

Section X-D – LEA Pre-Implementation

Describe all LEA pre-implementation activities proposed to occur in the first year of the grant and a description of how those activities will lead to successful implementation of the selected intervention(s).

December 2016 - Upon notice of award, all awarded principals (and high performing principals from elsewhere in the District) will meet with District staff to discuss the timeline for the planning year. Collectively, the group will create a timeline for all schools. Then District staff will meet with building staff to discuss and refine their building timeline. The Director of Academic Improvement and other school positions will be advertised.

January 2017 – After the first of the year, meetings will be held in each awarded school to discuss the grant, including providing details about the partners to be supporting the school and the training timeline required by the school. A School Support Team will be developed for the Communities in School program at each school. And all school staff will be provided with information about the program. At the district level, the Early Warning Intervention data system will be developed.

Final decisions will be made on which principals will be selected for the awarded schools. The Vice Principal of the building from which a high performing principal is transferred will resume the principalship. The awarded building's former principal will transition to another building in a supporting role.

February 2017 – Learning walks will be conducted by district leadership and school leadership personnel to assess the current instructional practices in each awarded school. Courses will be revisited and evaluated at each awarded high school. All requests for new courses will be due by the end of the month.

March 2017 – By the beginning of March, all memoranda of understanding and services agreements will be completed and approved through the school board. Meetings for

all partners will take place at each school. The Communities in Schools School Support Teams will develop proposed activities for students and families. Throughout the planning period, data will continue to be collected about the students, teachers, and schools. All orders for equipment and supplies for the fall must be turned in by the end of March to ensure delivery before the end of the school year.

In April 2017, the master schedule will be built for each Priority school to ensure appropriate staffing is available for the courses to be offered. The Early Warning Intervention System will discuss the schedules, system, and policies which will maximize the benefit of the system. The Communities in Schools Dashboard will be made available for all schools and partners. District and school level progress monitoring meetings will begin no later than the middle of April.

May 2017 – The student schedules will be printed for each of the Priority schools. PREP-KC will provide professional development and support at the district, school, and classroom level as the new Early Warning Intervention System is unveiled and tested. The CIS Support Teams will also test proposed activities and review their impact. In the latter half of the month, teams at the District and school levels will conduct their final planning for summer activities.

June 2017 - The principal and building leadership will stay for three days after the end of the school year to plan all the professional development for August and the next school year.

The Achievement Series tests will be given in January, March, and May. The Reading Street Assessments will be given in January, April, and May. The NWEA MidYear testing window will be in January and the Spring testing window will be in May. The ACCESS

testing window for English language learners will be throughout February and March. The MAP testing window will be between March 15 and May 15. The STAR Assessment will continue to be given every two to four weeks for Tier I and II students in Response to Intervention.

Section X-E – LEA Timeline (10 points)

What is the five-year timeline for implementing the planned activities for the LEA administrative activities?

1. *The timeline includes specific dates for all LEA activities;*
2. *The timeline is reasonable, achievable, and reflects urgency;*
3. *The timeline identifies any pre-implementation and continuation activities the LEA proposes; and*
4. *Implementation and evaluation dates are included.*

Date	Yr 1	Yr 2
Jul.		The building principals will meet with the District office and the new Director of Academic Improvement. Provide launch training to Priority schools staff around EWIS (July 20-July 31) Develop resource maps for each school (July 15-July 31) (Professional development through teacher workshops (July 15-31))*
Aug.		Professional development through teacher workshops (August 1-8)* Professional development through weekly job-embedded professional development (all month)* Daily modeling and coaching by district and building coaches and content teacher leaders (all month)* Students will enroll in their core courses and select from 35 electives (August 15-August 30) PREP-KC staff will support and guide the bi-weekly Early Warning Indicator meetings held at each school. (August 15-30) CIS Annual Needs Assessment. (August 15-30)

		<p>Provide all school staff with an information flyer about CIS or via school-wide email groups or other communication mechanisms. (August 30) AlphaKids Window (August 15-31) (PPrimary only)* STAR Assessment (RTI)*</p>
<p>Sept.</p>		<p>Professional development through weekly job-embedded professional development (all month)* Conduct learning walks with district leadership and school leadership to assess the current instructional practices in the building (Sept 1-10)* Daily modeling and coaching by district and building coaches and content teacher leaders (all month)* Parent and student engagement activities* (mid-September) Community engagement activities* (mid-September) PREP-KC staff will support and guide the bi-weekly Early Warning Indicator meetings held at each school. (September 15-30)* Commence in-service follow-up training on EWI (1 day/2 ½ days per quarter) (September 7-September 28) CIS School Support Teams develop and implement proposed activities, review progress toward meeting project goals, and discuss strategies for increasing the effectiveness and cultural relevance of services provided. (September 15-September 30) School District update about CIS (at least once per semester) - including information in their newsletter/website (September 15) AlphaKids Window (September 1-September 15) (primary)* NWEA Fall Window (Sept 1-Sept 30)* Reading Street Assessment 1 (Due September 23)* STAR Assessment (RTI)*</p>

Oct.		<p>Professional development through weekly job-embedded professional development (all month)*</p> <p>Conduct learning walks with district leadership and school leadership to assess the current instructional practices in the building (Oct 1-10)*</p> <p>Daily modeling and coaching by district and building coaches and content teacher leaders (all month)*</p> <p>PREP-KC staff will support and guide the bi-weekly Early Warning Indicator meetings held at each school. (October 15-30)*</p> <p>PrepKC Advisement and consultation around the development of quarterly EWIS reports for progress monitoring and implementation modification. (October 21)*</p> <p>Digital reporting – state network and affiliate level e-newsletters, state network website and social media (October 31)*</p> <p>Achievement Series (Topics 1-4 due by October 14)*</p> <p>STAR Assessment (RTI)*</p>
Nov.		<p>Professional development through weekly job-embedded professional development (all month)*</p> <p>Conduct learning walks with district leadership and school leadership to assess the current instructional practices in the building (Nov 1-10)*</p> <p>Daily modeling and coaching by district and building coaches and content teacher leaders (all month)*</p> <p>PREP-KC staff will support and guide the bi-weekly Early Warning Indicator meetings held at each school. (November 15-30)*</p> <p>CIS School Support Teams develop and implement proposed activities, review progress toward meeting project goals, and discuss strategies for increasing the effectiveness and cultural relevance of services provided. (November 1-November 15)*</p>

		<p>School District update about CIS (at least once per semester) - including information in their newsletter/website (November 30)*</p> <p>Parent and student engagement activities* (mid-November)</p> <p>Community engagement activities* (mid-November)</p> <p>Reading Street Assessment 2 (Due November 4)*</p> <p>STAR Assessment (RTI)*</p>
Dec.	<p>Upon notice of award, a meeting of all awarded principals (and high performing principals from elsewhere in the District) will meet with District staff to discuss the timeline for the planning year. Collectively, the group will create a timeline for all schools. Then District staff will meet with building staff to discuss and refine their building timeline. Jobs will be posted.</p>	<p>Professional development through weekly job-embedded professional development (all month)*</p> <p>Conduct learning walks with district leadership and school leadership to assess the current instructional practices in the building (Dec 1-10)*</p> <p>Daily modeling and coaching by district and building coaches and content teacher leaders (all month)*</p> <p>PREP-KC staff will support and guide the bi-weekly Early Warning Indicator meetings held at each school. (December 5-December 20)*</p> <p>Commence in-service follow-up training on EWI (1 day/2 ½ days per quarter) (December 7-28)</p> <p>STAR Assessment (RTI)*</p>
Jan.	<p>The selection of building administration where new principals are required (January 3-January 31)</p> <p>Meet with staff from awarded schools: understand grant and requirements of planning year; define the details of the training timeline and the system requirements of partners (January 15)</p> <p>Develop EWIS data system and reports (January 31)</p> <p>CIS School Support Teams developed. (January 31)</p> <p>Provide all school staff with an information flyer about CIS or via school-wide email groups or other communication mechanisms. (January 31)</p>	<p>Professional development through weekly job-embedded professional development (all month)*</p> <p>Conduct learning walks with district leadership and school leadership to assess the current instructional practices in the building (Jan 1-10)*</p> <p>Daily modeling and coaching by district and building coaches and content teacher leaders (all month)*</p> <p>Students will select their pathway (January 3-January 20)</p> <p>Teacher selection will be based on the pathways selected (January 20-January 31)</p> <p>PREP-KC staff will support and guide the bi-weekly Early Warning Indicator</p>

	<p>Achievement Series (Topics 5-8 due by January 6)& Reading Street Assessment 3 (Due January 6)* NWEA MidYear Window (January 3-January 31)* AlphaKids Window (January 3-January 20)* STAR Assessment (RTI)*</p>	<p>meetings held at each school. (January 15-January 31)* PrepKC Advisement and consultation around the development of quarterly EWIS reports for progress monitoring and implementation modification. (January 13) Digital reporting – state network and affiliate level e-newsletters, state network website and social media (January 31)*</p>
Feb.	<p>Establish a transition team comprised of administrators, staff, parents, and students to develop strategies to ensure new students/families are welcomed, informed and strong school cultures are established (February 15) Conduct Focus Walks with district leadership and school leadership to assess the current instructional practices in the building (Feb 15-28) CIS request that community partners include information on their websites (February 15) Revisit and evaluate the courses currently offered (Feb 1-Feb 28) Course requests (submitted by February 25) ACCESS Window (February 1-30)* Reading Street Assessment 4 (Due February 17)* STAR Assessment (RTI)*</p>	<p>Professional development through weekly job-embedded professional development (all month)* Conduct learning walks with district leadership and school leadership to assess the current instructional practices in the building (Feb 1-10)* Daily modeling and coaching by district and building coaches and content teacher leaders (all month)* Parent and student engagement activities* (mid-February) Community engagement activities* (mid-February) PREP-KC staff will support and guide the bi-weekly Early Warning Indicator meetings held at each school. (February 15-February 28)* Commence in-service follow-up training on EWI (1 day/2 ½ days per quarter) (February 7-February 28) CIS School Support Teams develop and implement proposed activities, review progress toward meeting project goals, and discuss strategies for increasing the effectiveness and cultural relevance of services provided. (February 1-February 15)* School District update about CIS (at least once per semester) - including information in their newsletter/website (February 28)*</p>
Mar.	<p>All Memoranda of Understanding are completed. (Mar. 10) Meeting with partners at each school (Mar. 10)</p>	<p>Professional development through weekly job-embedded professional development (all month)*</p>

	<p>Additional staff selection process if needed (March 1-March 31) Parent and student engagement activities* (mid-March) Community engagement activities* (mid-March) CIS School Support Teams develop and implement proposed activities, review progress toward meeting project goals, and discuss strategies for increasing the effectiveness and cultural relevance of services provided. (March 1-March 15) All orders for equipment and supplies for fall are completed (March 28) ACCESS Window (March 1-31)* MAP Window (March 15-31) * Achievement Series (Topics 9-12 due by March 22)* STAR Assessment (RTI)*</p>	<p>Conduct learning walks with district leadership and school leadership to assess the current instructional practices in the building (Mar 1-10)* Daily modeling and coaching by district and building coaches and content teacher leaders (all month)* PREP-KC staff will support and guide the bi-weekly Early Warning Indicator meetings held at each school. (March 15-March 31)* PrepKC Advisement and consultation around the development of quarterly EWIS reports for progress monitoring and implementation modification. (March 29) CIS formal presentations to school boards (March 1-March 31)* Performance reports to funders as part of grant requirements* Formal presentations to major funders as applicable – state agencies & legislatures, foundations and corporate funders (March 1-March 31)*</p>
<p>Apr.</p>	<p>Master schedule build for priority schools (April 30) Advisement and consultation around the development of schedules, systems, and policies that maximize the benefit of the EWIS. (April 1-30) Establish district- and school-level progress monitoring meetings. (April 15) CIS of Mid-America Dashboard – available for the whole network down to the site view and shared with various stakeholders (April 20) MAP Window (April 1-30)* Reading Street Assessment 5 (Due April 7)* STAR Assessment (RTI)*</p>	<p>Professional development through weekly job-embedded professional development (all month)* Conduct learning walks with district leadership and school leadership to assess the current instructional practices in the building (Apr 1-10)* Daily modeling and coaching by district and building coaches and content teacher leaders (all month)* Parent and student engagement activities* (mid-April) Community engagement activities* (mid-April) PREP-KC staff will support and guide the bi-weekly Early Warning Indicator meetings held at each school. (April 15-April 30)* Commence in-service follow-up training on EWI (1 day/2 ½ days per quarter) (April 7-28)</p>

		CIS School Support Teams develop and implement proposed activities, review progress toward meeting project goals, and discuss strategies for increasing the effectiveness and cultural relevance of services provided. (April 1-April 15)* School District update about CIS (at least once per semester) - including information in their newsletter/website (April 30)*
May	<p>Student schedules printed for priority schools (May 10)</p> <p>Once the EWIS is developed, PREP-KC will provide professional development and support at the district, school, and classroom level. (May 1-May 15)</p> <p>CIS School Support Teams develop and implement proposed activities, review progress toward meeting project goals, and discuss strategies for increasing the effectiveness and cultural relevance of services provided. (May 1-May 15)</p> <p>School District update about CIS (at least once per semester) - including information in their newsletter/website (May 15)</p> <p>Final planning for summer activities (May 10-31)</p> <p>MAP Window (May 1-15)*</p> <p>NWEA Spring Window (May 1-20)*</p> <p>AlphaKids Window (May 1-20)*</p> <p>Reading Street Assessment 6 (Due by May 19)*</p> <p>Achievement Series (Topics 13-16 due by May 20)*</p> <p>STAR Assessment (RTI)*</p>	<p>Professional development through weekly job-embedded professional development (all month)*</p> <p>Conduct learning walks with district leadership and school leadership to assess the current instructional practices in the building (May 1-10)*</p> <p>Daily modeling and coaching by district and building coaches and content teacher leaders (all month)*</p> <p>PREP-KC staff will support and guide the bi-weekly Early Warning Indicator meetings held at each school. (April 15-April 30)*</p> <p>PREP-KC Advisement and consultation around the development of quarterly EWIS reports for progress monitoring and implementation modification. (May 19)</p> <p>CIS annual outcome reporting – state network and affiliate brochures, state network annual report and impact reports. (May 20)*</p> <p>Digital reporting – state network and affiliate level e-newsletters, state network website and social media. (May 20)*</p>
Jun.	The principal and building leadership will stay for three days after the end of the school year to plan all the professional development for August and the next school year. (June 1-6)	<p>Daily modeling and coaching by district and building coaches and content teacher leaders (all month)*</p> <p>Professional development through teacher workshops (June 1-10)*</p> <p>Conduct learning walks with district leadership and school leadership to assess the current instructional practices in the extended school year buildings (June 1-10)*</p>

Section X-F – LEA Consultation with and Involvement of Stakeholders

Provide evidence of, and plans for consultation with, ongoing involvement of stakeholders in the planning and implementation of school improvement models in 1003(g) SIG served schools. Also provide a description of how the LEA will ensure that the selected buildings will have a meaningful, ongoing engagement with families and the community. The stakeholder group represents:

1. *Students;*
2. *Staff:*
 - a. *School; and*
 - b. *LEA;*
3. *Parents;*
4. *Teacher organizations and/or unions;*
5. *Colleges and universities;*
6. *Community representatives:*
 - a. *Local government and other public sector representatives;*
 - b. *Business community;*
 - c. *Other organizations; and*
7. *Other relevant stakeholders.*

Staff – School – District leadership met with each school’s staff including principals and leadership committees in late August to discuss the purpose of the grant and the various intervention models available to schools, and to offer guidance on how schools might go about deciding on a specific intervention model. Throughout the planning process, district staff worked with school principals extensively to ensure the district would be in a position to support as well as sustain intervention activities.

Staff – LEA – District leadership, including the Superintendent, the Chief Academic and Accountability Officer, the Assistant Superintendent of Curriculum, Instruction, and Professional Development, the Directors of Elementary and Secondary Schools, the Curriculum and Instruction Financial Manager, Grants and Special Projects Coordinator, Executive Director of Technology, Director of Human Capital Management, Director of Language Services, met wholly or in part two to three times per week to discuss the intervention models, district activities that could support those models, how to help schools in their model design process, and

to analyze school-level needs data. They later discussed what models the schools chose, and which models were practical for the schools to implement and the district to support. The district then met with schools to discuss each school's needs data, how interventions would address those needs, and how the district would support the implementation. The district also supported schools from a budget-planning perspective, helping schools find service providers, providing cost estimates, and providing budget templates for schools to use in their planning process.

Parents – KCPS engages parents at the district level through the District Advisory Committee (DAC). The committee meets every other month beginning in September and ending in May at various locations around the district. The district asks every school to send a representative to these meetings, and parents and community members are encouraged to attend. The DAC meeting in September talked in detail about the School Improvement Grants in a special supplementary meeting of representatives, parents, and community members from priority schools. Meeting participants were encouraged to share their initial impressions, and provided feedback.

Teachers' Union – The district met with the union president early in the grant planning process to talk about the grants from a general perspective, and to give the union president a sense of how a grant might affect a school. District leadership had subsequent meetings with the union president to discuss specific intervention models schools chose to pursue. Recent meetings between the district leadership and the union president focused on addressing specific concerns of union members.

Colleges and Universities – KCPS reached out to Missouri Western University in St. Joseph, MO, to determine the best options for providing ELL certification to district staff. Discussions included cost, timeline, support, and cohort options.

Community Representatives – The district had in-depth discussions with current and potential community partners including LINC (Local Investment Commission), Caring for Kids, Foster Grandparents, and many others to talk about SIG grant activities, and how these community groups could support these efforts. The district also had extensive talks with community mental health providers to determine how best to adopt and integrate trauma informed practices into classrooms. The district will continue to engage with existing community partners through regular feedback sessions to determine what is working well, and will continue to seek new community partners.

Section X-G – LEA Competitive Priorities

Address in the narrative/plan, how the LEA will:

1. ***Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders, and removing those who are ineffective. To include:***
 - a. *Annual evaluations of teachers using multiple measures, including student-growth data as one significant factor;*
 - b. *Strategies for removing staff found to be ineffective in improving student outcomes;*
 - c. *Incentives to attract teachers to high need areas; and*
 - d. *Strategies to ensure high performing teachers and staff are placed in identified schools.*

Evaluations – Kansas City Public Schools (KCPS) uses the Missouri Educator Evaluation System, which is designed to encourage edifying feedback and coaching between teachers and administrators. The system has four levels: Emerging, Developing, Proficient and Proficient Plus. These levels are determined by the number of points given in each of three parts: Nine Standards; Individual Support Plans; and Student Growth Objectives. Teachers are rated on the nine standards at the beginning of each year and again on their summative evaluation. If a teacher has an Area of Concern, the teacher will be placed on a Professional Growth Plan with specific improvement strategies.

The second part of the evaluation is the Individual Support Plan. Every year a teacher focuses on two standards and indicators. Teachers are given baseline scores at the beginning of

the year on their indicators and follow up scores on their summative evaluation. The difference between the scores shows the growth the teachers made towards improving in their chosen indicators.

The third part of the evaluation is the Student Growth Objectives. Teachers must complete two Student Growth Objectives. These objectives measure student learning across two points in time with results being submitted for their summative evaluation.

Removals – If a teacher’s fall evaluation is too low, the teacher will be placed on a Performance Improvement Plan and assigned an instructional coach. They will also be directed to appropriate district-level professional development. If after a year they have not shown improvement, their contract with the district will not be renewed, effectively removing the teacher.

Incentives – The teachers’ union and Human Resources will work together during the pre-implementation period to determine strategies and practices to reward teachers meeting or exceeding their Student Growth Objectives.

Retention Strategies – To ensure high-performing teachers are placed in identified schools, the Human Resources department will make principals with job openings in their buildings aware of high-performing teachers and staff requesting transfers from other buildings. Additionally, Human Resources will make these principals aware of teachers with a record of high-performance who are applying for positions within the district.

2. ***Be bold and innovative.*** *To receive these SIG funds, LEAs 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. LEAs that request SIG funding must change personnel policies that lead to turnover among school leaders and staff. LEAs 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.

LEA Support – The district will continue to support schools involved in the SIG process by adhering to the Master Plan, and through weekly meetings between the Director of Academic Improvement and school principals to ensure schools are receiving the support they need to make the process a success.

Autonomy - Starting in 2011, Kansas City Public Schools began to allow the schools to select their staff and more easily remove ineffective teachers. The new Missouri Educator Evaluation System makes it more clear to principals whether teachers are helping their students succeed or are being ineffective. Principals have full control over hiring and firing of personnel in their buildings. Schools were given a high degree of freedom in choosing the interventions that would best support academic improvement for their students according to their own needs.

Bold and Innovative – The district is supporting several innovative interventions at the district level, including extending of the school day for several schools, and integrating trauma informed practices into classrooms.

Supplement Not Supplant - The Chief Academic and Accountability Office will monitor all state, local, and federal funding to ensure that SIG dollars will supplement, not supplant existing funding.

School Improvement Grant Staff Buy-In Sheet

School: East High School

East High School has chosen to implement the Transformation Model:

- 1) Investing in a stronger school leadership (Relay Principal Training, Leading Educators);
- 2) Implementing strategies to recruit, place, and retain staff (bonuses and incentives)
- 3) Increasing staff capacity through PD/coaching (Retreat, Math and ELA PD and coaching);
- 4) Implementing instruction reform strategies (SLCs: Urban Agriculture, STEAM, Health Sciences, Business Education; New Tech project based learning; tech-enabled learning)
- 5) Providing increased instructional time through tutoring and enrichment programs (after school tutoring, End of Course Prep; student enrichment activities/clubs; ESL Academy);
- 6) Restructuring the day to add time for an advisory period
- 7) Facilitating community resources for children and families in schools for wraparound services (trauma-informed training, social worker, parent retreat and summit, communities in schools, intercultural meetings, adult learning); and
- 8) Establishing early warning system to identify students at risk of failure or dropout;

1. <u>Rashonda Duff</u>	9. <u>[Signature]</u>
2. <u>Michele Lingo</u>	10. <u>Elizabeth Marentis</u>
3. <u>Teressa Hilko</u>	11. <u>[Signature]</u>
4. <u>[Signature]</u>	12. <u>Mary Hicks</u>
5. <u>Sherry Peters</u>	13. <u>[Signature]</u>
6. <u>Hassan Hussein</u>	14. <u>[Signature]</u>
7. <u>Sharon Wilson</u>	15. <u>Netcom</u>
8. <u>Ahmed Zisser</u>	16. <u>Maryjane</u>

Total # of Staff: 101

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- 5) Providing increased instructional time through tutoring and enrichment programs (after school tutoring, End of Course Prep; student enrichment activities/clubs; ESL Academy);
- 6) Restructuring the day to add time for an advisory period
- 7) Facilitating community resources for children and families in schools for wraparound services (trauma-informed training, social worker, parent retreat and summit, communities in schools, intercultural meetings, adult learning); and

8) Establishing early warning system to identify students at risk of failure or dropout;

- | | |
|-------------------------------------|---|
| 1. <u><i>Janice Jones</i></u> | 9. <u><i>Thomas D. Jones</i></u> |
| 2. <u><i>Patricia Currell</i></u> | 10. <u><i>John D. Cole</i></u> <small>265</small> |
| 3. <u><i>[Signature]</i></u> | 11. <u><i>[Signature] (Robertson)</i></u> |
| 4. <u><i>Mary Donley</i></u> | 12. <u><i>Charlatte Rogers</i></u> |
| 5. <u><i>Sam Hoggard</i></u> | 13. <u><i>A. Nagy (Nagy)</i></u> |
| 6. <u><i>Alfred [Signature]</i></u> | 14. <u><i>Taronya Daniels</i></u> |
| 7. <u><i>[Signature]</i></u> | 15. <u><i>Brach</i></u> |
| 8. <u><i>[Signature]</i></u> | 16. <u><i>[Signature]</i></u> |

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- 5) Providing increased instructional time through tutoring and enrichment programs (after school tutoring, End of Course Prep; student enrichment activities/clubs; ESL Academy);
- 6) Restructuring the day to add time for an advisory period
- 7) Facilitating community resources for children and families in schools for wraparound services (trauma-informed training, social worker, parent retreat and summit, communities in schools, intercultural meetings, adult learning); and
- 8) Establishing early warning system to identify students at risk of failure or dropout;

1. ~~Darlene Jones~~

2. ~~Shannon~~

3. ~~Staff Bm Brown~~

4. ~~Veronica D. Virginia~~

5. ~~Maryanne~~

6. ~~Teresa Ramos-Franzel~~

7. ~~Menimel Mosley~~

8. ~~Juan~~

9. ~~M. J. Jones~~

10. ~~M. J. Jones~~

11. ~~Lida Brines~~

12. ~~Michael Jones~~

13. ~~Andrew Wilson~~

14. ~~Merry Denny~~

15. ~~Robert Wilson~~

16. ~~Bobbie Wilson~~

Total # of Staff: _____

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- 5) Providing increased instructional time through tutoring and enrichment programs (after school tutoring, End of Course Prep; student enrichment activities/clubs; ESL Academy);
- 6) Restructuring the day to add time for an advisory period
- 7) Facilitating community resources for children and families in schools for wraparound services (trauma-informed training, social worker, parent retreat and summit, communities in schools, intercultural meetings, adult learning); and
- 8) Establishing early warning system to identify students at risk of failure or dropout;

1. Eric Hernandez

2. Felicia Lambert

3. Rosely A. [Signature]

4. Shelly Vasquez

5. Cheryl Chavez

6. Debra [Signature]

7. Anuradha Sharma

8. L. Khachikyan

9. [Signature]

10. [Signature]

11. [Signature]

12. [Signature]

13. [Signature]

14. [Signature]

15. [Signature]

16. [Signature]

Total # of Staff: _____

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- 8) Establishing early warning system to identify students at risk of failure or dropout;

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3. [Signature]

4. [Signature]

5. [Signature]

6. [Signature]

7. [Signature]

8. [Signature]

9. [Signature]

10. [Signature]

11. [Signature]

12. [Signature]

13. [Signature]

14. [Signature]

15. [Signature]

16. [Signature]

Total # of Staff: _____

School Improvement Grant Staff Buy-In Sheet

School: East High School

East High School has chosen to implement the Transformation Model:

- 1) Investing in a stronger school leadership (Relay Principal Training, Leading Educators);
- 2) Implementing strategies to recruit, place, and retain staff (bonuses and incentives)
- 3) Increasing staff capacity through PD/coaching (Retreat, Math and ELA PD and coaching);
- 4) Implementing instruction reform strategies (SLCs: Urban Agriculture, STEAM, Health Sciences, Business Education; New Tech project based learning; tech-enabled learning)
- 5) Providing increased instructional time through tutoring and enrichment programs (after school tutoring, End of Course Prep; student enrichment activities/clubs; ESL Academy);
- 6) Restructuring the day to add time for an advisory period
- 7) Facilitating community resources for children and families in schools for wraparound services (trauma-informed training, social worker, parent retreat and summit, communities in schools, intercultural meetings, adult learning); and
- 8) Establishing early warning system to identify students at risk of failure or dropout;

- | | |
|-----------------------|-----------|
| 1. <u>Jeff Spalte</u> | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | 16. _____ |

Total # of Staff: _____

**School Improvement Grant
Parent Involvement**

School: EAST HIGH SCHOOL

East High School has chosen to implement the Transformation Model:

- 1) Investing in a stronger school leadership (Relay Principal Training, Leading Educators);
- 2) Implementing strategies to recruit, place, and retain staff (bonuses and incentives)
- 3) Increasing staff capacity through PD/coaching (Retreat, Math and ELA PD and coaching);
- 4) Implementing instruction reform strategies (SLCs: Urban Agriculture, STEAM, Health Sciences, Business Education; New Tech project based learning; tech-enabled learning)
- 5) Providing increased instructional time through tutoring and enrichment programs (after school tutoring, End of Course Prep; student enrichment activities/clubs; ESL Academy);
- 6) Restructuring the day to add time for an advisory period
- 7) Facilitating community resources for children and families in schools for wraparound services (trauma-informed training, social worker, parent retreat and summit, communities in schools, intercultural meetings, adult learning); and
- 8) Establishing early warning system to identify students at risk of failure or dropout;

1. Mindy Buttemier

2. Sandra Dixon

3. Chandavy Carr

4. Kim Jacobs

5. LaTanya Daniels

6. Hevi Page

7. Heleno Num

8. Krist Keeler

9. Christina Taylor

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Priority School Supporting Data, 2015

KANSAS CITY 33 - EAST HIGH SCHOOL

048078 - 1580

Reason(s) for Identification:

Tier I or Tier II School Improvement Grant (SIG) school implementing a school intervention model.

	2013	2014	2015
Graduation Rate	67.7	55.6	61.1

	2013	2014	2015	Three-Year Cumulative Totals
On Track Progress Target	56.1 / Met	71.8 / Not Met	58.9 / Met	2016 On Track Progress Target - 64.8

	2013			2014			2015			Three-Year Cumulative Totals		
	# of Students Prof./Adv.	# of Tested Reportable Students	% Prof./Adv.	# of Students Prof./Adv.	# of Tested Reportable Students	% Prof./Adv.	# of Students Prof./Adv.	# of Tested Reportable Students	% Prof./Adv.	# of Students Prof./Adv.	# of Tested Reportable Students	% Prof./Adv.
English Language Arts	118	450	26.2%	148	469	31.6%	101	303	33.3%	367	1222	30%
Mathematics	124	470	26.4%	156	498	31.3%	123	356	34.6%	403	1324	30.4%

2015 Combined English Language Arts (ELA) and Mathematics (MA) Proficiency Rate - 30.2%* Exit Target - 26.5%

* Combined English Language Arts and Mathematics proficiency rate is calculated as the three-year cumulative ELA proficiency rate plus the three-year cumulative MA proficiency rate, divided by 2.

A school will be exited from priority school status when the school no longer meets the definition of a priority school for three consecutive years and has demonstrated at least three percent improvement in combined English Language Arts and Mathematics proficiency between the year of initial identification and the most recent year of plan implementation.

High schools identified as priority schools based on graduation rate must meet two additional conditions in order to be exited: (1) either on target for the state's graduation rate status target or on target for the school's individualized graduation rate progress target for three consecutive years; and (2) have a graduation rate of no less than 60 percent based on the most recent available data.

Lowest 5% Title I Schools			
Year	2013	2014	2015
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Initial Identification Three-Year Cumulative Percent of Proficient and Advanced and/or Graduation Rate					
Year	Grad Rate	ELA	MA	Combined	Exit Target
2012	52.9	29.6%	21.8%	25.7%	26.5%