ORIGINAL

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA
Project Dates: July 1, 2015 to June 30, 2016

DIRECTIONS

Mail the completed form postmarked or delivered by Tuesday, June 30, 2015 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysiggrants@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector		07-01-2015	$ 471,352.00

SECTION I - LEA AND PROGRAM CONTACT INFORMATION

APPLICATION FOR SCHOOLS SERVED WITH CADRE III YEAR THREE

LEA NAME			COUNTY-DISTRICT CODE
Kansas City Public Schools			048-078
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY	ZIP
R. Stephen Green, Ed.D.	1211 McGee Street, 10th Fl.	Kansas City	64106
EMAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
sgreen@kcpublicschools.org		816-418-7616	816-418-7766
NAME OF GRANT CONTACT	ADDRESS	CITY	ZIP
Kristina Collins	1211 McGee Street, 7th Fl.	Kansas City	64106
EMAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
kcollins@kcpublicschools.org		816-418-7528	816-418-7110
NAME OF LEA TURNAROUND OFFICER (If known)	ADDRESS	CITY	ZIP
Vickie Murillo, Ed.D.	1211 McGee Street, 7th Fl.	Kansas City	64106
EMAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
vmurillo@kcpublicschools.org		816-418-7462	816-418-7110

SECTION II - ASSURANCES

The LEA must include the following assurances in its application for a School Improvement Grant.
Check the boxes in this table to include the assurances in this application.

The LEA must assure that it will—

- ☒ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;
- ☒ Establish annual goals for student achievement on the State's assessments in both English/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds, and establish goals (approved by the State Education Agency (SEA)) to hold accountable its Priority schools that receive school improvement funds;
- ☐ N/A If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- ☒ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- ☒ Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☒ Report to the SEA the school-level data required under section III of the final requirements.

SECTION III - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's School Improvement Grant (SIG). An LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA must indicate for which schools it will implement the waiver.

☒ Extending the period of availability of school improvement funds.

> Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

☐ "Starting over" in the school improvement timeline for Priority, Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Priority, Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA approval for the Department to provide direct services:

☒ The LEA approves the Department's use of grant funds to provide improvement services directly to the LEAs and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
Allen N. Thurman for SG	6/30/15

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

SECTION IV – LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	1					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	~~2~~ 1					
Reading Recovery Teacher Leader						
School/Home Coordinator			1			
Language Translator						
Guidance Counselor						
Transition Case Manager					1	
Turnaround Officer						
TOTAL	2		1		1	

SECTION V - SCHOOLS TO BE SERVED

The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
KING ELEMENTARY	291640003082	☐YES ☐NO				X
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

Per KC
10-8-15
CR

SECTION IV - LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA

This is the total of Cadre III Year Three Implementation and Administration budgets for all building and district activities.

GRANT YEAR 2014-15 SIG & WAIVER FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction 1003(g) SIG & Waiver	-	-	-	-	-	-		-
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	67,761.00		22,283.00	5,000.00	35,922.00	33,000.00		163,966.00
2100 Non Instructional Support Services *1003(g) SIG & Waiver*	40517	0 ~~40,517.00~~	17,684.00	7,407.00				65,608.00
2200 Professional Development *1003(g) SIG & Waiver*	112,689.00	2,160.00	37,883.00	28,384.00	14,000.00			195,116.00
2600 Planning & Evaluation *1003(g) SIG & Waiver*								-
3000 Community Services *1003(g) SIG & Waiver*		22,943.00	13,719.00	4,500.00	5,500.00			46,662.00
Program Costs Subtotal *1003(g) SIG & Waiver*	220,967 ~~180,450.00~~	25,103 ~~65,620.00~~	91,569.00	45,291.00	55,422.00	33,000.00		471,352.00
Indirect Costs								
Administrative Costs *1003(g) SIG & Waiver*	-	-	-	-	-	-		-
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*	-	-	-	-	-	-		-
GRAND TOTAL *1003(g) SIG & Waiver*	~~180,450.00~~	~~65,620.00~~	91,569.00	45,291.00	55,422.00	33,000.00		471,352.00

220,967 25,103

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

List the strategies from the LEA implementation plan and school plans that support the selected interventions and improvement activities at the LEA 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 and each school the LEA has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
KING	048-078- 4750

Budget Codes	Related Strategies and Activities
1100 Instruction	1:1 digital curriculum resources will be implemented for grades 2-6. In addition, the curriculum will include Common Core/Missouri Learning Standards.
1100 Instruction 1003(g) SIG & Waiver	
1200 Supplemental Instruction (Title I)	iLit, Imagine Learning, Grad Point, Star Progress Monitoring Tool, Newsela (supplemental reading program), Study Island; Extended learning opportunities available through after school tutoring.
1200 Supplemental Instruction 1003(g) SIG & Waiver	This year, we plan on using Study Island, Reading Eggs, and Leader in Me as program improvement services, student incentives (academic in nature), and literacy books for varying student instructional levels and are culturally relevant. Student materials, after school/Saturday School tutoring; bus transportation home after tutoring will be provided for students. Our supplemental teacher will specialize in response-to-intervention, or RTI, and will have the task of working within a classroom setting to help students who are lagging behind the rest of their class in their studies. The focus of this teacher will be reading and math instruction, but some but will not be limited from offer intervention strategies to help students with other core subjects. Intervention teacher will have to create RTI plans and develop strategies to help their students become successful within the regular classroom. For the 2014-15 school year, the district staffed teachers at the minimum state requirements. Because our school ranks in the lowest 10% of the state, purchasing two Teaching Methods Coaches (Reading and Math) in addition to the Academic Interventionist will assist the building in meeting the individual academic needs of every student. Laptops for certified staff to enhance and update the teachers' technology use in the classrooms.
2100 Non-Instructional Support Services	Transportation for after school tutoring
2100 Non-Instructional Support Services 1003(g) SIG & Waiver	Transportation for after school tutoring and educational field trips; Conflict Resolution, Mediation and Restorative Justice Training for staff; The Student Support Interventionist will assist the teachers and principal in monitoring an effective program to meet the personal, emotional, and social problems that may interfere with student's attendance and increase discipline during the regular school year.
2200 Professional Development	Professional Learning Communities, My Learning Plan, Teacher Evaluation Training, Missouri Learning Standards PD, NWEA Training, Digital Curriculum Training, Formative Assessment Training, Data Teams, Software PD (Study Island & Imagine Learning)
2200 Professional Development 1003(g) SIG & Waiver	Job Embedded SIG Professional Development for certified and classified personnel on School Improvement Initiatives. NSRF will develop collegial relationships with building principal, coach, teachers and students; analyze the strengths, needs, and interests of students, teachers, coaches, and principals; create training, facilitation, and support for Professional Learning Communities tailored to building's specific needs. Teaching Methods Coaches will visit classes and provide insight/advice to the teacher on their teaching. Teachers work with the coach to reflect on the results of the observation based on their development needs. PD Periodicals, supplies, curriculum materials, PD travel for key personnel to attend MOSIG meetings. We will also hold SIG Retreat and Teacher Academy for PD purposes of staff.
2600 Planning & Evaluation	Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Response to Interventions, NWEA, DRA2, Smarter Balanced blueprint, Missouri Summative blueprint, MLP Oasys Teacher Evaluation Tool
2600 Planning & Evaluation 1003(g) SIG & Waiver	
3000 Community Services	
3000 Community Services 1003(g) SIG & Waiver	Parent meetings: Supplies (poster paper, pamplets, markers) and a consultant (Mr. Anthony Butler) to work with parents periodically throughout the year.
Administrative Costs	
Administrative Costs 1003(g) SIG & Waiver	

NEW PAGE

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

Use this template to enter required school and LEA budget totals to be submitted with the LEA SIG Application. Complete a budget for the LEA and each school for Cadre III Year Three.

LEA/BUILDING NAME					COUNTY-DISTRICT - BUILDING CODE			
King					048-078-4750			
Grant Year 2014-15	**6100** Certificated Salaries	**6150** NonCertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials & Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction				98,669.00				98,669.00
1100 Instruction *1003(g) SIG/Waiver*								-
1200 Supplemental Instruction (Title I)	5,909.00		789.00					6,698.00
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	67,761.00		22,283.00	5,000.00	35,922.00	33,000.00		163,966.00
2100 Non-Instructional Support Services				3,251.00				3,251.00
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	40517	0 ~~40,517.00~~	17,684.00	7,407.00				65608 ~~65,608.00~~
2200 Professional Development				2,358.00				2,358.00
2200 Professional Development *1003(g) SIG/Waiver*	112,689.00	2,160.00	37,883.00	28,384.00	14,000.00			195,116.00
2600 Planning & Evaluation				8,657.00				8,657.00
2600 Planning & Evaluation *1003(g) SIG/Waiver*								-
3000 Community Services								-
3000 Community Services *1003(g) SIG/Waiver*		22,943.00	13,719.00	4,500.00	5,500.00			46,662.00
Administrative Costs								-
Administrative Costs *1003(g) SIG/Waiver*								-
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	5,909.00	-	789.00	112,935.00	-	-		119,633.00
***1003(g) SIG/Waiver* Subtotal**	220,967 ~~180,450.00~~	25,103 ~~65,620.00~~	91,569.00	45,291.00	55,422.00	33,000.00		471,352.00
GRAND TOTAL	~~186,359.00~~ 226,876	~~65,620.00~~ 25,103	92,358.00	158,226.00	55,422.00	33,000.00		590,985.00

per DD 10-14-15 CR

NEW PAGE

SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION *1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)*		
LEA/BUILDING NAME KING	**COUNTY-DISTRICT - BUILDING CODE** 048-078- 4750	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
Teaching Methods Coach: ~~2 FTE~~ (1: Math, 1: ELA) ~~PARTIAL COST~~ 20.5 FTE		94,689
Student Support & Intervention Specialist: 1 FTE		40,517
Academic Interventionist: 1 FTE		50,961
Reading Interventionist (3 part time teacher @ 16 hours per week for 14 weeks @ $25/hr)		16,800
PD Stipends for SIG Retreat on 7/30 and 7/31 (40 faculty @ 12 hours @ $25/hr)		12,000
PD Stipends (Teachers Learning Academy for new teacher PD and Book Studies after school - 8 @ 6 hours for 5 weeks @ $25/hr)		6,000
6100 Subtotal	**$**	**220,967**
6150: Non-Certificated Salaries		
Parent/Community Liaison: 1 FTE		22,943
PD Stipends for SIG Retreat on 7/30 and 7/31 (9 faculty @ 12 hours @ $20/hr)		2,160
6150 Subtotal	**$**	**25,103**
6200: Employee Benefits		
Teaching Methods Coach: PARTIAL COST		35,192
Academic Interventionist:		20,040
Reading Interventionist:		2,243
PD Stipends		2,691
Parent/Community Liaison:		13,719
Student Support & Intervention Specialist:		17,684
6200 Subtotal	**$**	**91,569**
6300: Purchased Services		
Tutoring & Educational Field trip transportation		3,807
Postage/printing (for students Extended learning opportunities)		3,000
Employee Travel & Training (ILA CONFERENCE (PRIN & 2 ADMIN) JULY 2015 ST LOUIS MISSOURI; MOSIG Meetings)		3,062
Reading Eggs (PD sessions will be purchased to enhance teacher capacity with RTI)		2,000
Anthony Butler Parent workshops		3,500
Printing/Postage (Parent Mailers)		1,000
National School Reform Faculty-PLC Addye Hawkins (Consultant) 11,400; 3,600 Center for Conflict Resolution; Other Educational Consultants		28,922
6300 Subtotal	**$**	**45,291**
6400: Materials/Supplies		
Reading Libraries for All Classrooms will ensure that students have access to a variety of books, increase their motivation and achievement, help struggling readers with vocabulary, and help to build an environment that is conducive and supportive to literacy instruction will; Reading Eggs focuses on core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate; Study Island will be utilized with our K-6 students as it supports the learning process and builds off of your students' enthusiasm for technology with engaging, interactive lessons and activities. Students will work through the web-based program at their own pace, or teachers can guide students through the program during RTI time; The Leader in Me program supports a whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader		25,000
Supplemental Classroom supplies		5,922
PD Books for Study; Related Supplies and Training materials (Star Teacher, The Leader In Me, Teach Like A Champion, Kagan Cooperative Learning, and Marcia Tate's 20 Strategies for Discipline)		5,000
Educational student incentives for students who reach proficiency and growth targets as well as attendance/behavior goals		5,000
Quarterly Teacher Incentives for teachers with the highest amount of growth in ELA and Math (after each NWEA assessment); first, second, and third place prizes for two catergories, K-2 and 3-6		9,000
Refreshments (Parent Involvement objectives)		3,000
Supplies/Curriculum Aids (Parent Involvement)		2,500
6400 Subtotal	**$**	**55,422**
6100-6400 Subtotal	**$**	**438,352**
6500: Capital Outlay		
Laptops for Full Time Certified Staff (25 @ 1500 each)		33,000
6500 Subtotal	**$**	**33,000**
TOTAL	**$**	**471,352**

per DD 10-14-15 CR

LEA SCHOOL IMPROVEMENT GRANT RENEWAL APPLICATION

KING ELEMENTARY

SECTION VII - NARRATIVE

SECTION VII.A - DISCUSSION OF THE PRIOR GRANT YEAR

Describe progress made toward each objective approved in the 2014-15 application.

1. ***Provide a summary of MAP and other relevant data to document progress toward meeting objectives;***
2. ***Provide a summary of measurable data explaining progress toward meeting professional development objectives; and***
3. ***Describe the challenges and accomplishments in meeting your objectives in 2014-15.***

At the present time, King Elementary does not have 2014-15 results from the MAP test however, King utilized the NWEA assessment as a valid and reliable measure of academic growth throughout the school year. The focus this year was on ensuring that teachers had measurable growth targets for benchmark skills and assessments. For the purpose of this narrative, discussion will center on shifts in cohort assessment results from Low/Low Average (tier 3) to Average/High Average/High (Tier 1/2). The first group to utilize the assessment was grades K-2 during the 2013-2014 school year. Movements out of the tier will be represented by a negative number, increases as an addition sign (+) before the number, and stagnant or movement that was in discrepant or remaining the same. As we looked at assessment results

from the cohorts of students, we found the following tier is represented only by the percentage with no symbols.

Cohort	Change in Tier 1 and 2		Change in Tier 3	
	Mathematics	Reading	Mathematics	Reading
Kindergarten to 1st Grade	+20%	+15%	-10%	-11%
1st to 2nd Grade	+4%	+5%	-4%	-7%
2nd to 3rd Grade	-1%	+4%	7%	-4%

Overall, NWEA scores was a drastic increase from the 2013-2014 school year and at the mid-year growth report for the district, King Elementary School was in the top tier of schools in ELA, Mathematics, and Science.

As we continue to disaggregate the MAP and NWEA data, we will aggressively target students for the 2015-2016 school year that are in need of assistance, and also continue to set benchmark goals for our teachers. In the area of Attendance, we need to be more aggressive in our attendance measures to ensure early wins for 2015-2016. In the area of Behavior, we decreased the number of referrals, however we need to aim for lesser days for out-of-school suspension and utilize alternative methods to suspension. Our building end-of-year needs assessment has revealed additional support needed for students who transition into the school. We realized at the end of the school year, 386 students (74%) had no discipline infractions for the entire school year.

	2012-2013	2013-2014	2014-2015
ADA	91.8	91.9	84.0
90/90 Average	68.8	73.2	67.4

	2012-2013	2013-2014	2014-2015
Discipline Referrals	420	317	298

Professional Development Objectives for the building were obtained; however, there is a need for more teachers to be engaged in professional development being offered by external agencies and KCPS district office. This year, 97% of teachers attended professional development activities which contributed to the learning focus of the building.

Challenges identified for King Elementary was the need for teachers to immerse themselves in professional development opportunities outside of the school. A second challenge was the need to build capacity within the content areas; particularly reading and mathematics to help students increase instructional scores, and removing identifying teachers with high low levels/scores on our MOSIG Skill and Will staff mapping. A third challenge was the high number of students who transitioned into King Elementary, as well as the attendance challenges with more buses being added to the school operational plan. A fourth challenge observed and revealed through the end-

of-year survey was the limited amount of time for professional learning communities and collaboration based on the changes to the collective bargaining agreement and the school district.

Some accomplishments attained during the school year for King Elementary was being the recipient of the College for Every Student (CFES) National School of Distinction Award. We also began to see the high numbers of students K-6 increasing their math fluency on the NWEA assessments. Our school was second in growth on the science NWEA indicator for the district and in the top tier of schools in January. We also had a staff member to receive the top award for the SIG schools in our district for K-2 Growth. Another accomplishment for the school year was our focus for Small Group Instruction. Teachers became very thorough with the mechanics of the program. We also saw decreases in the number of students that were in Tier 3 for academics.

An additional accomplishment was an increase in our Parent Involvement Activities held over the 2014-2015 school year that had an academic focus. We decreased the number of "meetings" held and attempted to orient everything around academic achievement.

SECTION VII.B – 2015-16 GRANT YEAR TIMELINE

Describe the 2015-16 grant year timeline for implementing the planned activities for the selected interventions in each Priority school the LEA commits to serve. All planned activities were included in the original plan submitted with your first application.

1. ***Provide a LEA timeline that includes specific dates for implementation of all component of the selected intervention;***
2. ***Provide a timeline that is reasonable, achievable, and reflects urgency; and***
3. ***Provide a timeline that includes implementation and evaluation dates.***

Timeline	Objective	Person Responsible
July 2015	• PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics • Re-Visioning for King Elementary • Utilizing Data to Drive Instruction • Practices of High Performing Schools • Literacy Focus for SY 14-15 "Writing, Vocabulary, and Comprehension"	Principal Instructional Coach Leadership Team Teachers

	• Math Practices to Support Learning Goals • Formative Assessments for Success • Positive Behavior Interventions and Support • Technology 1:1 and Digital Resources • Instructional Focus: Academic Intervention Time	
August 2015	• PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics • Instructional Focus: Academic Intervention Time	**Principal** **Instructional Coach** **Leadership Team** **Teachers**

	• Writing Instruction Across the Content Areas • Uncommon Schools Framework • New Teachers Academy in the Building • Professional Learning Communities (Protocol Training from the National School Reform Network)	
September 2015	PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics **Academics Focus** • Small Group Instruction • Data-Driven Instruction • Literacy Plan PD 1	**Principal** **Instructional Coach** **Leadership Team** **Teachers**

	• Socratic Seminar for Inquiry **<u>Behavior Focus</u>** • PBIS Data Points • Restorative Justice • Character Counts Professional Learning Communities (Protocol Training from the National School Reform Network) Instructional Focus: Academic Intervention Time (Progress Monitoring)	
October 2015	PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics	**Principal** **Instructional Coach** **Leadership Team** **Teachers**

	Literacy Focus: Vocabulary Acquisition Data Driven Instruction PBIS Data Point Professional Learning Communities (Protocol Training from the National School Reform Network) Instructional Focus: Academic Intervention Time (Progress Monitoring)	
November 2015	PD on the Implementation of the Missouri Learning Standards, including the Common Core State	**Principal** **Instructional Coach**

	Standards in English language arts (ELA) and mathematics Literacy Focus: Writing Across the Curriculum Data Driven Instruction PBIS Data Point Professional Learning Communities (Protocol Training from the National School Reform Network) Instructional Focus: Academic Intervention Time (Progress Monitoring)	**Leadership Team** **Teachers**

December 2015	PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics Literacy Focus: Writing Across the Curriculum (continued) Data Driven Instruction PBIS Data Point Professional Learning Communities (Protocol Training from the National School Reform Network)	**Principal** **Instructional Coach** **Leadership Team** **Teachers**

	Instructional Focus: Academic Intervention Time (Progress Monitoring)	
January 2016	PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics Literacy Focus: Comprehension Data Driven Instruction PBIS Data Point Professional Learning Communities (Protocol Training from the National School Reform Network)	**Principal** **Instructional Coach** **Leadership Team** **Teachers**

	Instructional Focus: Academic Intervention Time (Progress Monitoring)	
February 2016	PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics Literacy Focus: Learning Logs Data Driven Instruction PBIS Data Point	**Principal** **Instructional Coach** **Leadership Team** **Teachers**

	Professional Learning Communities (Protocol Training from the National School Reform Network) Instructional Focus: Academic Intervention Time (Progress Monitoring)	
March 2016	PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics Literacy Focus: Writing Data Driven Instruction PBIS Data Point	**Principal** **Instructional Coach** **Leadership Team** **Teachers**

	Professional Learning Communities (Protocol Training from the National School Reform Network) Instructional Focus: Academic Intervention Time (Progress Monitoring)	
April 2016	PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics Literacy Focus: Comprehension Data Driven Instruction	**Principal** **Instructional Coach** **Leadership Team** **Teachers**

	PBIS Data Point Professional Learning Communities (Protocol Training from the National School Reform Network) Instructional Focus: Academic Intervention Time (Progress Monitoring)	
May 2016	PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics Literacy Focus: Rigor and Relevance	**Principal** **Instructional Coach** **Leadership Team** **Teachers**

	Data Driven Instruction PBIS Data Point Professional Learning Communities (Protocol Training from the National School Reform Network) Instructional Focus: Academic Intervention Time (Progress Monitoring)	
June 2016	PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics	**Principal** **Instructional Coach** **Leadership Team** **Teachers**

The table above reflects the planning of activities mainly centered on the Missouri Learning Standards, Academic Intervention Time (RTI) and Intervention Programs, Progress Monitoring, Writing and Vocabulary Acquisition, Professional Learning Communities and Collaborative Discussion, as well as PBIS Data Points for PD. King will measure the effectiveness by the Principal and Instructional Coaches observing teachers to ensure they have acquired mastery in all activities. Evaluations will be completed monthly and additional professional development and activities added as needed or advised by our state monitors. King will also measure the effectiveness of PD sessions by looking at student growth by classroom from NWEA and MAP tests. By breaking down the data by classroom, administrators will be able to highlight teachers who need additional assistance. Teachers will also participate in measuring the effectiveness of PD sessions by completing a teacher survey at the end of the school year; detailing their perception and opinions of the PD sessions and its effectiveness and/or value to them as a teacher.

SECTION VII.C – DISCUSSION OF SCHOOL YEAR 2015-16

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2015-16 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

Academics:

CCSS Curriculum Implementation and Professional Development

- As we begin to transition our students into high levels of student performance in reading, writing, and speaking as required by the Missouri Learning Standards (MLS) we recognize that there is still a need for a strong focus on the development of oral language in the primary years as the fundamental building block for literacy. Additionally, comprehension and vocabulary acquisition is a deficit for our students at the upper elementary levels. Math strategies and process thinking are the deficits discovered with student math ability at King Elementary School. The building will utilize the support of Pearson and district professional development structures to help our teachers and students to be successful. We will implement the following instructional changes to assist with the transition: ***(1) 120 minute daily block devoted to Literacy Instruction using the Balanced Literacy components of Guided Reading, Shared Reading, Readers and Writers Workshop, and Focused Skill Development; (2) DRA-2 Assessment and Progress Monitoring to ensure that students are making appropriate progress and the timely use of interventions as needed by individual students; (3) 60 minute daily block devoted to Mathematics Instruction in the classroom with a focus on Math Benchmarking for the CCSS; (4) Resources and Training on the CCSS for all teachers K-6.; (5) Focus on the Small Group Instruction Element with the Workshop Method for Students specifically at Tier 2 and 3 in ELA and Mathematics; (6) Resources to support students in two multi-age Classrooms in ELA and Mathematics; (7) SAMs system to support Instructional Observations and Feedback for Principal; and (8) Possible Early Release or Late-Start Schedules for PD if approved by KCPS Central Office.***

- King Elementary will purchase PD books for ongoing book studies: *Star Teacher, The Leader in Me, Teach Like a Champion, Kagan Cooperative Learning*, and Marcia Tate's *20 Strategies for Discipline*. Additional materials to assist with PD in the programmatic efforts of school turnaround that King will be utilizing will also be provided for teachers.

Literacy Plan Support

In order to support our transition into the Missouri Learning Standards for ELA and our Building Literacy Plan we will put funds into building literacy libraries into all of the classrooms at King Elementary School. We will also host the Literacy Lab program at King so that students who are struggling can get frequent and needed reading support. King will purchase books and materials to build reading libraries in all classrooms. Research shows that trade books directly address the essential components of reading instruction. The books and materials will go toward ensuring that all classrooms are print-rich and presents opportunities and access for critical components of daily reading instruction. The libraries will assist with the students having access to a variety of books, increase their motivation and achievement, help struggling readers with vocabulary, and help to build an environment that is conducive and supportive to literacy instruction.

King Elementary would like to utilize the Reading Eggs program to assist K-3 students with a focus on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate. King piloted the program during their Extended Learning Sessions for summer school and found great success.

Additionally, Study Island will be utilized for K-6 students as it supports the learning process and builds off of the students' enthusiasm for technology with engaging, interactive lessons and activities. Students will work through the web-based program at their own pace or teachers can guide students through the program during RTI time.

Lastly, King Elementary will use SIG funds to support The Leader in Me program. The program is not just for students, but supports a whole school transformation process. It teaches 21st Century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. King will use the funds for PD and materials that will assist them in moving into deeper levels of implementation for school turnaround and success.

Assessment

Assessment plays a major role in how students learn, their motivation to learn, and how teachers teach. We recognize at King Elementary that we need to improve on Assessment for learning: where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students. We also need to improve on Assessment as learning: where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning. We did utilize our assessments as a component of learning: where assessment informs students, teachers and parents, as well as the broader educational community of achievement at a certain point in time in order to celebrate success, plan interventions, and support continued progress.

As we move toward deeper levels with the Missouri Learning Standards, our assessment system must be tightly interconnected with curriculum and instruction. As teachers and students work towards the achievement of curriculum outcomes, assessment plays a constant role in informing instruction, guiding the student's next steps, and checking progress and achievement. Teachers use many different processes and strategies for classroom assessment, and adapt them to suit the assessment purpose and needs of individual students. We will implement the following assessment changes for the upcoming school year: ***(1) utilize the KCPS predictive assessment system for SY 2015-2016; (2) purchase a CCSS formative assessment system that can be utilized for the various discussed purposes above; (3) provide teachers with additional professional development on progress-monitoring; and (4) continue providing access to professional development for the PLCs and Data Cycle processes at King Elementary.***

Technology

Technology is one of the changing aspects of the educational landscape. This year, we will utilize some of our SIG funds to further support the KCPS 1:1 laptop initiative in our school, as well as looking for adaptive technology to advance students at the Kindergarten level forward. As we prepare for the CCSS, the student's level of proficiency in the use of technology devices and applications will further add to their success on the assessment.

Behavior:

Positive Behavior Intervention and Support Program

Research has shown that the PBIS systems change effort takes 3-5 years for full implementation. Implementation with fidelity means that schools are implementing all

features required at each level with a level of precision. During the 2013-14 school year, King was awarded the Bronze level of recognition. As we continued into the 2014-15 year, we implemented Positive Behavior Intervention and Support as an effective and proactive process for improving social competence and academic achievement for all students. For the 2015-16 school year, we will use SIG funding to ***(1) support leadership and professional development; (2) purchase resources and on-going support in order for King Elementary to successfully implement Positive Behavior Intervention and Support; and (3) support incentives for students that are decreasing their negative behaviors and following PBIS guidelines.*** An added component that will help with behavior and attendance will be the use of an ***In-School Suspension Room*** that will be utilized with technology as an alternative to OSS method. By doing so, we will be able to rehabilitate students, provide resources and supports, preserve attendance measures, and ensure that students are able to continue instructional support seamlessly.

Attendance:

Incentives and Support

- Improving attendance and reducing chronic absences has been a challenge for King Elementary, however we discovered that it can be accomplished with commitment, collaboration, and tailored approaches to the particular challenges and strengths of our school community. Additionally, King will provide quarterly incentives for teachers that will be given after each NWEA assessment. Education-based incentives will also be given to students for reaching proficiency and growth targets during the year.

Incentives for teachers will be educational items that can be used for their classroom and incentives for students will also be educational based, such as books and book bags. During the 2015-2016 school year, we would like to utilize SIG funds to ***(1) incentivize students who have increased their attendance rate as well as those who have attained at least 90% attendance for 90% of the time; and (2) help reward teachers who have increased and/or sustained 90% attendance throughout the school year.***

SECTION VII.D – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or LEA levels in SIG served buildings for Cadre III Year Three.

For the 2015-16 school year, we will bring on at least eight new classroom teachers to the building. It is our hope that through the SIG program, we will be able to fund ***two Teaching Methods Coaches, four Paraprofessionals, one Multi-age Classroom Teacher, and two Part-Time Reading Interventionists.*** We will also host a New Teacher Academy throughout the school year with incentives for teachers in an effort to build high capacity and provide an opportunity for networking, support, and collaboration. This will be similar to a class with an action research focus for staff members new to the King Building.

SECTION VII.E – SYSTEM OF STAFF RECOGNITION

Describe how each SIG school is rewarding staff that improve student achievement with LEA support. Describe the opportunities for professional development for staff that have not improved student achievement during the 2015-16 school year. The descriptions must include specific goals or triggers that will be used to determine if recognitions or supports are needed. The recognitions or supports must be listed as well as a timeline of implementation during the 2015-16 year.

Staff Members, who are raising student achievement during the 2015-16 school year, will be rewarded through the SIG budget for ***personal substitute days, additional monies for purchasing school related objects, and professional development opportunities***. The days for personal substitute days, the teacher is responsible for being in the building; however they have additional release time in the building to handle professional learning needs, preparation, or collaboration time.

Staff Members will receive quarterly awards and recognition for improvement and gains that meet benchmark goals in increased academic standing, increased attendance rates, and decreasing behavior issues.

All staff members will have goals in proficiency and growth that will be set for them at each data point. After the goals are set, teachers will develop a timeline of activities and progress monitoring benchmarks to be reviewed with building leadership.

SECTION VII.F – INCREASE LEARNING TIME

Describe how each SIG school is increasing learning time with LEA support. Specifically address how learning time will be increased from the 2014-15 school year. This description must include specific and documentable increases in learning time for the served buildings that meet 1003(g) SIG requirements.

King Elementary will utilize "increased learning time" by extending learning activities beyond the normal school day (before and after), intersession schooling and extended school year. During the extended learning time, additional instruction will be provided in English Language Arts and Mathematics. Additionally, instruction in other subjects and enrichment activities that contribute to a well-rounded education, such as, physical education, service learning, and experiential and work-based learning opportunities will be offered to students. The opportunities will be provided by partnering, as appropriate, with other organizations. ***SIG funds would be used to provide incentives for students who are continuously showing growth, as well as pay for teachers and paraprofessionals to support the learning program.***

King will offer Extended Learning Opportunities to all students however, it will be a mandatory component of school for our students that are classified as Tier 2 (one year behind level) and Tier 3 (two or more years behind grade level).

SECTION VII.G – TEACHER/PRINCIPAL EVALUATION SYSTEM

Describe how each SIG school is implementing a teacher/principal evaluation system that incorporates student achievement as a major component with LEA support.

King Elementary will continue to use the DESE Evaluation System for teachers and principals which will incorporate student achievement as one of the major components.

SECTION VII.H – FAMILY AND COMMUNITY ENGAGEMENT

Describe how each SIG school is engaging families and the community with LEA support.

As King continues to engage in School Turnaround work we want to consider some additional findings from research and from work that Epstein and her colleagues have documented in School, Family, and Community Partnerships: Your Handbook for Action (1997): 1) Schools with more affluent populations, on average, experience more family involvement; 2) Schools with higher percentages of students on free and reduced-price lunches face more challenges to building positive partnerships; 3) If the school does not actively seek the attendance of single parents, fathers, working couples, and families whose first language isn't English, they're unlikely to participate in events and volunteer activities; 4) Contacts with families tend to be about problems students are having in schools; and 5) Parents and families care about their children. They just vary in their current capacity to be strong partners with schools.

King will develop a Parent/Community Involvement Plan that will be based on the Six Types of Partnerships Framework, developed by Joyce Epstein (1995). Her framework describes the

general categories of partnerships that exist between schools, families, and communities. They are:

- **Parenting**: Helping families establish home environments to support children as learners.
- **Communications**: The use of effective forms for school-to-home- and home to-school communications.
- **Volunteering**: The recruitment and organization of the school's volunteer program.
- **Learning at Home**: Helping families assist their children with homework and recognizing other learning at home opportunities.
- **Decision-making**: Including parents, students, and community members in the school decision-making process.
- **Collaborating with the Community**: The identification and integration of resources and services from the community.

King will also build the Parent/Community Involvement Plan with the integration of Karen Mapp's work on Home-School Partnerships including Maria Paredes "Academic Parent Teacher Team" (APTT) framework to supplement our district Parent-Teacher Conferences. The APTT framework brings parents into classrooms more often than once a year and creates an environment where families work as a team to improve the class's performance, sharing strategies for supporting their students at home, and learning techniques from the classroom teacher. This practice is also coupled with home visits from teachers and support staff. ***SIG***

funds will be used for training and incentives for staff and parents for meeting targets and goals.