SHIPPED JUN 13 2013

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
**1003(g) SCHOOL IMPROVEMENT GRANT (SIG)**
**Project Dates: July 29, 2013 to June 30, 2014**
**CFDA Number 84.388A**
**Federal Award Number S388A120026A**

☐ ORIGINAL

## DIRECTIONS

Mail the completed form postmarked or delivered by Friday, June 14, 2013 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 | | July 29, 2013 | $ 480,000 |

## SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

| LEA/DISTRICT/AGENCY NAME | COUNTY-DISTRICT CODE |
|---|---|
| KANSAS CITY PUBLIC SCHOOLS | 048-078 |

| NAME OF BOARD-AUTHORIZED REPRESENTATIVE | ADDRESS | CITY, STATE, ZIP |
|---|---|---|
| R. STEPHEN GREEN, ED. D. | 1211 MCGEE ST, 10TH FLOOR | KANSAS CITY, MO 64106 |

| E-MAIL ADDRESS | TELEPHONE NUMBER | FAX NUMBER |
|---|---|---|
| STEVE.GREEN@KCPUBLICSCHOOLS.ORG | 816.418.7616 | 816-418-7766 |

| NAME OF GRANT CONTACT | ADDRESS | CITY, STATE, ZIP |
|---|---|---|
| VICKIE MURILLO | 1211 MCGEE ST, 7TH FLOOR | KANSAS CITY, MO 64106 |

| E-MAIL ADDRESS | TELEPHONE NUMBER | FAX NUMBER |
|---|---|---|
| VICKIE.MURILLO@KCPUBLICSCHOOLS.ORG | 816.418.7462 | 816-418-7409 |

| NAME OF LEA TURNAROUND OFFICER (if known) | ADDRESS | CITY, STATE, ZIP |
|---|---|---|
| E. ANN SANDERS, ED. D. | 1211 MCGEE ST, 7TH FLOOR | KANSAS CITY, MO 64106 |

| E-MAIL ADDRESS | TELEPHONE NUMBER | FAX NUMBER |
|---|---|---|
| ELIZABETH.SANDERS@KCPUBLICSCHOOLS.ORG | 816.418.7880 | 816.418.7110 |

## SECTION II. - ASSURANCES

A Local Educational Agency (LEA)/District 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/District must assure that it will—

- ☑ If selected, attend the mandatory Capacity Interview held Tuesday July 9, 2013 in Jefferson City, MO with the required LEA/District personnel;
- ☑ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA/District 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;
- ☐ 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. - WAIVER

Missouri has requested a waiver of requirements applicable to the LEA's/District's School Improvement Grant. An LEA/District must indicate if it intends to implement the waiver.

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

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

**LEA/District approval for the Department to provide direct services:**

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

| SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE | DATE |
|---|---|
| [signature] | 6/12/13 |
| SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative) | DATE |
| | |

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; email civilrights@dese.mo.gov.

## SECTION IV. - LEA/DISTRICT YEAR ONE TOTAL BUDGET & SUPPORTING DATA

| | |
|---|---|
| *1003(g) Funds allocated* | $ *480,000.00* |
| *Waiver Funds* transferred from NCLB Consolidated Application*<br>*Waiver funds refer to the 20 percent of the LEA's Title I.A LEA allocation previously required under 1116(b)(10) (funds for transportation and supplemental education services). | |
| *Total Funds available to Budget* | $ *480,000.00* |

***This is the total of Year One 1003(g) SIG Implementation and Administration budgets for all building and district activities & Waiver funded budgets for building activities.***

| YEAR ONE 1003(g) SIG & WAIVER FUNDS | 6100 Certificated Salaries | 6150 Non-Certificated 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 | 58,705 | | 19,332 | 170,000 | | | | 248,037 |
| 2100 Non Instructional Support Services 1003(g) SIG & Waiver | | 48,000 | 17,024 | | | | | 65,024 |
| 2200 Professional Development 1003(g) SIG & Waiver | 120,000 | | 39,222 | 7,717 | | | | 166,939 |
| 2600 Planning & Evaluation 1003(g) SIG & Waiver | | | | | | | | - |
| 3000 Community Services 1003(g) SIG & Waiver | | | | | | | | - |
| Program Costs Subtotal 1003(g) SIG & Waiver | 178,705 | 48,000 | 75,578 | 177,717 | - | - | | 480,000 |
| Indirect Costs | | | | | | | | |
| Administrative Costs 1003(g) SIG & Waiver | | | | | | | | - |
| ADMINISTRATIVE COSTS SUBTOTAL 1003(g) SIG & Waiver | - | - | - | - | - | - | | - |
| GRAND TOTAL 1003(g) SIG & Waiver | 178,705 | 48,000 | 75,578 | 177,717 | - | - | | 480,000 |

## SECTION IV. - LEA/DISTRICT YEAR ONE 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) |
| **Instructional Staff** | | | | | | |
| Supplemental Instruction | 1 | | | | | |
| Preschool Teacher / Teacher Home Visit | | | | | | |
| Early Literacy Learning Teacher | | | | | | |
| Class Size Reduction | | | | | | |
| **Other Staff** | | | | | | |
| Instructional Coach | 2 | | | | | |
| Reading Recovery Teacher Leader | | | | | | |
| School/Home Coordinator | | | | | | |
| Family Literacy Facilitator | | | | | | |
| Language Translator | | | | | | |
| Guidance Counselor | | | | | | |
| Intervention Specialist / Positive Behavior Support Specialist | | | | | 1 | |
| Turnaround Officer/ General Supervisor | | | | | | |
| TOTAL | 3 | | | | 1 | |

## SECTION V. - SCHOOLS TO BE SERVED

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

| | | | INTERVENTION MODEL | | | |
|---|---|---|---|---|---|---|
| SCHOOLNAME | NCES ID # | PRIORITY | TU | RE | CL | TR |
| KING ELEMENTARY | 291640003082 | | | | | X |
| | | | | | | |
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Notes:

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

## SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR TWO 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.

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

| Budget Codes | Related Strategies and Activities |
|---|---|
| 1100 Instruction | |
| 1100 Instruction 1003(g) SIG & Waiver | |
| 1200 Supplemental Instruction (Title I) | |
| 1200 Supplemental Instruction 1003(g) SIG & Waiver | Reading Interventionist 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.<br>Pearson will develop collegial relationships with building principal, coach, teachers and students; analyze the strengths, needs, and interests of students, teachers, coaches, and principals; create a coherent plan of services that facilitate and sustain professional growth tailored to building's specific needs. |
| 2100 Non Instructional Support Services | |
| 2100 Non Instructional Support Services 1003(g) SIG & Waiver | 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). |
| 2200 Professional Development | District Level opportunities include: Professional Learning Communities, Learning 360, Observation 360, PD 360, SuccessMaker, My Learning Plan, Common Core Training, Teacher Evaluation Training |
| 2200 Professional Development 1003(g) SIG & Waiver | 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.<br>PD travel funds are for key site based and administrative personnel to participate in MOSIG meetings and summer retreat. |
| 2600 Planning & Evaluation | District Level Assessments include: Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Acuity, Response to Interventions |
| 2600 Planning & Evaluation 1003(g) SIG & Waiver | |
| 3000 Community Services | |
| 3000 Community Services 1003(g) SIG & Waiver | |
| Administrative Costs | |
| Administrative Costs 1003(g) SIG & Waiver | |

## 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.

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

| ✓ YEAR ONE IMPLEMENTATION | ☐ YEAR TWO IMPLEMENTATION | ☐ YEAR THREE IMPLEMENTATION |
|---|---|---|

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

| Year One 2013-14 | 6100 Certificated Salaries | 6150 Non-Certificated Salaries | 6200 Employee Benefits | 6300 Purchased Services | 6400 Materials & Supplies | 6500 Capital Outlay | 6600 Other | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 1100 Instruction | | | | | | | | |
| 1100 Instruction 1003(g) SIG/Waiver | | | | | | | | - |
| 1200 Supplemental Instruction (Title I) | | | | | | | | - |
| 1200 Supplemental Instruction (Title I) 1003(g) SIG/Waiver | 58,705 | | 19,332 | 170,000 | | | | 248,037 |
| 2100 Non Instructional Support Services | | | | | | | | - |
| 2100 Non Instructional Support Services 1003(g) SIG/Waiver | | 48,000 | 17,024 | | | | | 65,024 |
| 2200 Professional Development | 16,158 | | 3,403 | 26,531 | 323 | | | 46,414 |
| 2200 Professional Development 1003(g) SIG/Waiver | 120,000 | | 39,222 | 7,717 | | | | 166,939 |
| 2600 Planning & Evaluation | | 10,081 | 2,960 | 11,726 | | | | 24,768 |
| 2600 Planning & Evaluation 1003(g) SIG/Waiver | | | | | | | | - |
| 3000 Community Services | | | | | | | | - |
| 3000 Community Services 1003(g) SIG/Waiver | | | | | | | | - |
| Administrative Costs | | | | | | | | - |
| Administrative Costs 1003(g) SIG/Waiver | | | | | | | | - |
| Program Costs Subtotal (Not including 1003(g) SIG/Waiver) | 16,158 | 10,081 | 6,363 | 38,257 | 323 | - | | 71,182 |
| 1003(g) SIG/Waiver Subtotal | 178,705 | 48,000 | 75,578 | 177,717 | - | - | | 480,000 |
| GRAND TOTAL | 194,863 | 58,081 | 81,941 | 215,974 | 323 | - | - | 551,182 |

## 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.

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

| YEAR ONE IMPLEMENTATION | ✓ YEAR TWO IMPLEMENTATION | YEAR THREE IMPLEMENTATION |
|---|---|---|

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

| Year One 2013-14 | 6100 Certificated Salaries | 6150 Non-Certificated Salaries | 6200 Employee Benefits | 6300 Purchased Services | 6400 Materials & Supplies | 6500 Capital Outlay | 6600 Other | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 1100 Instruction | | | | | | | | |
| 1100 Instruction 1003(g) SIG/Waiver | | | | | | | | - |
| 1200 Supplemental Instruction (Title I) | | | | | | | | - |
| 1200 Supplemental Instruction (Title I) 1003(g) SIG/Waiver | 60,466 | | 20,492 | 180,000 | | | | 260,958 |
| 2100 Non Instructional Support Services | | | | | | | | - |
| 2100 Non Instructional Support Services 1003(g) SIG/Waiver | | 49,440 | 18,045 | | | | | 67,485 |
| 2200 Professional Development | 16,966 | | 3,573 | 27,858 | 339 | | | 48,735 |
| 2200 Professional Development 1003(g) SIG/Waiver | 123,600 | | 41,575 | 7,000 | | | | 172,175 |
| 2600 Planning & Evaluation | | 10,585 | 3,108 | 12,313 | | | | 26,006 |
| 2600 Planning & Evaluation 1003(g) SIG/Waiver | | | | | | | | - |
| 3000 Community Services | | | | | | | | - |
| 3000 Community Services 1003(g) SIG/Waiver | | | | | | | | - |
| Administrative Costs | | | | | | | | - |
| Administrative Costs 1003(g) SIG/Waiver | | | | | | | | - |
| Program Costs Subtotal (Not including 1003(g) SIG/Waiver) | 16,966 | 10,585 | 6,681 | 40,170 | 339 | - | | 74,741 |
| 1003(g) SIG/Waiver Subtotal | 184,066 | 49,440 | 80,113 | 187,000 | - | - | | 500,619 |
| GRAND TOTAL | 201,032 | 60,025 | 86,794 | 227,170 | 339 | - | - | 575,360 |

## 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.

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

☐ YEAR ONE IMPLEMENTATION ☐ YEAR TWO IMPLEMENTATION ☑ YEAR THREE IMPLEMENTATION

| LEA/DISTRICT/BUILDING NAME | | | | | COUNTY-DISTRICT - BUILDING CODE | | | |
|---|---|---|---|---|---|---|---|---|
| KING ELEMENTARY | | | | | 048-078 - 4750 | | | |
| Year One 2013-14 | 6100 Certificated Salaries | 6150 Non-Certificated Salaries | 6200 Employee Benefits | 6300 Purchased Services | 6400 Materials & Supplies | 6500 Capital Outlay | 6600 Other | TOTAL |
| 1100 Instruction | | | | | | | | |
| 1100 Instruction 1003(g) SIG/Waiver | | | | | | | | - |
| 1200 Supplemental Instruction (Title I) | | | | | | | | - |
| 1200 Supplemental Instruction (Title I) 1003(g) SIG/Waiver | 62,227 | | 20,879 | 175,000 | | | | 258,106 |
| 2100 Non Instructional Support Services | | | | | | | | - |
| 2100 Non Instructional Support Services 1003(g) SIG/Waiver | | 50,880 | 18,386 | | | | | 69,266 |
| 2200 Professional Development | 17,644 | | 3,716 | 28,972 | 352 | | | 50,685 |
| 2200 Professional Development 1003(g) SIG/Waiver | 127,200 | | 42,360 | 5,500 | | | | 175,060 |
| 2600 Planning & Evaluation | | 11,009 | 3,232 | 12,805 | | | | 27,046 |
| 2600 Planning & Evaluation 1003(g) SIG/Waiver | | | | | | | | - |
| 3000 Community Services | | | | | | | | - |
| 3000 Community Services 1003(g) SIG/Waiver | | | | | | | | - |
| Administrative Costs | | | | | | | | - |
| Administrative Costs 1003(g) SIG/Waiver | | | | | | | | - |
| Program Costs Subtotal (Not including 1003(g) SIG/Waiver) | 17,644 | 11,009 | 6,948 | 41,777 | 352 | - | | 77,731 |
| 1003(g) SIG/Waiver Subtotal | 189,427 | 50,880 | 81,624 | 180,500 | - | - | | 502,432 |
| GRAND TOTAL | 207,072 | 61,889 | 88,573 | 222,277 | 352 | - | - | 580,162 |

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

Use this template to enter the school year 2012-2013 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 | | | |
|---|---|---|---|---|---|---|---|---|
| KING ELEMENTARY | | | | | 048-078 - 4750 | | | |
| School Year 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 | 1,009,029 | | 352,288 | | 21,594 | | | 1,382,911 |
| 1200 Supplemental Instruction (Title I) | 10,002 | 65,826 | 35,749 | | 8,428 | | | 120,005 |
| 2100 Non Instructional Support Services | | | | 4,553 | | | | 4,553 |
| 2200 Professional Development | 19,319 | 480 | 3,675 | 32,524 | 323 | | | 56,321 |
| 2600 Planning & Evaluation | | 9,601 | 2,819 | 11,726 | | | | 24,147 |
| 3000 Community Services | | 21,942 | 11,406 | | 2,500 | | | 35,848 |
| Administrative Costs | 165,279 | 81,280 | 83,101 | 7,150 | 798 | | | 337,608 |
| Program Costs Subtotal | 1,038,350 | 97,849 | 405,937 | 48,803 | 32,845 | - | - | 1,623,785 |
| GRAND TOTAL | 1,203,629 | 179,129 | 489,038 | 55,953 | 33,643 | - | - | 1,961,393 |

## SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION *1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)*

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

| ☑ YEAR ONE IMPLEMENTATION | ☐ YEAR ONE IMPLEMENTATION ADMINISTRATIVE COSTS |
|---|---|
| **LEA/DISTRICT/BUILDING NAME**<br>KING ELEMENTARY | **COUNTY-DISTRICT - BUILDING CODE**<br>048-078- 4750 |

| BUDGET ITEMIZATION | | GRANT FUNDS REQUESTED |
|---|---|---|
| **6100:** Certificated Salaries | | |
| INSTRUCTIONAL COACH (2) | | 120,000 |
| READING INTERVENTIONIST (1) | | 58,705 |
| | **6100 Subtotal** | $ 178,705 |
| **6150:** Non-Certificated Salaries | | |
| BEHAVIOR INTERVENTIONIST (1) | | 48,000 |
| | **6150 Subtotal** | $ 48,000 |
| **6200:** Employee Benefits | | |
| INSTRUCTIONAL COACH (2) | | 39,222 |
| READING INTERVENTIONIST (1) | | 19,332 |
| BEHAVIOR INTERVENTIONIST (1) | | 17,024 |
| | **6200 Subtotal** | $ 75,578 |
| **6300:** Purchased Services | | |
| PEARSON CONSULTANT CONTRACT | | 170,000 |
| PD TRAVEL & TRAINING (Teacher Leaders, School Leadership, Administrative Team to attend MO SIG meetings & summer retreat) | | 7,717 |
| | **6300 Subtotal** | $ 177,717 |
| **6400:** Materials/Supplies | | |
| | **6400 Subtotal** | $ - |
| | **6100-6400 Subtotal** | $ 480,000 |
| **Indirect Cost Optional** (Restricted Rate: ___% X Subtotal) | | |
| **6500:** Capital Outlay | | |
| | **6500 Subtotal** | $ - |
| | **TOTAL** | $ 480,000 |

## SECTION VII – PROJECT NARRATIVE/PLAN

## 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 Priority 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 2012, 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 (DRA2), monthly data cycle data, SAT10 data, SuccessMaker, IMAGINE learning data, and discipline data, attendance data. Teachers and interventionists gather the 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.

M. L. King Elementary School is located in the heart of Kansas City, Missouri. King Elementary currently has a student enrollment of 605 students with a ratio of 19:1 (students to

classroom teachers). King students are 93.7% African American and 95.5% of the students currently receive free or reduced lunch. The instructional staff have an average of 11.5 years of experience and 36.6% have their Master's degree or higher. As of 2012, the Kansas City Public Schools were designated "Unaccredited" with King Elementary classified as School Improvement Level 2 in 2011 and is in Transformation. The principal at King Elementary at the end of the 2012-13 school year is retiring and the district has recruited a proven leader who will step into the leadership role at King Elementary as their new Principal for SY14.

Table 1 and 2 show the percentage of students at King 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 is 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** | 93% | 82% |
| **Total in Grade 4** | 93% | 92% |
| **Total in Grade 5** | 83% | 82% |
| **Total in Grade 6** | 94% | 92% |

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

| **Subgroup** | **% Below Basic/Basic in Communication Arts** | **% Below Basic/Basic in Mathematics** |
|---|---|---|
| **Black** | 91% | 87.3% |
| **Free and Reduced Lunch** | 90.1% | 87.1% |
| **Special Education** | 80% | 75.6% |

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

A) Communication Arts

| **Grade** | **Comprehend/Evaluate Relationships** | **Discover/Evaluate Relationships** | **Reason Logically** | **Revise Communications** |
|---|---|---|---|---|
| **Third** | 61.9% | 60.3% | 54.8% | 54.9% |
| **Fourth** | 46.5% | 44.5% | 45.9% | 51.5% |
| **Fifth** | 57.0% | 45.0% | 42.1% | 47.5% |
| **Sixth** | 45.6% | 44.0% | 36.5% | 46.7% |

B) Mathematics

| Grade | Apply Information, Ideas, Skills | Apply Others' Strategies | Conduct Research | Discover/Evaluate Relationships |
|---|---|---|---|---|
| **Third** | 68.5% | 50.5% | 49.8% | 42.4% |
| **Fourth** | 63.6% | 52.1% | 52.3% | 33.1% |
| **Fifth** | * | 40.5% | 50.0% | 56.0% |
| **Sixth** | 61.2% | 53.4% | 47.3% | 42.4% |

Additional data included an Acuity score of 19.7% in Communication Arts and 19% in Mathematics in the Spring 2013.

Also analyzed were discipline rates. In 2012, King Elementary had 67 students who had a 10 Consecutive Days Suspension incident. This is a rate of 11 percent. Due to the numerous behavioral challenges that face the population of students at King Elementary, 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, KCPS proposes partnering with Pearson to engage in a rigorous professional development plan which encompasses similar goals to the District's own standards. On May 7th District Leadership met with Pearson to review the 2013 school year contract. At this meeting, discussion focused on the positive outcomes and the areas that needed to be modified or improved for the 2014 school year. On May 8th, District Leadership met with SIG principals to review the 2013 school year. At this meeting, principals and district staff discussed positive outcomes and areas the principals would like to see strengthened as they begin to carve out, after looking at their school data, what they would like Pearson's support for the 2014 school year to look like. District leadership also shared the feedback from the Pearson team with the principal on their review of the year. The building principals shared that they saw year one as a year of organization and training on best practices which included rituals, routines, and procedures that assisted their teachers with organizing for efforts. In year two, principals are now ready to see Pearson begin to focus on transferring the knowledge of best practices from the consultants to their teachers. On May 16th district leadership met with Pearson again to provide them with feedback from the principals and

to craft the new service agreement. The draft agreement was emailed to principals for their review and feedback. Finally, on May 22nd a final draft with principal's feedback was submitted to Pearson for their 2014 school year contract.

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 at King Elementary. In addition, once these strategies are learned, they can be transferred to other teachers via a mentor/coaching relationship. The objectives of the Pearson model are to: 1) Build the capacity of district-level administrators, directors, coordinators, principals, and instructional coaches to support teachers in the implementation of researched-based instructional and assessment strategies; 2) Interpret, organize, and differentiate math and literacy Common Core State Standards, content, and district curriculum to develop and execute well-designed lessons and assessments; 3) Analyze and interpret data from formative and summative assessments and apply findings from assessment data to personalize learning; 4) Use technology to improve instructional efficiency and personalize learning; 5) Implement curriculum and instruction with sufficient intensity and consistency to improve student achievement; and 6) Implement Pearson print and digital instructional materials and curricular resources with fidelity.

The interventions being provided at King Elementary School include:

- Professional development for Communication Arts and Mathematics using the Workshop structure
- 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
- Staffs 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 Common Core. 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. Currently King Elementary uses Reading Street and SuccessMaker as its supplemental software. It has not been effective due to teachers' lack of training in the resource, DRA, and on rituals, routines, procedures, and instructional strategies to address individual students' instructional needs. This lack of training has impeded the efforts of the resources being effective. Pearson provides resources and professional development that assists teachers in the use of resources, routines and rituals.

Support for the writing program, which includes author and genre studies designed for grades K through six 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-aloud, and small-group and partner work, as well as 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 schools 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: 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 from Pearson will work with the school leadership team, instructional coaches, and classroom teachers using a process of needs assessment and evaluation, demonstration, modeling, and ongoing observations and feedback. Pearson will provide technical assistance and coaching for Math and Communication Arts and will be onsite at King Elementary three days per month every month for the entire school year. 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 team 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 schools 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 take place at grade-level meetings, department meetings, or faculty professional development sessions as appropriate support for this process. These groups are monitored by the instructional coach and principal to ensure they remain on task.

Selected Intervention: Building Staff Support through Reading Interventionist

The Reading Interventionist will work with teachers and administrators to support their efforts to increase student achievement by: supporting differentiated instruction in the area of communication arts and reading; ensuring the Reading curriculum is fully implemented; teaching an approved caseload of students and supporting classroom teachers and district administrators in the use of reading intervention tiered instructional techniques; and keeping the focus on student

learning by consistently monitoring student assessment and achievement data. The Reading Interventionist 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. In addition, the Reading Interventionists currently in the district have received professional development from the Missouri Reading Initiative, in conjunction with district staff and Pearson. Assistance was given to Reading Interventionists onsite where they could have lessons modeled for them, be observed, and informally evaluated. The district will continue to recruit externally in order to continue to find teachers with Reading Specialist certifications or a Master degree in Reading.

Selected Intervention: Instructional Coach Support

King Elementary will be provided two instructional coaches – one in Math and one in Communication Arts – 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). In order to ensure all instructional coaches are highly qualified, the district is contracting with the University of Missouri – Kansas City to provide classes to all instructional coaches. At the completion of these classes, all instructional coaches will have their reading certification.

Selected Intervention: Behavior Interventionist Support

One Behavior Interventionist will be provided for King Elementary. 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;
- provide 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.

Selected Intervention: Summer Professional Development

In order to prepare staff at King Elementary for the upcoming school year, Pearson will facilitate three days of professional development in July and focus on the:

- Alignment of Common Core-Focused Product Implementation (print and electronic) and Effective Instructional Strategies to the SIG requirements of 30 Day Plans and Data Teams;
- Common Core-Focused Product Implementation and Instructional Strategies in Math (print and digital); and
- Common Core-Focused Product Implementation and Instructional Strategies in Literacy (print and digital), Organization and Management of Small Group Reading Instruction.

*2. Provide the following information as it applies to LEA/District-level activities and individual school plans and activities:*

*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 Priority school;*

*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

KCPS has implemented large scale reforms in its persistently lowest-achieving schools and low-performing schools as needed. The most recent for high schools was the implementation of America's Choice. America's Choice is a whole-school reform model that utilizes an array of products and services and supplementary professional development training and curriculum materials, including Mathematics Navigator, Literacy Navigator, Ramp-Up Literacy, Ramp-Up Mathematics, Math Core Assignments, and Genre/Author Studies, which are designed to provide specialized support for a school. America's Choice organized instruction around a set of daily routines and rituals that help to manage classrooms and move students toward becoming independent learners. As students become accustomed to the classroom routines and rituals, and begin practicing them on a daily basis, they become more responsible and accountable for their own learning.

The most recent reform effort for elementary schools was the implementation of Student Centered Learning (SCL). In SCL schools, the students take ownership of their learning and show mastery through hands-on project-based education. This approach to teaching and learning was to help teachers, students and families clearly identify what students are learning and enable them to know when students need help, and when they have mastered a set of standards and are ready to progress to the next level.

Information about classes and assignments is made available to students through a student portal, which students can access this portal through the KCPS webpage. Access to this information will help students track all of their assignments, know when they are falling behind, and know how they are performing in various subjects through their grades and standardized test scores.

Parents are able to access data about their student through a Parent Portal. Parents are able to view their student's attendance, grades, schedule, assignments, progress, immunizations, and emergency information. The portal is accessible from cell phone browsers as well. It is anticipated that increased access to student data through the Parent Portal will encourage greater parent understanding of and participation in the everyday education of their children. Parents are able to work with teachers to intervene sooner when their student starts to have trouble in class or falls behind. This information is usually provided at only parent/teacher conferences, two to three times per year. Now, parents have this information and can access it on a daily basis. The district is able to track how many parents are using the Parent Portal and submits reports periodically to the Board on the effectiveness of the Parent Portal.

Educators had access to student performance data through the Student Information System, which provided access to attendance, test, and grade information. In 2012, educators moved to the Tyler Student Information System. This system is more user-friendly and is accessible through the internet, allowing teachers to access the data from their classroom or their home. Teachers are able to provide direct information to parents and students about assignments in class. This helps students and parents become better informed about students' progress, know

when assignments are due, and determine if the student is falling behind. Teachers are also able to see the results of students' achievement on their standardized tests compared with the students' grades. This allows teachers to work with students on a daily basis in the areas of greatest need. This individualized instruction informs and improves the quality of instruction in each classroom.

Having all student performance data available in a consolidated location allows teachers, on an individualized basis and collectively as a group, analyze difficulties encountered by students. Educators can brainstorm or inform instruction in other classrooms about effective strategies for instruction. They also document difficulties and make recommendations for additional services (e.g. special education or English languages services) with a more complete profile of each student.

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 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 September 2011, the State Board of Education voted to remove KCPS' accreditation. This loss of accreditation became official on January 1, 2012. The state gave KCPS two years to regain provisional accreditation by acquiring at least 70 points (of the required 140 points) of the MSIP 5 standards. KCPS has made great strides and is currently on track to be provisionally accredited by the Fall of 2013.

During the last two years, KCPS has implemented many structural and organizational changes intended to put the school district on track to meet accreditation requirements and create an environment that improves learning and teaching. These changes have included closing buildings and consolidating staff to address declining enrollment. In May of 2012, Dr. Stephen Green was hired as KCPS' permanent superintendent. Superintendent Green and his leadership team are all members of the Kansas City community and are vested in the success of the Kansas City Public Schools. The superintendent and school board balanced the budget and in June 2013, agreed upon the following academic goals upon which the superintendent would be measured:

- Academic and Subgroup Achievement: 1) Students that achieve Below Basic or Basic on state assessment will show at least a 10% growth by scoring at the 50$^{th}$ percentile or

higher according to Acuity B or C; and 2) Ed Performance Series assessment will be used to measure student grade level growth of at least 10% in literacy, numeracy and critical thinking skills.

- College and Career Readiness: KCPS will provide adequate post-secondary preparation for all students by increasing by five percent: 1) The percentage of students scoring at or above the state standards; 2) The percentage of students that participate in ACT, SAT, COMPASS or ASVAB; 3) The percentage of students who earn a qualifying score on AP, IB, or Technical Skills Attainment (TSA) and/or received college credit through dual enrollment with a grade of B or higher; 4) The percentage of graduates who attend post-secondary education/training or who enlist in the military within six month of graduating; and 5) The percentage of students who complete career education programs and are placed in occupations directly related to their training, continue their education or in military within six month of graduating.
- Graduation Rate: Increase the percent of students who graduate from KCPS by five percent.
- Student Attendance: Increase by five percent, the number of students who attend school more than 90 percent of the time.

KCPS envisions its schools as places where every student will gain the knowledge and skills necessary to pursue a post-secondary education. This will enable every student to obtain family-supporting employment, contribute to the civic well-being of the community, and have the opportunity for a rewarding and fulfilling life.

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

Professional Development for SY12 and SY13

- Professional Learning Communities
- Positive Behavior Support
- Using Assessment Data to Inform Instruction
- Data Teams and Data Cycles
- Learning 360, Observation 360, PD 360, SuccessMaker, My Learning Plan, Acuity
- Book Studies
- Due Process
- Development and Building Professional Improvement Plans
- Building Climate/Culture
- Response to Interventions
- Common Core Training
- Teacher Evaluation Training

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 classroom. Teachers collect assessment data in a variety of ways, including:

- Acuity (3-6)

- DRA2 (K-6)
- Common Assessment data
- SuccessMaker Academic Growth data and Time Usage data
- Imagine Learning Academic Growth data and Time Usage data

Acuity data is collected three times a year 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 a classroom.

The DRA2 assessment measures each student's reading proficiency in grades K through six through systematic observation, recording and evaluating of performance. By administering the benchmark assessment, it will identify an individual instructional plan that meets the needs of each student. The DRA is administered three times each year – Fall, Winter, and Spring.

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.

SuccessMaker Academic Growth charts student's 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

students 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

KCPS have found that while progress is being made, specific gaps still exist. 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 (DESE). These gaps need to be addressed school-wide. The following areas of weakness have been determined through data analysis, conversations with educators, and conversations with the administrator at King Elementary:

- lack of rich academic language in the classroom
- lack of support to help teachers differentiate instruction with at multiple levels to address the needs of all students in a classroom
- lack of support to provide rigor at all levels 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

As a result of the data analysis, adjustments have been incorporated into this improvement plan. As part of Reading Street, teachers will bring rich academic language into their lessons and consultants from Pearson will assist teachers in interpreting data and form their small flexible groupings. The district training teachers in Common Core ELA and Math will create rigor and

King Elementary will become a Positive Behavior Intervention System (PBIS) building. Lastly, Pearson consultants will work side by side with teachers to provide coaching, model lessons, and observe teachers modeling lessons.

*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 intervention and improvement activities;*

Improvement Plan

The principal at King Elementary, along with a team of teachers and parent representation, 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 allowed teachers and administrators to plan for the year and submit requisitions related to their School Improvement Plan in a timely manner. This ensured that all needed instructional items were in the building no later than the first week of school. Plans were reviewed with the entire faculty 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;*

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

*viii. The plans indicate 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.

*iii. 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, the principal and school-based leadership team utilizes the Acuity data (tightly aligned to MAP and proven to be an accurate predictor of student performance outcomes) for preliminary planning purposes. The plan addresses school improvement activities based upon the significant findings of the needs analysis for the 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 "Data Consults" with each school's administration and leadership team. During the Data Consult, 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 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, and 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 responsible and expectations are listed.*

Activities throughout the School Year

KCPS 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 Elementary SIG Director will work with Pearson staff to develop a professional development calendar for the 2013-2014 school year. The SIG Director will work with the

principal to create a master schedule that supports structure for teacher collaboration, teacher training and intervention for the 2013-2014 school year. The SIG Director, principal, and Pearson staff will conduct focus groups with lead teachers to gather input on the 2013-2014 intervention implementation plan and student expectations for the plan. The implementation plan for 2013-2014 will be finalized in partnership with the central office staff, Pearson, and the school leadership staff.

The SIG Director, representing the central office, will meet weekly with the School Leadership Team to plan and monitor progress of the turnaround. The SIG Director will meet with the School Leadership Team to analyze data and create SMART goals for student achievement. This staff person 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 Priority 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. Funding identified for each strategy;*

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

*f. LEA/District oversight and support*

**Goal 1: Student Performance:** Develop a 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 Summer PD | July 2013 | Pearson Trainer | School Leadership Team | | SIG Director |
| Coaching Institute | Aug 2013-April 2014 | Pearson Trainer | Instructional Coaches; Principal | | SIG Director |
| Literacy & Math Institute | Aug 2013-April 2014 | Pearson Trainer | Teachers; Coaches; Principal | Focus Walks; Target Evidence; SuccessMaker; Common Assessments | SIG Director |
| Monthly | Aug 2013- | Pearson Trainer | Teachers; | Same as | SIG Director |

| | | | | | |
|---|---|---|---|---|---|
| Job-Embedded PD | April 2014 | | Coaches; Principal | Above | |

| **INTERVENTION STRATEGY #2:** Staff Support | | | | | |
|---|---|---|---|---|---|
| **ACTION STEP** | **TIMELINE** | **STAFF RESPONSIBLE** | **PARTICIPANTS** | **PROGRESS MEASURES** | **LEA/DISTRICT OVERSIGHT** |
| Coaching, Mentoring, Monitoring | Aug 2013-April 2014 | Instructional Coaches | Teachers | Same as Above | SIG Director |
| Differentiated Inst. In CA & Math | Aug 2013-April 2014 | Additional Teachers | Teachers | Same as Above | SIG Director |
| Behavior Management Support | Aug 2013-April 2014 | Behavior Interventionist | Teachers | Same as Above | SIG Director |

District Oversight and Support

The SIG Director 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 the project, KCPS talked directly to external provider, *Pearson*, about the scope of work identified based upon the needs assessment conducted at King Elementary.

Memorandum of Understanding

Successful implementation of the intervention requires that the school and school district agrees to the following:

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 he 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 the 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.
4. Fully implement the mathematics components of the initiative.
5. Fully implement the literacy components of the initiative.
6. 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 baseline for evaluating student progress over time.
7. 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 school 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. They easily provide this as KCPS is already using multiple Pearson curriculum products. This support staff will work closely with the SIG Director employed by KCPS to facilitate the implementation of the interventions at King Elementary.

Evaluation Procedures

Twice during the year, the *Pearson* Support Staff and the SIG Director 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 mid-year and at the end of the year. As part of the protocol for the review, the Support Staff, SIG Director, 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 SIG Director 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 SIG Director 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 webinar to introduce and provide guidance on related laws and regulations. Mrs. Murillo, Assistant Superintendent of Accountability, Assessment and Academic Precision

also talked to SEA regarding related regulations. Mrs. Murillo 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

In 2012, KCPS organized the central office departments that deal directly with the education of children into one Academic Division. This Academic Division includes Accountability,

Assessment, and Academic Precision; Curriculum, Instruction, and Professional Development; and Elementary and Secondary Schools. Each department now works collaboratively through the Academic Division to provide support and services to schools.

The primary school leader is the principal at each building. The principals have the authority to determine staffing to best meet the needs of their students, and they have autonomy over their school-level budgets. Principals interview and select the personnel for their building, including vice-principals, instructional coaches, and teachers. The district calendar and length of the day are negotiated between the district and the union. While there is a district calendar, and bus times are assigned to each building to coordinate transportation throughout the district, each building principal is able to design a building-specific schedule within those parameters.

Within each school, there are two leadership teams: the professional learning communities, which discuss instruction, and the positive behavior intervention support teams, who discuss behavior support intervention strategies. These leadership teams are comprised of the principal, classroom teachers, a counselor, and support staff. If King Elementary is awarded funds through this SIG application, two Instructional Coaches, a Reading Interventionist, and a Behavior Interventionist will be added to these teams.

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 student growth.

Teachers and coaches will monitor student growth 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.*

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: 1) through the seminars and coaching provided directly to the superintendent and cabinet members; 2) through the development of both district-level and school-based coaches; and 3) 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 KCPS 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 KCPS can effectively address student needs, engage the public in "public education" endeavors and build a seamless partnership with the community. The 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.

Additionally, KCPS administration and officials from MO DESE are holding monthly Regional School Improvement Team meetings at the Parent University at Manual Career Technical School. These meetings provide MO DESE with an update on the district's progress and allow MO DESE and KCPS an opportunity to work collaboratively to restore the district's accreditation. The state's Regional School Improvement Team (RSIT) hears evidence presented by KCPS staff about its progress toward accreditation and graduating students that are college, career, and workforce ready.

**SECTION VII.D – TIMELINE**

*(4) What is the timeline for implementing the planned activities for the selected interventions in each Priority 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.*

## PROPOSED IMPLEMENTATION CALENDAR FOR 2013-2014

| DATE | PARTICIPANTS | PURPOSE | PRESENTERS |
|---|---|---|---|
| July 23, 2013 | SIG and King Principals and Coaches | Alignment of Common Core-Focused Product Implementation (print and electronic) and Effective Instructional Strategies to the SIG requirements of 30 Day Plans and Data Teams | Project Manager |
| July 24, 2013 | SIG and King Principals, Coaches, Content Teachers | Common-Core Focused Product Implementation and Instructional Strategies in Math (print and digital) | SIG Consultants (Math): 6 consultants 6 groups |
| July 25, 2013 | SIG and King Principals, Coaches, Content Teachers | Common-Core Focused Product Implementation and Instructional Strategies in Literacy; (print and digital) Organization and Management of Small Group Reading Instruction | SIG Consultants (Literacy): 6 consultants 6 groups |
| Aug. 2013 (3 DAYS) | SIG and King Principals, Coaches, Content Teachers | Job-Embedded PD: Coaching and Modeling: Implementation of Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support | Pearson SIG Consultants: 1 math and 1 literacy (6 days of service) |
| Sept. 2013 (3 DAYS) | SIG and King Principals, Coaches, Content Teachers | Job-Embedded PD: Coaching and Modeling: Implementation of Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support | Pearson SIG Consultants: 1 math and 1 literacy (6 days of service) |
| Oct. 2013 (3 DAYS) | SIG and King Principals, Coaches, Content Teachers | Job-Embedded PD: Coaching and Modeling: Implementation of Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support | Pearson SIG Consultants: 1 math and 1 literacy (6 days of service) |
| Nov. 2013 (3 DAYS) | SIG Principals, Coaches, Content Teachers | Job-Embedded PD: Coaching and Modeling: Implementation of Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support | Pearson SIG Consultants: 1 math and 1 literacy (6 days of service) |
| Dec. 2013 | SIG and King | Job-Embedded PD: Coaching and Modeling: Implementation of | Pearson SIG Consultants: |

| | | | |
|---|---|---|---|
| | Content Teachers | Strategies; Digital Instruction Support | (6 days of service) |
| Jan. 2014<br>(3 DAYS) | SIG and King<br>Principals, Coaches,<br>Content Teachers | Job-Embedded PD: Coaching and Modeling: Implementation of Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support | Pearson SIG Consultants:<br>1 math and<br>1 literacy<br>(6 days of service) |
| Feb. 2014<br>(3 DAYS) | SIG and King<br>Principals, Coaches,<br>Content Teachers | Job-Embedded PD: Coaching and Modeling: Implementation of Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support | Pearson SIG Consultants:<br>1 math and 1 literacy<br>(6 days of service) |
| March 2014<br>(3 DAYS) | SIG and King<br>Principals, Coaches,<br>Content Teachers | Job-Embedded PD: Coaching and Modeling: Implementation of Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support | Pearson SIG Consultants:<br>1 math and 1 literacy<br>(6 days of service) |
| April 2014<br>(3 DAYS) | SIG and King<br>Principals, Coaches,<br>Content Teachers | Job-Embedded PD: Coaching and Modeling: Implementation of Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support | Pearson SIG Consultants:<br>1 math and<br>1 literacy<br>(6 days of service) |

## SECTION VII.E – ANNUAL GOALS FOR STUDENT ACHIEVEMENT

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

*a. The LEA/District has set specific annual targets for student achievement on the State's assessment in English/language arts, mathematics, and where appropriate, graduation rate;*

*b. Accurate and meaningful baseline data are provided;*

*c. Targets will lead to moving out of Priority designation; 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 | 2012 Baseline | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Comm. Arts | 3 | 7% | 22% | 37% | 52% |
| | 4 | 7% | 22% | 37% | 52% |
| | 5 | 17% | 32% | 47% | 62% |
| | 6 | 6% | 21% | 36% | 51% |
| Mathematics | 3 | 18% | 33% | 48% | 63% |
| | 4 | 8% | 23% | 38% | 53% |
| | 5 | 18% | 33% | 48% | 63% |
| | 6 | 8% | 23% | 38% | 53% |

These targets will move King Elementary School out of Priority by 2015. Stretch goals listed in the School Improvement Plan are set according to the District Improvement Plan. Annual targets are also in the School Improvement Plan, 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 – CONSULTATION WITH AND INVOLVEMENT OF STAKEHOLDERS

*(6) Provided evidence of and plans for consultation with and involvement of stakeholders in the planning and implementation of school improvement models in Priority 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*

*g. Other relevant stakeholders.*

KCPS has multiple strategies for ongoing involvement with internal and external stakeholders. Internal stakeholder communication and involvement is provided via district-wide email and through postings on the employee intranet. Internal stakeholder involvement is also solicited through monthly Team Talk with the superintendent. Employees come together as a department to talk to the superintendent about what is going on in their department. The superintendent may take this time to tell employees about projects that are coming up that will affect their department or school and elicit their feedback before implementation begins.

Ongoing communication and involvement with external stakeholders includes the district website, social media, including Facebook, YouTube, Twitter, a district-wide newsletter, and standard communication tools like news releases, public services announcements, and interviews with television and radio stations. The district newsletter is sent out monthly, provided on the website, and sent through District Advisory Councils and School Advisory Councils to their parent members.

External stakeholder engagement and involvement is solicited from members of the community through a variety of proactive effects that seek to address issues before they become a significant problem. These efforts include On the Scene with Dr. Green, a clergy roundtable, a Student Advisory Council, a District Advisory Council, and School Advisory Councils. On the Scene with Dr. Green is a community conversation scheduled every other month from October through April. This conversation takes place at various libraries scattered across the district in order to provide access to all community stakeholders. The meetings are not held at the board of education building or in schools in order to engage people who have not been involved in the past. The meetings start out with an overview of what is currently happening in the district with a particular topic emphasized each time. Then the conversation is opened up to the community so they can respond to the topic or bring up other concerns.

The clergy roundtable also meets four times a year and has a similar format to On the Scene with Dr. Green sessions. The Student Advisory Council meets every other month with one student

selected from each middle school and high school. Students are able to bring their concerns and questions directly to Dr. Green about issues affecting their school. Parent input is elicited through District Advisory Councils and School Advisory Councils.

Building-level communication with parents consists of monthly School Advisory Councils, where parents are given updates on academic progress, programs, and Title I budgets and are also able to provide input.

## SECTION VII.G – COMPETITIVE PRIORITIES

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

   KCPS's Transformation Plan, unveiled in 2010, along with the Superintendent's Goals (mentioned earlier in the application), is the guiding force for all of the transformation throughout the school district. The District Improvement Plan and the School Improvement Plan all align to the Transformation Plan/Superintendent Goals to turnaround education in the KCPS. 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/Districts 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.*

KCPS is in the process of implementing a new performance evaluation system for all teachers. The KCPS evaluation process is based on the following beliefs:

- Improving student performance is predicted on the improvement of educator practice.
- The evaluation processes are formative in nature and lead to continuous improvement.
- The evaluation processes are aligned to standards that reflect excellence.
- The evaluation processes build a culture of informing practice and promoting learning.
- The evaluation processes use multiple, balanced measurements that are fair and ethical.

All evaluators will be trained in the new system during 2013-14SY. Pioneer schools, schools that have a new principal this year, Garcia, and Trailwoods will be pilot sites of

the new system this year. In all other schools, two or three teachers will be identified and volunteer to participate. Full implementation will be during the 2014-15SY.

KCPS will select appropriate indicators that support increasing student learning through a focus on potential growth opportunities for teachers. First and second year teachers will be asked to work with all nine Standards, but will focus on three or four indicators like all teachers. All teachers will work on three or four indicators:

- The district will identify one each year (4.3 for 2013-14).
- Building will identify one indicator each year.
- Teacher will identify one indicator each year unless the principal determines a fourth indicator is required.

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 proposal also will provide supports designed to ensure that high-need students, including low income students, English-language learners, and students with disabilities are achieving at grade level and are being prepared for success in college or a career.*

KCPS 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, and 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, his/her 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 referral 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. LEAs/Districts that request SIG dollars must pledge to change personnel policies that lead to turnover among school leaders and staff. LEAs/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/Districts must ensure that SIG dollars supplement, not supplant, the existing state, local, and federal funding that schools receive.*

   Starting in 2011, KCPS began to allow the schools to select their staff and more easily remove ineffective teachers. Currently, principals may hire their assistant principal and instructional coaches. Additionally, a new board approved policy beginning for the 2013-14 school year, requires new teacher applicants to take the Haverman test. Results will be given to interview teams and principals will be able to select their teachers based on this test.

In the 2012 – 13 school year, schools provided after-school tutoring and tutoring during Spring Break. Principals were given the opportunity to decide the days and length of time of tutoring services that would work best for their school. Furthermore, the district

offers summer school in buildings that can accommodate students and have air conditioning.

The Federal Programs office will monitor all state, local, and federal funding to ensure the 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.*

   Due to the timing of this grant application, teachers had already completed the school year and unable to provide agreement of implementation of this plan. However, teachers at King Elementary were able to participate in some of the meetings held by *Pearson* during 2012-2013. In addition, once the new school year begins, efforts will be made to include teachers in all planning meetings and request their input.

NEW PAGE



**Run Date:** 08-30-2013

**Run Time:** 14:30:57

**Submitted Date:** Not Submitted

**MO DEPT ELEMENTARY AND SECONDARY EDUCATION**

**EPEGS**

**CSIP**

**SCHOOL YEAR:** 2012 - 2013

**DISTRICT:** 048-078 KANSAS CITY 33

**BUILDING:** 4750 M.L. KING ELEMENTARY

**Mission Statement:** The mission of the King Elementary Campus will utilize data driven instruction to develop a culture to educate PreK-6 grade students in a comprehensive approach. The students at King will grow academically, socially, and behaviorally and become proficient learners as they continue their education in high school.

**Local Needs:** There is a need to make the following improvements to impact student achievement:• Implement a Data Cycle System • Implement Tiered Interventions for Reading and Math in Pre-K through 6th grade as measured by the SAT-10 and Acuity Data.• Intense study in analyzing data to make instructional decisions• Provide professional development for teachers to become highly effective in the data cycle system and effective lesson delivery• Increasing the amount of time students spend on instruction during the school day by decreasing the number of out of school suspensions as measured by KCPS Discipline District Reports.• Increase collaboration with parents and community to support the staff in meeting students' social and academic needs.• Provide support for teachers and leadership teams in monitoring data to adjust instruction.

**Needs Assessment:** No comments made.

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

1. **Objective:** By June 2013, 59% of students will score at the Proficient/Advanced Achievement level on the SAT-10 Communication Arts assessment and 40% of the students will score at the Proficient/Advanced Achievement level on the SAT-10 Mathematics assessment at King Elementary.

**MSIP Standard:** 1.1,2.1,3.1,5.2,6.1,6.2,6.3,6.4,7.1,7.2,6.5,6.7

**SPP Indicators:**

**Progress Measure:**

**Comments:**

1. **Strategy:** Teachers will begin the year sharing resources such as the use of graphic organizers, working under time limits for tests, scoring rubrics, and answering

NEW PAGE

constructed response items in complete sentences for enhancing student test-taking skills and provide frequent opportunities for practice.

**MSIP Standard:** 1.1,5.2,6.1,6.2,6.3,6.4,7.1,7.2,6.5,6.7,6.8

**Persons Responsible:** Teachers, Instructional Coach

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/01/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Establish a room in the Weeks building to maintain resources such as books, DVDs, articles, and other information that will help enhance student test-taking skills and other teaching strategies. 2. Students will be given opportunity to practice mastery of standards and have evidence of practice with work similar to that of the SAT-10 exam.

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/30/2013

2. **Strategy:** The implementation of Success Maker will assist in providing remediation to students that are behind grade level.

**MSIP Standard:**

**Persons Responsible:** Principal

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/01/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** 1. Identify students campuses in need of intervention. 2. All Students will utilizing the program. 3. Teachers will review data weekly. 4. Students will complete 34 hours in Reading and Math on SuccessMaker

**Date To Implement Action Step:** 07/01/2012

**Date of Completion:** 06/30/2013

3. **Strategy:** Teachers will develop folders learning target evidence work, substitute folders and procedures in all classrooms.

**MSIP Standard:**

**Persons Responsible:** Teacher with support from IC and from Administration

**Funding Source Name:** Local Funds, Title I

**Date to Implement** 07/02/2012

**Strategy:**

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Teachers will meet to develop common skills building lessons for students. 2. Teachers will implement throughout the year and update quarterly

**Date To Implement Action Step:** 07/01/2012

**Date of Completion:** 06/30/2013

2. **Objective:** By April 2013, 40% of the students will score proficient/advanced on the Acuity C Communication Arts assessment and 33% of the students will score proficient/advanced on the Performance Series in Mathematics assessment at King Elementary.

**MSIP Standard:** 6.1,6.2,6.3,6.4,7.1,7.2,6.5,6.7

**SPP Indicators:**

**Progress Measure:**

**Comments:**

1. **Strategy:** The Success Maker program will be utilized to provide academic remediation to students that are behind grade level.

**MSIP Standard:** 6.1,6.2,6.3,6.4,7.1,7.2,6.5,7.5,9.1,8.8

**Persons Responsible:** All King Staff

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/01/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Identify students in need of this intervention. 2. Students will begin utilizing the program. 3. Teachers will review data weekly. 5. Students will complete 34 hours in Reading and Math on SuccessMaker

**Date To Implement Action Step:** 07/01/2012

**Date of Completion:** 06/30/2013

2. **Strategy:** The teachers will maintain data notebooks to drive instruction in the classroom and increase mastery of standards.

**MSIP Standard:** 6.1,6.2,6.3,6.4,7.1,7.2,6.5

**Persons Responsible:** Leadership Team, Teachers, Insructional Coach, Principal

**Funding Source Name:** Local Funds, Title I School Improvement (a), Title I

**Date to Implement Strategy:** 07/01/2012

**Date of** 06/20/2013

**Completion:**

**Comments:**

**1. Action Step:** Teachers will maintain data notebooks for their classes. 2. Administrators and Instructional Coach will work with teachers during grade level meetings to ensure progress is being made towards student performance targets.

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/30/2013

3. **Strategy:** Teachers will use common assessments such as Acuity, DRA2, Reading Street Comprehension Tests, for reaching consensus on priorities for instruction and assessment, for pacing curriculum implementation, and for demonstration of student mastery at King Elementary

**MSIP Standard:** 6.1,6.2,6.3,6.4,7.1,7.2,6.5

**Persons Responsible:** All King Staff

**Funding Source Name:** Local Funds, Title I School Improvement (a), Title I

**Date to Implement Strategy:** 07/01/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Differentiated Instruction and other research based instructional strategies will be an on-going component of PD and will be implemented in all classrooms. 2. Administration will verify utilization through frequent walkthroughs of classes. 3. Teachers will receive written feedback to adjust instruction. 4. Teachers and Administrators will meet weekly to discuss results of classroom observation walkthroughs. 5. Teachers will begin teaching procedures, routines, in preparation for a data-driven classroom environment during the first two weeks of school

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/30/2013

4. **Strategy:** Teachers will collaborate and use resources such as Buckle Down and Options Test Preparation materials to enhance student test-taking skills and provide opportunities for students at King Elementary to practice mastery of appropriate skills and strategies that align with instructional levels.

**MSIP Standard:** 6.3,6.4,6.5,6.7,6.8

**Persons Responsible:** Teachers, Instructional Coach

**Funding Source Name:** Local Funds, Title I School Improvement (a), Title I

**Date to Implement Strategy:** 07/01/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Establish a room in the King building to maintain resources such as books, DVDs, articles, and other information that will help enhance student test-taking skills and other teaching strategies.

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/30/2013

5. **Strategy:** Students will participate in Intervention programs to support academic growth.

**MSIP Standard:**

**Persons Responsible:** Teacher with support from IC and from Administration

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/02/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Students will be given opportunity to practice mastery of standards and have evidence of practice with work similar to that of the MAP/Acuity exams.

**Date To Implement Action Step:** 07/01/2012

**Date of Completion:** 06/30/2013

6. **Strategy:** Students will participate in MAP Blitz (after school tutoring)

**MSIP Standard:** 6.1,6.3,6.4,6.5,6.8

**Persons Responsible:** Teachers

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/01/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Academic Intervention Teacher 2. Hire Teachers for After School Program

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/30/2013

2. **Goal:** Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

1. **Objective:** 100% of the staff will implement data driven classroom instruction by September 2012 as identified/verified by administrative walkthroughs.

**MSIP Standard:** 6.1,6.3,6.4,6.5,6.6

**SPP Indicators:**

**Progress Measure:**

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**Comments:**

| | |
|---|---|
| 1. **Strategy:** | The instructional coach will facilitate and support teachers' professional development in the data driven Instructional model. |
| **MSIP Standard:** | 6.5,8.12,8.2 |
| **Persons Responsible:** | Administration and Instructional Coach |
| **Funding Source Name:** | Local Funds, Title I |
| **Date to Implement Strategy:** | 07/01/2012 |
| **Date of Completion:** | 06/30/2013 |
| **Comments:** | |

| | |
|---|---|
| **1. Action Step:** | Hire Instructional Coaches 2. Survey staff to determine the professional development needs of the school. 3. Provide on-going professional development based on survey results. 4. Hire additional Instructional Coach. |
| **Date To Implement Action Step:** | 07/01/2012 |
| **Date of Completion:** | 06/30/2013 |

| | |
|---|---|
| 2. **Strategy:** | Measure the impact of staff professional development on student learning as indicated by data notebooks to be used for collaboration on increasing student achievement, school improvement plan accountability, and increasing professional capacity in the buildings. |
| **MSIP Standard:** | 6.1,6.2,6.3,6.4,6.5,6.7 |
| **Persons Responsible:** | |
| **Funding Source Name:** | Local Funds, Title I |
| **Date to Implement Strategy:** | 07/02/2012 |
| **Date of Completion:** | 06/30/2013 |
| **Comments:** | Professional Development will be funded by Title One & Equity. All staff is expected to participate. |

| | |
|---|---|
| **1. Action Step:** | Review pre and post data 2. Review student assessment data and examine student data and assemble classroom needs 3. Reflect and collaborate with other teachers on professional capacity to meet the learning needs of students 4. Works with building leaders, instructional coaches, and intervention teachers to develop intervention plans for students and professional development plans for teachers. 5. Participate in weekly PD opportunities and track progress 6. Take action in classroom, share, and generate knowledge in a Professional Learning Community environment through analyzing results of periodic student assessment data and inform instructional practice. 7. Reflect in data notebook on process. |
| **Date To Implement Action Step:** | 07/02/2012 |
| **Date of Completion:** | 06/30/2013 |

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3. **Goal:** Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

1. **Objective:** By June 2013, 96% of the students will attend school daily as evidenced by district reports.

**MSIP Standard:** 6.5,9.5,9.6

**SPP Indicators:**

**Progress Measure:**

**Comments:**

1. **Strategy:** The instructional coach will provide instructional data analysis and strategies to enhance student achievement.

**MSIP Standard:** 6.1,6.2,6.3,6.4,7.1,7.2,6.5,6.7,8.1

**Persons Responsible:** Instructional Coach

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/02/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Examine student data and professional development needs of the staff 2. Perform classroom observations and utilize the datacycle to improve student learning. 3. Replenish data cycle materials at all levels. 4. Math manipulatives -all levels. 5. Smart boards /overheads in all classrooms and white boards.

**Date To Implement Action Step:** 07/01/2012

**Date of Completion:** 06/30/2013

2. **Strategy:** The school counselor will work with staff to create individualized student learning plans for students with specific academic and behavior al objectives.

**MSIP Standard:** 6.3,6.4,6.5,6.6,6.7,6.9

**Persons Responsible:** School Counselor

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/01/2012

**Date of Completion:** 06/20/2013

**Comments:**

**1. Action Step:** Examine student data 2. Collaborate with parents and teachers on plan development. 3. Assist in the monitoring of student growth as designated in the plan. 4. Outline buddy room system. 5. Ensure students have proper equipment-desks, dictionaries at grade level, writing paper, etc

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/30/2013

3. **Strategy:** CARE teacher will support disciplined environment to reduce out of school suspensions.

**MSIP Standard:** 6.5,6.6,8.5,9.6

**Persons Responsible:** CARE Teacher

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/01/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Hire CARE teacher

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/30/2013

4. **Goal:** Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

1. **Objective:** Parent and community involvement will increase by 50% by the end of 2nd semester.

**MSIP Standard:** 6.5,8.1,8.8,8.9

**SPP Indicators:**

**Progress Measure:**

**Comments:**

1. **Strategy:** The parent liaison will create and distribute a school newsletter.

**MSIP Standard:** 6.3,6.5,8.1,7.5

**Persons Responsible:** Parent School Liaison

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/02/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Gather newsworthy articles for each grade level. 2. Print and distribute to parents and community 3. Implement quarterly newsletters input by grade levels through email.

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/30/2013

2. **Strategy:** The parent liaison will facilitate positive relationships between the school, parents, and community.

**MSIP Standard:** 6.3,6.4,8.1,7.5

**Persons Responsible:** Parent Involvement Paraprofesional

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/02/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Collaborate with administration to submit newsworthy articles to KCMSD public information. 2. Work with staff and district parent resource center to plan parent involvement activities 3. Work with parent resource center to survey the needs of our parents to increase student achievement. 4. Keep a log of King community partners for opportunities to celebrate school successes. 5. Develop a Parent Involvement committee with staff and parent

leader from each level level. 6. Offer quarterly parenting classes/Professional development for parents (parent university) 7. Engage LINC/Caring Communities.

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/30/2013

3. **Strategy:** Teachers will maintain open lines of communication with parents (i.e. weekly reports, newsletters, phone calls, parent log notebook).

**MSIP Standard:** 6.2,6.3,6.4,6.5,8.1

**Persons Responsible:** Teachers

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/01/2012

**Date of Completion:** 06/30/2013

**Comments:** We will utilize the September parent contact logs from the teachers and participation in our SAC meeting as our baseline measure.

**1. Action Step:** Teachers will submit articles for the newsletter 2. Maintain parent contact logs 3. Submit log for monthly review to building leaders to increase action and accountability. 4. Submit an article monthly about successes at King/Weeks for district newsletters and website

**Date To Implement Action Step:** 07/01/2012

**Date of Completion:** 06/30/2013

4. **Strategy:** The staff will seek partnerships with the community.

**MSIP Standard:** 6.3,6.4,6.5,7.6

**Persons Responsible:** Administration and Staff

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/02/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Parent Involvement Committee will begin identifying and contacting neighborhood businesses and community partners. 2. Create opportunities for the community to be engaged in a positive school relationship with staff and school.

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/30/2013

5. **Goal:** Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

1. **Objective:** By June 2013, 100% of the teachers and the leadership team will monitor data and adjust instruction to promote high student achievement as evidenced by meeting logs and agendas.

**MSIP Standard:** 6.1,6.2,6.3,6.4,7.1,7.2,6.5,6.7

**SPP Indicators:**

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**Progress Measure:**

**Comments:**

1. **Strategy:** Quarterly Student Needs Assessment to be administered at the beginning of the year, followed by each quarter thereafter.

**MSIP Standard:** 6.1,6.2,6.3,6.4,7.1,7.2,6.5,8.1

**Persons Responsible:** All King Staff

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 08/01/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Administer a needs assessment to all students. DRA-2. 2. Meet with staff to discuss results

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/30/2013

2. **Strategy:** Monthly Parent Involvement Activities will support instruction.

**MSIP Standard:** 6.4,6.5,8.1,7.5,7.6

**Persons Responsible:** Administration

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/01/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Inform parents of activities 2. Survey the results 3. Collect evidence such as agendas, fliers, and sign-in sheets.

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/30/2013

3. **Strategy:** Professional Resource Library and resources for staff book study groups.

**MSIP Standard:** 6.1,6.4,7.2,6.5,6.7,6.8

**Persons Responsible:** Administration

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/01/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Review results of survey 2. Purchase books 3. Examine student data 4.

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Specify a time frame to make library available to staff 5. Survey staff of needed.

**Date To Implement Action Step:** 07/01/2012

**Date of Completion:** 06/30/2013

4. **Strategy:** Continuous support from the Central Office with resources and assessment data that is timely and accurate.

**MSIP Standard:** 4.2,5.1,6.1,6.2,6.3,6.4,7.1,7.2,7.3,7.4,6.5,6.7,6

**Persons Responsible:** Central Office

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/01/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Provide data upon request

**Date To Implement Action Step:** 07/02/2012

**Date of Completion:** 06/28/2013

5. **Strategy:** Administration, staff, students, and parents will collaborate through Leadership Team networks to improve student achievement in an enhanced governance structure.

**MSIP Standard:** 6.5,6.6,6.7

**Persons Responsible:** All King Staff

**Funding Source Name:** Local Funds, Title I

**Date to Implement Strategy:** 07/02/2012

**Date of Completion:** 06/30/2013

**Comments:**

**1. Action Step:** Leadership teams meet to review implementation of School Improvement Plan 2. Teachers will be responsible for discussing their professional development and accountability for the School Improvement Plan as a part of their data notebooks. 3. Schedule Instructional-Rounds Learning Walks. 4. Administration will provide feedback to teachers through the MSIP Walkthrough Observation form as a tool to improve teacher performance and student achievement. 5. Teachers will participate in "Instructional Rounds-Learning Walks" with building leaders as a tool for viewing and learning purposeful instruction around the improvement goals. 6. Weekly grade-level meetings will allow teachers and instructional coaches to dialogue about needs to improve professional performance and building governance. 7. Students will form a site council to provide feedback to building leaders on needs 8. Monthly School Advisory Committee meetings will allow staff to gather input and participation from parents to strengthen the governance structure of the school.

**Date To Implement Action Step:** 07/02/2012

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**Date of Completion:** 06/30/2013