. | 8/11 | 5/11 |
| | 2011-2012 | | | | | | | | | | | | |
| | 2012-2013 | | | | | | | | | | | | |
| | 2013-2014 | | | | | | | | | | | | |
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| Comments | | | | | | | | | |
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**Goal 2:** **Highly Qualified Staff:** **Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.**

| Objective | Strategy | MSIP Standard | Persons Responsible | Funding Source | Date to Implement | Date of Completion | Action Step | Date To Implement | Date of Completion: |
|---|---|---|---|---|---|---|---|---|---|
| 1. **To ensure that 100% of students in all levels score proficient or advanced on state and local assessments,** | **1.** Faxon instructional staff will receive PD provided by leadership in utilizing research-based instructional | | ration – | Title I | August 2011 | May 2012 | 1. Faxon instructional staff will collaborate and plan within Professional Learning Communities. | 7/11 | 5/12 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **teachers will be engaged in building and district professional development.** | | | | strategies to enhance their instructional delivery to students ensuring student success. | | | | | | 2. Faxon instructional staff will conduct learning walk-throughs utilizing a paper-based version of the Observation 360 tool in which they will observe job embedded modeling of the SCL System and offer suggestions to their colleagues on how to improve instructional strategies. | 8/11 | 5/12 |
| | | | | | | | | | | | | 3. Faxon instructional staff will model SBS practices for their peers; peers would then provide constructive feedback for reflection purposes. | 8/11 | 5/12 |
| | | | | | | | | | | | | 4. Faxon instructional staff will visit classrooms in other Student Centered Learning schools. | 8/11 | 5/12 |
| | | | | | | | | | | | | 5. Administration will conduct weekly classroom walkthroughs utilizing the Observation 360 tool to ensure all teachers are following the instructional program outlined by the Superintendent. | 8/11 | 5/12 |
| **MSIP Standard** | **Progress Measures** | **Baseline** | **Progress** | **Target** | | | | | | | | 6. Teacher mentors will provide SCL support to new instructional staff. | 8/11 | 5/12 |
| | 2008-2009 | | | | | **2.** Teachers will collaborate, reflect, share, and communicate effectively with each other as a job-embedded professional development activity. | | **Administration – Teachers** | **Title I** | **August 2011** | **May 2012** | 1. Faxon staff will collaborate and plan within Professional Learning Communities. | 8/11 | 5/12 |
| | 2009-2010 | | | | | | | | | | | 2. Staff will design common assessments unique to their needs and implement intervention strategies based on action research. | 8/11 | 5/12 |
| | 2010- | | | | | | | | | | | 3. Staff will view PD 360 videos. | 8/ | 5/ |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2011 | | | | | | | | | | | 11 | 12 |
| | 2011-2012 | | | | | | | | | | 4. Staff will meet or exceed the 30 hour P.D. requirement for the Pioneer program. | 8/11 | 5/12 |
| | 2012-2013 | | | | | | | | | | 5. | | |
| | 2013-2014 | | | | | | | | | | 6. | | |
| | | | | | **3.** Faxon will serve as a host site for the UMKC Professional Development School. | | | | | | 1. Teachers will work cooperatively with UMKC Seniors from the Elementary Education Department to collaborate on effective instructional strategies. | 8/11 | 5/12 |
| Comments: Professional development will be funded by Title I & Equity. All staff is expected to participate. | | | | | | | | | | | 2. | | |
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| | | | | | **1. Instructional leaders will ensure student success by maintaining an instructional staff licensed by the State of Missouri.** | | | | | | 1. Principal will request that certified teachers provide evidence of appropriate certification. | 9/11 | 10/11 |
| **Objective 2: During the 2011-2012 school year 100% of Faxon's instructional staff will be highly qualified and effective in the content area(s) in which they teach.** | | | | | | | | | | | 2. Teachers will provide the principal with a copy of their certification(S). | 9/11 | 10/11 |
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**Goal 3:** **<u>Facilities, Support, and Instructional Resources</u> Provide and maintain appropriate instructional resources, support services, and functional and safe facilities**

| Objective | | | | | Strategy | MSIP Standard | Persons Responsible | Funding Source | Date to Implement | Date of Completion | Action Step | Date To Implement | Date of Completion: |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **1. During the 2011-2012 school year 100% of the Faxon staff will provide an environment that is safe and where success is inevitable.** | | | | | **1.** Building leaders will complete a needs assessment with district personnel. | | Administrator | | August 2011 | May 2012 | 1. Administration will do a walk-through with other staff members to record facility needs. | 8/11 | 5/12 |
| | | | | | | | | | | | 2. The administration will contact the facilities department regarding concerns | 8/11 | 5/12 |
| | | | | | | | | | | | 3. District personnel will complete and independent walk through and prioritize the jobs to be completed | 8/11 | 5/12 |
| | | | | | | | | | | | 4. Administration will revisit the initial needs list and follow up with the appropriate district personnel. | 8/11 | 5/12 |
| | | | | | | | | | | | 5. | | |
| **MSIP Standard** | **Progress Measures** | **Baseline** | **Progress** | **Target** | | | | | | | 6. | | |
| | 2008-2009 | | | | | | Administration | | August 2011 | May 2012 | 1. | | |
| | 2009-2010 | | | | | | | | | | 2. | | |
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| Objective | Strategy | MSIP Standard | Persons Responsible | Funding Source | Date to Implement | Date of Completion | Action Step | Date To Implement | Date of Completion: |
|---|---|---|---|---|---|---|---|---|---|
| **2. To ensure that 100% of students in levels 1 and greater reach a proficient or advanced level as measured by local and state assessments, instructional resources and support services such as an Instructional coach, Instructional Para Professional, and academic interventions will be provided.** | **1.** Use the Title I funds to hire an Instructional Coach to assist teachers in both the use of effective instructional practices and the implementation of Student-Centered Learning. | | **Administrator** | **Tit le I, Title II, Equity** | **August 2011** | **May 2012** | 1. Instructional Coach will work with teachers to analyze data in order to identify achievement gaps and generate plans of action. | 8/ 11 | 5/ 12 |
| | | | | | | | 2. Teachers will implement practices and strategies to meet plans of action. | 8/ 11 | 5/ 12 |
| | | | | | | | 3. Instructional Coach will observe implementation. | 8/ 11 | 5/ 12 |
| | | | | | | | 4. Instructional Coach will confer with teachers to provide feedback. | 8/ 11 | 5/ 12 |
| | | | | | | | 5. Instructional Coach will model instructional practices and strategies as needed. | 8/ 11 | 5/ 12 |
| **MSIP Stand ard** / **Progres s Measur es** | **Baseline** / **Progr ess** / **Targ et** | | | | | | 6. Instructional Coach will provide additional support as needed. | 8/ 11 | 5/ 12 |
| 2008-2009 | | | **Administration** | | **August 2011** | **May 2012** | 6. The Instructional Coach will monitor and implement District and State assessments according to mandated timeliness. | 8/ 11 | 5/ 12 |
| 2009- | | | | | | | 7. | | |

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| | | | | | 2. Faxon will allocate grant money provided by a community partner to provide on-site tutoring by a Reading Interventionist for students who are at or below grade level in Communication Arts and/or Math. | | **Administration** | | **August 2011** | **May 2012** | 1. Instructional Staff will identify students who meet tutoring criteria. | 8/11 | 5/12 |
| | | | | | 3. Faxon will allocate space to provide on-site tutoring for students who are at or below grade level in Communication Arts and/or Math. | | **Administration** | | **August 2011** | **May 2012** | 2. Instructional Staff will identify students who meet tutoring criteria. | 8/11 | 5/12 |
| | | | | | | | | | | | 3. Administration will compile data and determine the number of staff needed to provide tutoring services and the time frame for the tutoring program. | 8/11 | 5/12 |
| | | | | | | | | | | | 4. Administration will recruit both instructors and students for the | 8/11 | 5/12 |

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| | | | | | | | tutoring program. | | |
| | | | | | | | 5. Administration and tutors will implement tutoring program. | 8/11 | 5/12 |
| | | | | | | | 6. Administration and tutors will assess students to determine the effectiveness of the program. | 8/11 | 5/12 |
| | | | | | | | 7. District will provide SES services to accommodate students in need of intervention. | 8/11 | 5/12 |
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| Objective | | | | | Strategy | MSIP Standard | Persons Responsible | Funding Source | Date to Implement | Date of Completion | Action Step | Date To Implement | Date of Completion: |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **3. During the 2011-2012 school year the Faxon staff will expand the School-Wide Positive Behavior Support program to enhance climate and reduce discipline referrals.** | | | | | **1.** Staff will collaborate to develop school-wide behavior expectations. | | **Administrator** | | **August 2011** | **May 2012** | 1. Faxon staff will create and post matrices. | 8/11 | 8/11 |
| | | | | | | | | | | | 2. SW-PBS Committee will develop lessons to teach the school-wide behavior expectations. | 8/11 | 8/11 |
| | | | | | | | | | | | 3. Faxon staff will consistently enforce the school-wide behavior expectations. | 8/11 | 5/12 |
| | | | | | | | | | | | 4. SW-PBS Committee will develop and present to the staff a tracking system for both appropriate and inappropriate behaviors. | 8/11 | 5/12 |
| | | | | | | | | | | | 5. Faxon staff and the SW-PBS Committee will revisit both the matrix and tracking system to evaluate effectiveness. | 8/11 | 5/12 |
| **MSIP Standard** | **Progress Measures** | **Baseline** | **Progress** | **Target** | | | | | | | 6. Teachers will provide a student buddy seat for collegial support. | 8/11 | 5/12 |
| | 2008-2009 | | | | | | **Administration** | | **August 2011** | **May 2012** | 11. Teachers will provide a behavior intervention room for students in need of a workplace of refuge or "time-out". | 8/11 | 5/12 |
| | 2009-2010 | | | | | | | | | | 12. | | |
| | 2010-2011 | | | | | | | | | | | | |
| | 2011-2012 | | | | | | | | | | 13. | | |
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| Objective | Strategy | MSIP Standard | Persons Responsible | Funding Source | Date to Implement | Date of Completion | Action Step | Date To Implement | Date of Completion: |
|---|---|---|---|---|---|---|---|---|---|
| **4. During the 2011-2012 school year 100% of staff and students at Faxon will use instructional resources to increase student achievement in all grade levels.** | **1** Staff and students will use educational software such as Success Maker, Acuity, SRI, DRA2, Performance Series testing, Brain Honey, and iEarn to support and enhance learning. | | **Administrator** | | **August 2011** | **May 2012** | 1. Students will log 20 minutes of Math and 20 Minutes of SuccessMaker each school day. | 8/ 11 | 5/ 12 |
| | | | | | | | 2. Teachers will review SuccessMaker reports on a weekly basis to track student progress. | 8/ 11 | 5/ 12 |
| | | | | | | | 3. Teachers will review Acuity reports following each administration of the assessment in order to identify specify areas of need for students. | 8/ 11 | 5/ 12 |
| | | | | | | | 4. Students will complete the SRI assessment two times per year. | 8/ 11 | 5/ 12 |
| | | | | | | | 5. Teachers will review SRI data following the administration of the assessment. | 8/ 11 | 5/ 12 |
| | | | | | | | 6. Teachers will review DRA2 data in conjunction with Performance Series testing data two times per year in order to identify every student's instructional level and assess academic growth. | 8/ 11 | 5/ 12 |
| | | | | | | | 7. Students will complete assessments on Brain Honey. | 8/ 11 | 5/ 12 |
| | | | | | | | 8. Teachers will review common assessment Data from Brain Honey to analyze student growth and progress. | | |

| MSIP Standard | Progress Measures | Baseline | Progress | Target | | | | | | | | |
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| | | | | | | | | | | 9. Teachers will utilize Brain Honey when planning units or lessons, as well as a tracking tool for student evidence of mastery. | | |
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| | 2008-2009 | | | | **2.** Staff and students will use technology to support and enhance learning. | | Administration | | August 2011 | May 2012 | 1. Teachers will receive training on Eno Board usage. | 9/11 | 10/11 |
| | 2009-2010 | | | | | | | | | | 2. Teachers will incorporate Eno Board usage into their instructional practices. | 8/11 | 5/12 |
| | 2010-2011 | | | | | | | | | | | | |
| | 2011-2012 | | | | | | | | | | 16. | | |
| | 2012-2013 | | | | | | | | | | 17. | | |
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**Goal 4:** **<u>Parent and Community Involvement</u> Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.**

| Objective | Strategy | MSIP Standard | Persons Responsible | Funding Source | Date to Implement | Date of Completion | Action Step | Date To Implement | Date of Completion: |
|---|---|---|---|---|---|---|---|---|---|
| **1. During the 2011-2012 school year, parent and family participation will increase by 50%.** | 1. Administration will work with SAC members and parents to appoint a volunteer for Faxon who is able to offer a variety of social and educational opportunities to engage parents in the educational process such as Dads and Donuts, Family Fun Nights, school programs, and Moms and Muffins. | | Administration | | August 2011 | May 2012 | 1. A volunteer or designee will utilize the Phone Master system to announce school-wide events. | 8/11 | 5/12 |
| | | | | | | | 2. Gift incentives and door prizes will be offered to parents who attend school-wide events. | 8/11 | 5/12 |
| | | | | | | | 3. Educational events will be planned in accordance with social functions to attract parent and community involvement. | 8/11 | 5/12 |
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| | **2.** SAC members will ensure that Faxon has parent representation at both the building and district levels. | | Administration – Teachers | | August 2011 | May 2012 | 1. | | |
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| MSIP Standard | Progress Measures | Baseline | Progress | Target |
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| | 2008-2009 | | | |
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| **Objective** | **Strategy** | **MSIP Standard** | **Persons Responsible** | **Funding Source** | **Date to Implement** | **Date of Completion** | **Action Step** | **Date To Implement** | **Date of Completion:** |
| **2. During the 2011-2012 school year 100% of Faxon staff will use effective methods of communication with parents and the community.** | 1. Faxon staff will communicate with parents and the community using methods such as flyers, newsletters, e-mail, brochures, and phone contacts. | | **Administration** | | **August 2011** | **May 2012** | 1. A volunteer will organize and implement a Wednesday folder system for consistent communication between school and home. | 8/ 11 | 5/ 12 |
| | | | | | | | 2. Teachers will provide parents with a classroom newsletter regarding instruction, special events, policies and procedures, and student news at least once a month. | 8/ 11 | 5/ 12 |
| | | | | | | | 3. Administration, with the assistance of a volunteer, will provide families with a "Back to School" letter and monthly | 8/ 11 | 8/ 11 |

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| Objective | Strategy | MSIP Standard | Persons Responsible | Funding Source | Date to Implement | Date of Completion | Action Step |
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| **3. During the 2011-2012 school year, community involvement will increase by** | 1. Faxon staff will solicit and secure community partners | | nis tra | | | y 20 | 1. Administration will invite various businesses and |

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|---|---|---|---|---|---|---|---|---|---|---|
| **50%.** | | | | | who will support our academic, social, and parent involvement needs. | | | | | organizations to join in a partnership with Faxon. |
| | | | | | | | | | | 2. Faxon staff will collaborate with community partners to plan and carry out events such as Back-to-School Night, Muffins with Moms, and fundraising events. |
| | | | | | | | | | | 3. A point person will be designated to coordinate community involvement. |
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**Goal 5:** **<u>Governance</u> Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students.**

| Objective | Strategy | MSIP Standard | Persons Responsible | Funding Source | Date to Implement | Date of Completion | Action Step | Date To Implement | Date of Completion: |
|---|---|---|---|---|---|---|---|---|---|
| **1. During the 2011-2012 school year, Faxon administration will ensure that the instructional needs of students are met as measured by 100% of students in level 1 and greater scoring proficient or advanced on common assessments such Acuity, SRI, SAT10, DRA2, and Performance Series Tests during the 2011-2012 school year.** | 1. Building administration will ensure that the school has a Student-Centered instructional system that is aligned with high performance standards for all students. | | **Administrative Team** | | **August 2011** | **May 2012** | 1. Administration will visit classrooms to observe and make suggestions about improving instructional practices. | 8/11 | 5/12 |
| | | | | | | | 2. Administration will collaborate with Instructional Coach to plan instructional assistance for teachers. | 8/11 | 5/12 |
| | | | | | | | 3. Administration will ensure that teachers meet in teams to delve deeply into improvement in instructional practices and student learning. | 8/11 | 5/12 |
| | | | | | | | 4. | | |
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| | | | | | | | 6. | | |
| **MSIP Standard** / **Progress Measures** / **Baseline** / **Progress** / **Target** | | | | | | | | | |
| | 2. Administration will ensure that teaching is 100% aligned to high performance standards and related assessments. | | **Administrative Team** | | **August 2011** | **May 2012** | 1. Professional development will be given to teachers on how to choose learning targets and facilitate instruction that aligns to high standards. | 8/11 | 5/12 |
| | | | | | | | 2. Administration will collaborate with Instructional Coach to develop and provide ongoing | 8/11 | 5/12 |

| MSIP Standard | Progress Measures | Baseline | Progress | Target |
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| | 2008-2009 | | | |
| | 2009-2010 | | | |

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| | | | | | | | | | | | professional development | | |
| | 2010-2011 | | | | | | | | | | 3. Administrative team will review and analyze data presented on Data Dashboard with teachers. | 8/11 | 5/12 |
| | 2011-2012 | | | | | | | | | | 4. | | |
| | 2012-2013 | | | | | | | | | | 5. | | |
| | 2013-2014 | | | | | | | | | | 6. | | |
| | | | | | **3.** Administration will ensure that instructional resources are prioritized and allocated to initiatives that will achieve maximum benefits in improving learning for all students | | **Administration** | | **August 2011** | **May 2012** | 1. Hire Instructional Coach to facilitate and support the implementation of Standards Based System. | 8/11 | 5/12 |
| **Comments** | | | | | | | | | | | 2. Allocate grant money to hire a Reading Interventionist geared towards academically at-risk students. | 8/11 | 8/11 |
| | | | | | | | | | | | 3. Faxon will allocate space and staffing for on-site tutoring to students who are at or below their grade level in math and communication arts. | 8/11 | 5/12 |
| | | | | | | | | | | | 4. Administration will conduct weekly walkthroughs in all classrooms using an iPad to monitor instruction and provide timely feedback to teachers. | 8/11 | 5/12 |
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| | 1. Faxon administration will ensure that the instructional needs of students are met as measured by student survey data. | 1. School community members will promote a safe and positive school environment | | | | | 1. Faxon will create a Student Council to allow for student input. | 8/11 | 5/12 |
| | | | | | | | 2. Administration will distribute leadership by matching faculty expertise with strategic objectives and the school's vision. | | |
| | | | | | | | 3. School community members will be role models of fairness, integrity, and ethical behavior. | | |
| | | | | | | | 4. Utilize violence and bullying prevention program to ensure Emergency Plans will be in place | | |
| | | | | | | | 5. The SW-PBS committee along with teachers and administration will implement positive behavior support strategies to ensure a safe climate and culture for learning. | | |
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FILE: GBCB
CRITICAL

## STAFF CONDUCT

The Board of Education expects that each professional and support staff member shall put forth every effort to promote a quality instructional program in the school district. In building a quality program, employees must meet certain expectations that include, but are not limited to, the following:

1. Become familiar with, enforce and follow all Board policies, regulations, administrative procedures, other directions given by district administrators and state and federal laws as they affect the performance of job duties.

2. Maintain courteous, appropriate and professional relationships with pupils, parents/guardians, other employees of the district and all patrons of the district. Employees must act in a sensitive, tolerant and intelligent manner at all times and set a positive example for students.

3. Keep current on developments affecting the employee's area of expertise or position.

4. Transact all official business with the appropriate designated authority in the district in a timely manner.

5. Transmit constructive criticism of other staff members or of any department of the school district to the particular school administrator who has the administrative responsibility for improving the situation.

6. Care for, properly use and protect school property. Employees will not remove or use district property without authorization and will return district property upon request.

7. Attend all required staff meetings and professional development sessions called by district and building administration, unless excused.

8. Keep all student records, medical information and other sensitive information confidential as directed by law, Board policy, district procedures and the employee's supervisor.

9. Immediately report all dangerous building conditions or situations to the building supervisor and take action to rectify the situation and protect the safety of students and others if necessary.

10. Protect the safety, health and general welfare of all students.

11. Properly supervise all students. The district expects all students to be under assigned adult supervision at all times during school and during any school activity. Except in an emergency, no employee will leave an assigned group unsupervised.

12. Obey all safety rules, including rules protecting the safety and welfare of students.

13. Submit all required reports or paperwork (including, but not limited to, grades) at the time requested. Employees will not falsify records maintained by the school district.

14. Maintain regular communications as required by the building principal with students and parents regarding grades, homework assignments, and other relevant information regarding student performance and school activities. When available, teachers are required to use the district's password-protected communications technology to post grades, homework assignments, and other information electronically.

15. Refrain from using profanity.

16. Come to work and leave work at the time specified by the employee's supervisor. Employees who are late to work, stop working before the scheduled time or work beyond the scheduled time without permission may be subject to discipline, including termination.

17. School employees, other than commissioned law enforcement officers, shall not strip search students, as defined in state law.

18. School employees shall not direct a student to remove an emblem, insignia or garment, including a religious emblem, insignia or garment, as long as such emblem, insignia or garment is worn in a manner that does not promote disruptive behavior.

19. Employees who drive a vehicle when conducting district business will obey all applicable laws and shall not be under the influence of alcohol or drugs, regardless of whether the person is driving a personal or district-owned or leased vehicle. District employees will not transport students unless given explicit authority to do so by their supervisors in an emergency.

20. State law prohibits teachers from participating in the management of a campaign for the election or defeat of a member of the Board of Education that employs such teacher.

21. Employees will not use district funds or resources to advocate, support or oppose any ballot measure or candidate for public office.

22. Employees will not use any time during the working day for campaigning purposes, unless allowed by law.

23. No employee shall engage in a romantic or sexually intimate relationship with another employee who:

    a. Is his/her supervisor or subordinate;
    b. Evaluates or is evaluated by; or
    c. Works within the same department or school.

    Violation of this policy will result in discipline up to, and possibly including, termination of both employees.

24. Employees who engage in romantic or sexually intimate relationships with other employees, which is not prohibited by this policy, shall disclose such relationship to the Office of Human Capital Management or the Office of the Chief Legal Counsel. Disclosure shall be made by both employees. Failure to disclose a relationship will result in discipline up to, and possibly including, termination.

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***Note: The reader is encouraged to check the index located at the beginning of this section and to review administrative procedures and/or forms for related information.***

Implemented: 07/01/2011

Cross Refs: AC, Prohibition Against Discrimination and Harassment
DCB, Political Campaigns
JFG, Interrogations, Interviews and Searches
JO, Student Records
KI, Public Solicitations/Advertising in District Facilities

Legal Refs: §§ 115.646, 167.166, 168.114, .130, RSMo.

Kansas City 33 School District, Kansas City, Missouri

Link to Missouri Statutes Link to Missouri Regulations
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## Translate

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