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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
**FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA**
**Project Dates: July 1, 2014 to June 30, 2015**

## DIRECTIONS

Mail the completed form postmarked or delivered by Friday, June 13, 2014 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 | Craig Rector | 07-01-2014 | $470,316 |

## SECTION I. - LEA AND PROGRAM CONTACT INFORMATION

**APPLICATION FOR SCHOOLS SERVED WITH CADRE II YEAR THREE ☐ OR CADRE III YEAR TWO ■**
*(Separate application required for each cadre, check only one)*

| LEA 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 STREET, 10TH FL. | 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, ED.D. | 1211 MCGEE STREET, 7TH FL. | 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, PH.D. | 1211 MCGEE STREET | KANSAS CITY, MO 64106 | |
| E-MAIL ADDRESS | | TELEPHONE NUMBER | FAX NUMBER |
| ELIZABETH.SANDERS@KCPUBLICSCHOOLS.ORG | | 816-418-7880 | 816-418-7110 |

## SECTION II. - ASSURANCES

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

The LEA/District must assure that it will—

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

## SECTION III. - WAIVERS

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

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

- [x] Extending the period of availability of school improvement funds.

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

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

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

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

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

| SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE | DATE |
|---|---|
| SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative) | DATE 6/13/14 |

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

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## SECTION IV. - LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA

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

| GRANT YEAR 2014-15 SIG & WAIVER FUNDS | 6100 Certificated Salaries | 6150 Noncertificated Salaries | 6200 Employee Benefits | 6300 Purchased Services | 6400 Materials & Supplies | 6500 Capital Outlay | 6600 Other | TOTAL |
|---|---|---|---|---|---|---|---|---|
| **1100** Instruction 1003(g) SIG & Waiver | - | - | - | - | - | - | | - |
| **1200** Supplemental Instruction (Title I) *1003(g) SIG & Waiver* | 81,964 | 49,270 | 57,058 | 8,500 | 17,257 | - | | 214,049 |
| **2100** Non Instructional Support Services *1003(g) SIG & Waiver* | - | - | - | - | - | - | | - |
| **2200** Professional Development *1003(g) SIG & Waiver* | 58,118 | 1,260 | 15,177 | 126,000 | 5,000 | - | | 205,555 |
| **2600** Planning & Evaluation *1003(g) SIG & Waiver* | - | 5,600 | 748 | - | - | - | | 6,348 |
| **3000** Community Services *1003(g) SIG & Waiver* | - | 24,635 | 13,729 | 3,000 | 3,000 | - | | 44,364 |
| **Program Costs Subtotal** *1003(g) SIG & Waiver* | 140,082 | 80,765 | 86,712 | 137,500 | 25,257 | - | | 470,316 |
| **Indirect Costs** | | | | | | | | - |
| **Administrative Costs** *1003(g) SIG & Waiver* | - | - | - | - | - | - | | - |
| **ADMINISTRATIVE COSTS SUBTOTAL** *1003(g) SIG & Waiver* | - | - | - | - | - | - | | - |
| **GRAND TOTAL** *1003(g) SIG & Waiver* | 140,082 | 80,765 | 86,712 | 137,500 | 25,257 | - | | 470,316 |

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

| SUPPORTING DATA | FTEs | | | | | |
|---|---|---|---|---|---|---|
| | Teachers (60) | Paras (80) | Ancillary Personnel (90) | Guidance Personnel (50) | Other Pupil Services (70) | General Supervisor (30) |
| | | | | | | |
| Supplemental Instruction | 2 | 2 | | | | |
| Preschool | | | | | | |
| Class Size Reduction | | | | | | |
| Neglected/Delinquent Institution Supplemental Instruction | | | | | | |
| | | | | | | |
| Instructional Coach | 1 | | | | | |
| Reading Recovery Teacher Leader | | | | | | |
| School/Home Coordinator | | | 1 | | | |
| Language Translator | | | | | | |
| Guidance Counselor | | | | | | |
| Transition Case Manager | | | | | | |
| Turnaround Officer | | | | | | |
| TOTAL | 3 | 2 | 1 | 0 | 0 | 0 |

## SECTION V. - SCHOOLS TO BE SERVED

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

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

Notes:

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

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

List the strategies from the LEA implementation plan and school plans that support the selected interventions and improvement activities at the LEA level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA and each school the LEA has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

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

| Budget Codes | Related Strategies and Activities |
|---|---|
| **1100** Instruction | **1:1 digital curriculum resources will be implemented for grades 2-6. In addition, the curriculum will include Common Core/Missouri Learning Standards.** |
| **1100 Instruction 1003(g) SIG & Waiver** | |
| **1200** Supplemental Instruction (Title I) | **Successmaker, Imagine Learning, Grad Point, Alms Web RTI Progress Monitoring Tool; Extended learning opportunities available through after school tutoring.** |
| **1200 Supplemental Instruction 1003(g) SIG & Waiver** | **STAR and Read to Succeed programs; Field Experiences, Program Improvement Services for our CFES support program, student incentives (academic in nature), and literacy books for varying student instructional levels and are culturally relevant. Student materials, after school/Saturday School tutoring; bus transportation home after tutoring will be provided for students. Our supplemental teacher will specialize in response-to-intervention, or RTI, and will have the task of working within a classroom setting to help students who are lagging behind the rest of their class in their studies. The focus of this teacher will be math instruction, but some but will not be limited from offer intervention strategies to help students with other core subjects. Intervention teacher will have to create RTI plans and develop strategies to help their students become successful within the regular classroom.**For the 2014-15 school year, the district staffed teachers at the minimum state requirements. Because our school ranks in the lowest 10% of the state, purchasing a supplemental teacher in addition to the Academic Interventionist will assist the building in meeting the individual academic needs of every student. |
| **2100** Non-Instructional Support Services | |
| **2100 Non-Instructional Support Services 1003(g) SIG & Waiver** | |
| **2200** Professional Development | **Professional Learning Communities, Observation 360, SuccessMaker PD, My Learning Plan, Teacher Evaluation Training, Missouri Learning Standards PD, NWEA Training, Digital Curriculum Training, Formative Assessment Training.** |
| **2200 Professional Development 1003(g) SIG & Waiver** | **Job Embedded SIG Professional Development for certified and classified personnel on School Improvement Initiatives. 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. One Instructional Coach will visit classes and provide insight/advice to the teacher on their teaching. Teachers work with the coach to reflect on the results of the observation based on their development needs. PD Periodicals, supplies, curriculum materials, PD travel for key personnel to attend MOSIG meetings.** |
| **2600** Planning & Evaluation | **Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Response to Interventions, NWEA, DRA2, Smarter Balanced blueprint, Missouri Summative blueprint.** |
| **2600 Planning & Evaluation 1003(g) SIG & Waiver** | **Parent/Community Liaison for additional time in July and June for Data and Planning Support.** |
| **3000** Community Services | |
| **3000 Community Services 1003(g) SIG & Waiver** | **Parent meetings: Supplies (poster paper, pamplets, markers) and a consultant (Mr. Anthony Butler) to work with parents periodically throughout the year.** |
| **Administrative Costs** | |
| **Administrative Costs 1003(g) SIG & Waiver** | |

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

Use this template to enter required school and LEA budget totals to be submitted with the LEA SIG Application. Complete a budget for the LEA and each school for Cadre II year three and/or Cadre III year two.

| **LEA/BUILDING NAME** King | | | | | **COUNTY-DISTRICT - BUILDING CODE** 048-078-4750 | | | |
|---|---|---|---|---|---|---|---|---|
| **Grant Year** 2014-15 | **6100** Certificated Salaries | **6150** NonCertificated Salaries | **6200** Employee Benefits | **6300** Purchased Services | **6400** Materials & Supplies | **6500** Capital Outlay | **6600** Other | **TOTAL** |
| **1100** Instruction | | | | 62,648 | | | | 62,648 |
| **1100** Instruction *1003(g) SIG/Waiver* | | | | | | | | - |
| **1200** Supplemental Instruction (Title I) | 14,000 | | 1,869 | 16,719 | | | | 32,588 |
| **1200** Supplemental Instruction (Title I) *1003(g) SIG/Waiver* | 81,964 | 49,270 | 57,058 | 8,500 | 17,257 | | | 214,049 |
| **2100** Non-Instructional Support Services | | | | | | | | - |
| **2100** Non-Instructional Support Services *1003(g) SIG/Waiver* | | | | | | | | - |
| **2200** Professional Development | 5,000 | | 668 | 13,000 | | | | 18,668 |
| **2200** Professional Development *1003(g) SIG/Waiver* | 58,118 | 1,260 | 15,177 | 126,000 | 5,000 | | | 205,555 |
| **2600** Planning & Evaluation | | | | 17,185 | | | | 17,185 |
| **2600** Planning & Evaluation *1003(g) SIG/Waiver* | | 5,600 | 748 | | | | | 6,348 |
| **3000** Community Services | | | | | | | | - |
| **3000** Community Services *1003(g) SIG/Waiver* | | 24,635 | 13,729 | 3,000 | 3,000 | | | 44,364 |
| **Administrative Costs** | | | | | | | | - |
| **Administrative Costs** *1003(g) SIG/Waiver* | | | | | | | | - |
| **Program Costs Subtotal** (Not including *1003(g) SIG/Waiver*) | 19,000 | - | 2,537 | 109,552 | - | - | | 131,089 |
| ***1003(g) SIG/Waiver* Subtotal** | 140,082* | 80,765* | 86,712* | 137,500* | 25,257* | - | | 470,316 |
| **GRAND TOTAL** | 159,082 | 80,765 | 89,249 | 247,052 | 25,257 | - | | 601,405 |

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| SECTION VI.C. - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION *1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)* | | |
|---|---|---|
| **LEA/BUILDING NAME**<br>KING | **COUNTY-DISTRICT - BUILDING CODE**<br>048-078- 4750 | |
| BUDGET ITEMIZATION | | GRANT FUNDS REQUESTED |
| **6100:** Certificated Salaries | | |
| Instructional Coach: 1 FTE | | 35,618 |
| Supplemental Teacher: 1 FTE | | 26,182 |
| Academic Interventionist: 1 FTE | | 26,182 |
| Reading Intervention (1 part time teacher @ 16 hours per week for 38 weeks @ $25/hr) | | 15,200 |
| Tutoring Stipends (3 teachers @ 6 hrs per week for 32 weeks @ $25/hr) | | 14,400 |
| PD Stipends (25 teachers @ 1 hrs per week for 36 weeks @ $25/hr) | | 22,500 |
| **6100 Subtotal** | **$** | **140,082** |
| **6150:** Non-Certificated Salaries | | |
| Instructional Paraprofessionals: 2 FTE | | 49,270 |
| Parent/Community Liaison: 1 FTE | | 24,635 |
| Planning/Eval/PD (up to 3 paras for 8 weeks: Summer 2014 & Summer 2015) | | 6,860 |
| **6150 Subtotal** | **$** | **80,765** |
| **6200:** Employee Benefits | | |
| Instructional Coach | | 12,005 |
| Supplemental Teacher | | 15,725 |
| Academic Interventionist | | 9,923 |
| Instructional Paraprofessionals | | 27,459 |
| Parent/Community Liaison | | 13,729 |
| Reading Interventionist (13.35%) | | 2,029 |
| Tutoring Stipend Fringes (13.35%) | | 1,922 |
| PD Stipend Fringes (13.35%) | | 3,004 |
| Planning/Eval/PD Fringes (3 paras) | | 916 |
| **6200 Subtotal** | **$** | **86,712** |
| **6300:** Purchased Services | | |
| Tutoring transportation | | 3,500 |
| CFES support program | | 5,000 |
| Employee Travel & Training (MOSIG meetings; International Reading Association- St. Louis 2015, PBIS Summer Institute 2015, Powerful Learning Conference 2015, Leadership and Learning PD Conferences) | | 15,000 |
| Printing/Duplication (PD related) | | 3,000 |
| Anthony Butler Parent workshops | | 2,000 |
| Postage (Parent Mailers) | | 1,000 |
| Pearson Consultants for Reading Street and Envision | | 108,000 |
| **6300 Subtotal** | **$** | **137,500** |
| **6400:** Materials/Supplies | | |
| Literacy Books/Programs & Educational Incentives | | 10,000 |
| Materials for Staff Book Study | | 2,000 |
| Refreshments (Parent Involvement objectives) | | 2,000 |
| Consumable supplies (Student supplements, PD Objectives, & Parent focused workshops) | | 11,257 |
| **6400 Subtotal** | **$** | **25,257** |
| **6100-6400 Subtotal** | **$** | **470,316** |
| **6500:** Capital Outlay | | |
| **TOTAL** | **$** | **470,316** |

## SECTION VII.A. – DISCUSSION OF THE PRIOR GRANT YEAR: KING ELEMENTARY

*Describe progress made toward each objective approved in the 2013-2014 application.*

1. ***Provide a summary of MAP and other relevant data to document progress toward meeting objectives.***

**MAP**

| | %Below Basic/Basic in Communication Arts MAP 2013 | %Below Basic/Basic in Communication Arts Acuity C 2014 | %Below Basic/Basic in Mathematics MAP 2013 | %Below Basic/Basic in Mathematics Acuity C 2014 |
|---|---|---|---|---|
| 3rd Grade | 93% | 83% | 82% | 84% |
| 4th Grade | 93% | 73% | 92% | 79% |
| 5th Grade | 83% | 67% | 82% | 66% |
| 6th Grade | 94% | 78% | 92% | 73% |

**Attendance**

| | 2012-2013 | 2013-2014 |
|---|---|---|
| ADA | 91.8 | 91.9 |
| 90/90 Average | 68.8 | 73.2 |

**Behavior**

| | 2012-2013 | 2013-2014 |
|---|---|---|
| Discipline Referrals | 420 | 317 |

When comparing the 2013 MAP assessments against our 2014 Acuity C results there was an average decrease of 15.5% in students in the Below Basic and Basic categories in the Communication Arts assessment. There was an average decrease of 11.5% in students within the same categories for the mathematics assessments. In the area of Attendance, we need to be more aggressive in our attendance measures to ensure early wins for 2014-2015. In the area of

Behavior, we decreased the number of referrals, however we need to aim for lesser days for out-of-school suspension and utilize alternative methods.

2. ***Provide a summary of measurable data explaining progress toward meeting professional development objectives.***

Professional Development Objectives for the building were obtained; however, there is a need for more teachers to be engaged in professional development being offered by external agencies and KCPS district office.

3. ***Describe the challenges and accomplishments in meeting your objectives in 2013-2014.***

An identified challenge for King Elementary is the need for teachers to immerse themselves in professional development opportunities within and outside of the school; a second challenge is the need to build capacity within the content areas particularly reading and mathematics to help students to increase instructional scores; identifying teachers with high levels of commitment and the will to be successful espoused from the use of the Will and Skill map with MOSIG during the first year. Unplanned interruptions into the instructional schedule of administrators and coaches have been an identified area for improvement during the 2014-15 school year.

An accomplishment attained during the school year for our school was being the recipient of the Bronze award for PBIS. The school will be recognized at the state training this summer. This accomplishment was a huge milestone due to the history of the school and student behaviors. Another accomplishment for the school year, was our focus for Small Group Instruction, teachers became very thorough with the mechanics of the program. We also saw decreases in our students that were Basic and Below Basic when we compared MAP 2013 and our Acuity C for 2014 results.

An additional accomplishment was an increase in our Parent Involvement Activities held over the 2013-2014 school year that had an academic focus. We decreased the number of "meetings" held and attempted to orient everything around academic achievement.

**SECTION VII.B. – 2014-2015 GRANT YEAR TIMELINE**

*Describe the 2014-2015 grant year timeline for implementing the planned activities for the selected interventions in each Priority school the LEA commits to serve. All planned activities were included in the original plan submitted with your first application.*

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

| Timeline | Objective | Person Responsible |
|---|---|---|
| **July 2014** | • PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics<br>• Re-Visioning for King Elementary<br>• Utilizing Data to Drive Instruction<br>• Practices of High Performing Schools | **Principal**<br>**Instructional Coach**<br>**Leadership Team**<br>**Pearson Consultants**<br>**Teachers** |

| | | |
|---|---|---|
| | • Literacy Focus for SY 14-15 "Writing, Vocabulary, and Comprehension"<br>• Math Practices to Support Learning Goals<br>• Formative Assessments for Success<br>• Positive Behavior Interventions and Support<br>• Technology 1:1 and Digital Resources<br>• Instructional Focus: Foundations and Management of Small Group Instructional Framework<br>• Instructional Focus: Academic Intervention Time | |
| **August 2014** | • PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics<br>• Re-Visioning for King Elementary<br>• Utilizing Data to Drive Instruction<br>• Practices of High Performing Schools | **Principal**<br>**Instructional Coach**<br>**Leadership Team**<br>**Pearson Consultants**<br>**Teachers** |

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| | | |
|---|---|---|
| | • Literacy Focus for SY 14-15 "Writing, Vocabulary, and Comprehension"<br>• Math Practices to Support Learning Goals<br>• Formative Assessments for Success<br>• Positive Behavior Interventions and Support<br>• Technology 1:1 and Digital Resources<br>• Instructional Focus: Foundations and Management of Small Group Instructional Framework<br>• Instructional Focus: Academic Intervention Time | |
| **September 2014** | PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics<br><br>**<u>Academics Focus</u>**<br>• Small Group Instruction<br>• Data-Driven Instruction<br>• Literacy Plan PD 1<br>• Socratic Seminar for Inquiry<br>**<u>Behavior Focus</u>** | **Principal**<br>**Instructional Coach**<br>**Leadership Team**<br>**Pearson Consultants**<br>**Teachers** |

| | | |
|---|---|---|
| | • PBIS Data Points<br>• Restorative Justice<br>• Character Counts | |
| **October 2014** | PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics<br><br>Literacy Focus: Vocabulary Acquisition<br><br>Data Driven Instruction<br><br>PBIS Data Point | **Principal**<br>**Instructional Coach**<br>**Leadership Team**<br>**Pearson Consultants**<br>**Teachers** |
| **November 2014** | PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics<br><br>Literacy Focus: Writing Across the Curriculum<br><br>Data Driven Instruction<br><br>PBIS Data Point | **Principal**<br>**Instructional Coach**<br>**Leadership Team**<br>**Pearson Consultants**<br>**Teachers** |
| **December 2014** | PD on the Implementation of the Missouri Learning Standards, including the Common Core State | **Principal**<br>**Instructional Coach**<br>**Leadership Team**<br>**Pearson Consultants** |

| | | |
|---|---|---|
| | Standards in English language arts (ELA) and mathematics<br><br>Literacy Focus: Writing Across the Curriculum (continued)<br><br>Data Driven Instruction<br><br>PBIS Data Point | **Teachers** |
| **January 2015** | PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics<br><br>Literacy Focus: Comprehension<br><br>Data Driven Instruction<br><br>PBIS Data Point | **Principal**<br>**Instructional Coach**<br>**Leadership Team**<br>**Pearson Consultants**<br>**Teachers** |
| **February 2015** | PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics<br><br>Literacy Focus: Learning Logs<br><br>Data Driven Instruction<br><br>PBIS Data Point | **Principal**<br>**Instructional Coach**<br>**Leadership Team**<br>**Pearson Consultants**<br>**Teachers** |

| | | |
|---|---|---|
| **March 2015** | PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics<br><br>Literacy Focus: Writing<br><br>Data Driven Instruction<br><br>PBIS Data Point | **Principal**<br>**Instructional Coach**<br>**Leadership Team**<br>**Pearson Consultants**<br>**Teachers** |
| **April 2015** | PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics<br><br>Literacy Focus: Comprehension<br><br>Data Driven Instruction<br><br>PBIS Data Point | **Principal**<br>**Instructional Coach**<br>**Leadership Team**<br>**Pearson Consultants**<br>**Teachers** |
| **May 2015** | PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics<br><br>Literacy Focus: Rigor and Relevance | **Principal**<br>**Instructional Coach**<br>**Leadership Team**<br>**Pearson Consultants**<br>**Teachers** |

| | | |
|---|---|---|
| | Data Driven Instruction<br><br>PBIS Data Point | |
| **June 2015** | PD on the Implementation of the Missouri Learning Standards, including the Common Core State Standards in English language arts (ELA) and mathematics | **Principal**<br>**Instructional Coach**<br>**Leadership Team**<br>**Pearson Consultants**<br>**Teachers** |

**SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2014-2015**

*Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2014-2015 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.*

**Academics**

- *CCSS Curriculum Implementation and Professional Development*
    - As we begin to transition our students into high levels of student performance in reading, writing, and speaking as required by the Common Core State Standards (CCSS) we recognize that there is still a need for a strong focus on the development of oral language in the primary years as the fundamental building block for literacy. Additionally, comprehension is a deficit for our students at the upper elementary levels. Math strategies and process thinking are the deficits discovered with student math ability at King Elementary School. The building will utilize the support of Pearson and district professional development structures to help our teachers and students to be successful. We will implement the

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following instructional changes to assist with the transition: ***(1) 120 minute daily block devoted to Literacy Instruction using the Balanced Literacy components of Guided Reading, Shared Reading, Readers and Writers Workshop, and Focused Skill Development; (2) DRA-2 Assessment and Progress Monitoring to ensure that students are making appropriate progress and the timely use of interventions as needed by individual students; (3) 60 minute daily block devoted to Mathematics Instruction in the classroom with a focus on Math Benchmarking for the CCSS; (4) Resources and Training on the CCSS for all teachers K-6.; (5) Focus on the Small Group Instruction Element with the Workshop Method for Students specifically at Tier 2 and 3 in ELA and Mathematics; (6) Resources to support students in 2 multiage Classrooms in ELA and Mathematics; (7) SAMs system to support Instructional Observations and Feedback for Principal***

- *Literacy Plan Support*
  - In order to support our transition into the Missouri Learning Standards for ELA and our Building Literacy Plan we will put funds into building literacy libraries in the classrooms at King Elementary School.
- *Assessment*
  - Assessment plays a major role in how students learn, their motivation to learn, and how teachers teach. We recognize at King Elementary that we need to improve on Assessment for learning: where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students. We also need to improve on Assessment as

learning: where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning. We did utilize our assessments as a component of learning: where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

As we move toward the Common Core State Standards, our assessment system must be tightly interconnected with curriculum and instruction. As teachers and students work towards the achievement of curriculum outcomes, assessment plays a constant role in informing instruction, guiding the student's next steps, and checking progress and achievement. Teachers use many different processes and strategies for classroom assessment, and adapt them to suit the assessment purpose and needs of individual students. We will implement the following assessment changes for the upcoming school year: ***(1) utilize the KCPS predictive assessment system for SY 2014-2015; (2) purchase a CCSS formative assessment system that can be utilized for the various discussed purposes above; (3) provide teachers with additional professional development on progress-monitoring for the DRA-2; and (4) continue providing access to professional development for the PLCs and Data Cycle processes at King Elementary.***

- *Technology*
  - Technology is one of the changing aspects of the educational landscape. This year, we will utilize some of our SIG funds to further support the KCPS 1:1

laptop initiative in our school as well as looking for adaptive technology to advance students at the Kindergarten level forward.

**Behavior**

- *Positive Behavior Intervention and Support Program*
  - Research has shown that the PBIS systems change effort takes 3-5 years for full implementation. Implementation with fidelity means that schools are implementing all features required at each level with a level of precision. During the 2013-14 school year, King was awarded the Bronze level of recognition. As we continue into the 2014-15 year, we will continue to implement Positive Behavior Intervention and Support as an effective and proactive process for improving social competence and academic achievement for all students. In an effort to support this, we will use SIG funding to ***(1) support leadership and professional development, (2) purchase resources and on-going support in order for King Elementary to successfully implement Positive Behavior Intervention and Support, (3) support incentives for students that are decreasing their negative behaviors and following PBIS guidelines.***

**Attendance**

- *Incentives and Support*
  - Improving attendance and reducing chronic absences was a challenge for King Elementary, however we discovered that it can be accomplished with commitment, collaboration, and tailored approaches to the particular challenges and strengths of our school community. During the 2014-2015 school year, we would like to utilize SIG funds to ***(1) incentivize students who have increased***

***their attendance rate as well as those who have attained at least 90% attendance for 90% of the time, and (2) we can also use funds to help reward teachers who have increased and/or sustained 90% attendance throughout the school year.***

**SECTION VII.D. – STAFFING CHANGES**

*Describe any changes made in the teaching staff and/or instructional leaders at the building and/or LEA levels in SIG served buildings for Cadre II year three or Cadre III year two.*

Having attended some of the conferences this summer, examining research on turnaround, and considering our focus on the interventions and "what works"...King will hire an Academic Interventionist teacher for the 2014-15 school year. The Academic Interventionist for King Elementary School would:

- Provide intensive intervention learning experiences and teaches Communication Arts and mathematics.
- Collaborate with building administration, coaches, and teachers to analyze student assessment results and other collected data related to teaching and learning to identify and modify instructional practices to enhance student achievement.
- Assess and intensely monitors student Communication Arts and math progress with specific interventions.
- Assist classroom teachers and learning centers with identifying the appropriate interventions for students.
- Work with grade level teachers in collaborative sessions to create solution based classroom improvement plans whose goals are to match student needs with the appropriate curriculum intervention.

- Utilize data to assist in planning for effective instruction.
- Gather resources to help students' master academic level standards.
- Maintains records and portfolios to support the academic achievement growth of students in classrooms as well as in Extended Learning Time.

After the grant period, for those schools that are unaccredited, the district will provide sustainability for this position by including it in its budget. Also in the 2014-2015 school year, we will bring on at least four new classroom teachers to the building. It is our hope that through the SIG program, we will be able to fund two (2) ELA Instructional Technology Coaches, four (4) Paraprofessionals, two (2) Multi-age Classroom Teachers, and one (1) Reading Interventionist. Additionally for the 2014-15 school year, the district staffed teachers at the minimum state requirements. Because our school ranks in the lowest 10% of the state, purchasing a supplemental teacher will assist the building in meeting the individual academic needs of every student.

**SECTION VII.E. – SYSTEM OF STAFF RECOGNITION**

*Describe how the LEA and building is implementing a system of reward for staff that are raising student achievement and remediation and consequences for staff that are not raising student achievement during the 2014-2015 school year.*

Staff Members who are raising student achievement during the 2014-2015 school year, will be rewarded through the use of personal substitute days. These days the teacher is responsible for being in the building, however they have additional release time in the building to handle professional learning needs, preparation, or collaboration time.

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

Staff Members who need remediation in any area of evaluation will first be coached to improve by school leadership and the instructional coaching team. Failure to improve in an area will result in the development of a Performance Improvement Plan and possible non-renewal of their teaching contract.

**SECTION VII.F. – INCREASE LEARNING TIME**

*Describe how the LEA and building is increasing learning time in your SIG schools? Specifically address how learning time will be increased from the 2013-2014 school year.*

King Elementary will utilize "increased learning time" by extending learning activities beyond the normal school day (before and after), intersession schooling, as well as Saturday opportunities for students. During the extended learning time, additional instruction will be provided in English Language Arts and Mathematics. Additionally, instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations will be offered to students.

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

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## SECTION VII.G. – TEACHER/PRINCIPAL EVALUATION SYSTEM

*Describe the process that the LEA is using to implement a new teacher/principal evaluation system that incorporates student achievement as a major component.*

King Elementary was one of the pilot schools this year in the Kansas City Public Schools evaluation system during the 2013-2014 school year. This upcoming school year, we will continue to use the DESE Evaluation System for teachers and principals which will incorporate student achievement as one of the major components.

## SECTION VII.H. – FAMILY AND COMMUNITY ENGAGEMENT

*Describe the process that the LEA is using to engage families and the community.*

As we continue to engage in School Turnaround work we want to consider some additional findings from research and from work that Epstein and her colleagues have documented in School, Family, and Community Partnerships: Your Handbook for Action (1997):

- Schools with more affluent populations, on average, experience more family involvement.
- Schools with higher percentages of students on free and reduced-price lunches face more challenges to building positive partnerships.
- If the school does not actively seek the attendance of single parents, fathers, working couples, and families whose first language isn't English, they're unlikely to participate in events and volunteer activities.
- Contacts with families tend to be about problems students are having in schools.
- Parents and families care about their children. They just vary in their current capacity to be strong partners with schools.

We will develop a Parent/Community Involvement Plan that will be based on the Six Types of Partnerships Framework, developed by Joyce Epstein (1995). Her framework describes the general categories of partnerships that exist between schools, families, and communities. They are:

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

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