



FEDERAL GRANTS AND RESOURCES
 MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 PO BOX 480, JEFFERSON CITY, MO 65102-0480
 FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003 (G) OF ESEA
 Project Dates: July 1, 2011 to June 30, 2012

DIRECTIONS

Mail the completed form postmarked or delivered by Monday, June 13, 2011 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: webrepliesq2010@dese.mo.gov; Visit The Department's website at: dese.mo.gov

THE DEPARTMENT'S APPROVAL - FOR DESE USE ONLY

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
CRAIG RECTOR	<i>Craig Rector</i>	7-1-11	\$2,542,545

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME Kansas City, Missouri School District		COUNTY-DISTRICT CODE 048-078	
NAME OF BOARD-AUTHORIZED REPRESENTATIVE J. Wm Covington, Ed.D	ADDRESS 1211 McGee	CITY, STATE, ZIP Kansas City, Missouri 64106	
E-MAIL ADDRESS jwmcovington@kcmsd.net	TELEPHONE NUMBER 816-418-7616	FAX NUMBER 816-418-7766	
NAME OF GRANT CONTACT Dr. MiUndrae Prince	ADDRESS 1211 McGee	CITY, STATE, ZIP Kansas City, Missouri 64106	
E-MAIL ADDRESS mprince@kcmsd.net	TELEPHONE NUMBER 816-418-7654	FAX NUMBER 816-418-7110	
NAME OF LEA TURNAROUND OFFICER (if known) Dr. Regina Thompson	ADDRESS 1211 McGee	CITY, STATE, ZIP Kansas City, Missouri 64106	
E-MAIL ADDRESS rdthompson@kcmsd.net	TELEPHONE NUMBER 816-418-7880	FAX NUMBER 816-418-7110	

SECTION II. - ASSURANCES

The 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—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II 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 reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- If it implements a restart model in a Tier I or Tier II 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; and
- Report to the SEA the school-level data required under section III of the final requirements.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age 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, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 7th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

SECTION III. - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's/district's School Improvement Grant, an LEA/district must indicate which of those waivers it intends to implement.

The LEA/district must check each 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.

- 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/districts in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II 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

June 13, 2011

SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)

DATE

J. C. [Signature] for J. Wm. Constan

6/10/11

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

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

YEAR TWO SIG 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	531,784	-	170,450	1,084,320	39,331	-	-	1,825,885
1200 Supplemental Instruction (Title I) 1003 (g) SIG	13,000	-	1,295	-	210,000	-	-	224,295
2100 Non Instructional Support Services 1003 (g) SIG	-	10,500	1,047	-	-	-	-	11,547
2200 Professional Development 1003 (g) SIG	117,150	-	11,668	-	32,000	-	-	160,818
2600 Planning & Evaluation 1003 (g) SIG	-	-	-	225,000	95,000	-	-	320,000
3000 Community Services 1003 (g) SIG	-	-	-	-	-	-	-	-
Program Costs Subtotal 1003 (g) SIG	661,934	10,500	184,460	1,309,320	376,331	-	-	2,542,545
Indirect Costs								
Administrative Costs 1003 (g) SIG								-
ADMINISTRATIVE COSTS SUBTOTAL 1003 (g) SIG	-	-	-	-	-	-	-	-
GRAND TOTAL 1003 (g) SIG	661,934	10,500	184,460	1,309,320	376,331	-	-	2,542,545

SECTION IV. - LEA/DISTRICT YEAR TWO 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	3					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	6					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	9	0	0	0	0	0

SECTION V. - SCHOOLS TO BE SERVED

The LEA/district must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA/district must identify each Tier I, Tier II, and Tier III school the LEA/district commits to serve and identify the model that the LEA/district will use in each Tier I and Tier II school.

SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					TU	RE	CL	TR
Central High School			X					X
East High School			X					X
Northeast High School			X					X

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA/district 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/district with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/district 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/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 Kansas City, Missouri School District		COUNTY-DISTRICT - BUILDING CODE 048-078
Budget Codes	Related Strategies and Activities	
1100 Instruction	CMP 2, Common Core, Project Based Learning	
1100 Instruction 1003 (g) SIG	Workshop model, Tiered Academic supports, Instructional Coaching, PLCs, and Math Benchmarking	
1200 Supplemental Instruction(Title I)	Plato, PD360, BrainHoney, PLC's and PBIS, Daily release time for teachers to collaborate by content and data teams and tutoring	
1200 Supplemental Instruction(Title I) 1003 (g) SIG	Ramp-Up Literacy, Math Navigator, 25 Book Campaign, Increase instructional minutes for students below grade level.	
2100 Non Instructional Support Services	IT materials and supplies	
2100 Non Instructional Support Services 1003 (g) SIG	Hire 3 literacy and 3 math instructional coaches; pay stipends	
2200 Professional Development	Instructional PD quarterly and individually per needs assessed	
2200 Professional Development 1003 (g) SIG	Additional 5 days of PD, monthly PD with each individual SIG schools	
2600 Planning and Evaluation	Monthly SIG round tables, Site visits, District Surveys, Focus Walk	
2600 Planning and Evaluation 1003 (g) SIG	Leadership Academy, 30 day action plans, quality reviews	
3000 Community Services	Mentors, Student Advocates and Parent Literacy Nights	
3000 Community Services 1003 (g) SIG		
Administrative Costs		
Administrative Costs 1003 (g) SIG		

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 Central High School	COUNTY-DISTRICT - BUILDING CODE 048-078
Budget Codes	Related Strategies and Activities
1100 Instruction	CMP 2, Common Core, Project Based Learning
1100 Instruction 1003 (g) SIG	Workshop model, Tiered Academic supports, Instructional Coaching, PLCs, and Math Benchmarking
1200 Supplemental Instruction(Title I)	Plato, PD360, BrainHoney, PLC's and PBIS, Daily release time for teachers to collaborate by content and data teams and tutoring
1200 Supplemental Instruction(Title I) 1003 (g) SIG	Ramp-Up Literacy, Math Navigator, 25 Book Campaign, increase instructional minutes for students below grade level.
2100 Non Instructional Support Services	IT materials and supplies
2100 Non Instructional Support Services 1003 (g) SIG	Hire 1 literacy and 1 math instructional coaches; pay stipends
2200 Professional Development	Instructional PD quarterly and individually per needs assessed
2200 Professional Development 1003 (g) SIG	Additional 5 days of PD, monthly PD with each individual SIG schools
2600 Planning and Evaluation	Monthly SIG round tables, Site visits, District Surveys, Focus Walk
2600 Planning and Evaluation 1003 (g) SIG	Leadership Academy, 30 day action plans, quality reviews
3000 Community Services	Mentors, Student Advocates and Parent Literacy Nights
3000 Community Services 1003 (g) SIG	
Administrative Costs	
Administrative Costs 1003 (g) SIG	

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 East High School		COUNTY-DISTRICT - BUILDING CODE 048-078
Budget Codes	Related Strategies and Activities	
1100 Instruction	CMP 2, Common Core, Project Based Learning	
1100 Instruction 1003 (g) SIG	Workshop model, Tiered Academic supports, Instructional Coaching, PLCs, and Math Benchmarking	
1200 Supplemental Instruction(Title I)	Plato, PD360, BrainHoney, PLC's and PBIS, Daily release time for teachers to collaborate by content and data teams and tutoring	
1200 Supplemental Instruction(Title I) 1003 (g) SIG	Ramp-Up Literacy, Math Navigator, 25 Book Campaign, Increase instructional minutes for students below grade level.	
2100 Non Instructional Support Services	IT materials and supplies	
2100 Non Instructional Support Services 1003 (g) SIG	Hire 1 literacy and 1 math instructional coaches; pay stipends	
2200 Professional Development	Instructional PD quarterly and Individually per needs assessed	
2200 Professional Development 1003 (g) SIG	Additional 5 days of PD, monthly PD with each individual SIG schools	
2600 Planning and Evaluation	Monthly SIG round tables, Site visits, District Surveys, Focus Walk	
2600 Planning and Evaluation 1003 (g) SIG	Leadership Academy, 30 day action plans, quality reviews	
3000 Community Services	Mentors, Student Advocates and Parent Literacy Nights	
3000 Community Services 1003 (g) SIG		
Administrative Costs		
Administrative Costs 1003 (g) SIG		

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 Northeast High School		COUNTY-DISTRICT - BUILDING CODE 048-078
Budget Codes	Related Strategies and Activities	
1100 Instruction	CMP 2, Common Core, Project Based Learning	
1100 Instruction 1003 (g) SIG	Workshop model, Tiered Academic supports, Instructional Coaching, PLCs, and Math Benchmarking	
1200 Supplemental Instruction(Title I)	Plato, PD360, BrainHoney, PLC's and PBIS, Daily release time for teachers to collaborate by content and data teams and tutoring	
1200 Supplemental Instruction(Title I) 1003 (g) SIG	Ramp-Up Literacy, Math Navigator, 25 Book Campaign, Increase Instructional minutes for students below grade level.	
2100 Non Instructional Support Services	IT materials and supplies	
2100 Non Instructional Support Services 1003 (g) SIG	Hire 1 literacy and 1 math instructional coaches; pay stipends	
2200 Professional Development	Instructional PD quarterly and Individually per needs assessed	
2200 Professional Development 1003 (g) SIG	Additional 5 days of PD, monthly PD with each individual SIG schools	
2600 Planning and Evaluation	Monthly SIG round tables, Site visits, District Surveys, Focus Walk	
2600 Planning and Evaluation 1003 (g) SIG	Leadership Academy, 30 day action plans, quality reviews	
3000 Community Services	Mentors, Student Advocates and Parent Literacy Nights	
3000 Community Services 1003 (g) SIG		
Administrative Costs		
Administrative Costs 1003 (g) SIG		

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

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

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT - BUILDING CODE			
CMSD/Central High School					048-078 - 1100			
Year Two 2001-12	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction				10,000				
1100 Instruction 1003 (g) SIG	192,578		60,239	361,440	9,624			623,981
1200 Supplemental Instruction (Title I)				53,924				53,924
1200 Supplemental Instruction (Title I) 1003 (g) SIG	13,000		1,295		60,000			74,295
2100 Non Instructional Support Services				30,000				30,000
2100 Non Instructional Support Services 1003 (g) SIG		3,500	349					3,849
2200 Professional Development				15,000				15,000
2200 Professional Development 1003 (g) SIG	38,550		3,840		8,000			50,390
2600 Planning & Evaluation					10,000			10,000
2600 Planning & Evaluation 1003 (g) SIG				75,000	20,000			95,000
3000 Community Services					3,000			3,000
3000 Community Services 1003 (g) SIG								-
Administrative Costs								-
Administrative Costs 1003 (g) SIG								-
Program Costs Subtotal (not including 1003 (g) SIG)				108,924	13,000			111,924
1003 (g) SIG Subtotal	244,228	3,500	65,723	436,440	97,624			847,515
GRAND TOTAL	244,228	3,500	65,723	545,364	110,624			959,439

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

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

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT - BUILDING CODE			
CMSD/East High School					048-078 - 1580			
Year Two 2001-12	6100 Certificated Salaries	8150 NonCertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction				10,000				
1100 Instruction 1003 (g) SIG	158,043		52,624	361,440	16,871			588,978
1200 Supplemental Instruction (Title I)				53,924				53,924
1200 Supplemental Instruction (Title I) 1003 (g) SIG					80,000			80,000
2100 Non Instructional Support Services				30,000				30,000
2100 Non Instructional Support Services 1003 (g) SIG		3,500	349					3,849
2200 Professional Development				15,000				15,000
2200 Professional Development 1003 (g) SIG	41,550		4,138		14,000			59,688
2600 Planning & Evaluation					10,000			10,000
2600 Planning & Evaluation 1003 (g) SIG				75,000	40,000			115,000
3000 Community Services					3,000			3,000
3000 Community Services 1003 (g) SIG								
Administrative Costs								
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (not including 1003 (g) SIG)								
1003 (g) SIG Subtotal	199,593	3,500	57,111	436,440	150,871			847,515
GRAND TOTAL	199,593	3,500	57,111	545,364	163,871			959,439

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

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

EA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT - BUILDING CODE			
CMSD/Northeast High School					048-078 - 1340			
Year Two 2001-12	6100 Certificated Salaries	6150 NonCertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction				10,000				
1100 Instruction 1003 (g) SIG	181,063		57,587	361,440	12,836			612,926
1200 Supplemental Instruction (Title I)				53,924				53,924
1200 Supplemental Instruction (Title I) 1003 (g) SIG					70,000			70,000
2100 Non Instructional Support Services				30,000				30,000
2100 Non Instructional Support Services 1003 (g) SIG		3,500	349					3,849
2200 Professional Development				15,000				15,000
2200 Professional Development 1003 (g) SIG	37,050		3,690		10,000			50,740
2600 Planning & Evaluation					10,000			10,000
2600 Planning & Evaluation 1003 (g) SIG				75,000	35,000			110,000
3000 Community Services					3,000			3,000
3000 Community Services 1003 (g) SIG								-
Administrative Costs								-
Administrative Costs 1003 (g) SIG								-
Program Costs Subtotal (not including 1003 (g) SIG)				108,924	13,000			121,924
1003 (g) SIG Subtotal	218,113	3,500	61,626	436,440	127,836			847,515
GRAND TOTAL	218,113	3,500	61,626	545,364	140,836			959,439

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
CMSD/Central High School	048-078 - 1100
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Supplemental Instructor (1)	55,797
Literacy Coach (1)	53,000
Literacy Coach Stipend Pay (1) <i>(Additional tutoring for students with the most need)</i>	13,000
Math Coach (1)	69,181
Employee Stipend Pay for America's Choice & Prep-KC Professional Development	38,550
Substitute Pay (during Instructor PD)	14,700
6100 Subtotal	\$ 244,228 ✓
6150: Non-Certificated Salaries	
Stipend Pay for Building Test Coordinator (1)	3,500
6150 Subtotal	\$ 3,500 ✓
6200: Employee Benefits	
Supplemental Instructor (1)	18,665
Literacy Coach (1)	18,062
Literacy Coach Stipend (1)	1,295
Math Coach (1)	21,550
Employee Stipend Pay for America's Choice & Prep-KC Professional Development	3,840
Substitute Pay (during Instructor PD)	1,962
Stipend Pay for Building Test Coordinator (1)	349
6200 Subtotal	\$ 65,723 ✓
6300: Purchased Services	
Person's America's Choice Professional Development	320,000
Person's America's Choice Project Manager & Executive Coach	75,000
Prep-KC 8th Grade Math Contract Services (Benchmarking & Coaching Support)	41,440
6300 Subtotal	\$ 436,440 ✓
6400: Materials/Supplies	
Classroom library materials & manipulatives	9,624
Literacy, Math, Science Navigator Materials	60,000
Statewide College/Career Assessments (i.e. PSAT)	20,000
PD Supplies (notebooks, chart paper, etc)	8,000
6400 Subtotal	\$ 97,624 ✓
6100-6400 Subtotal	\$ 847,515 ✓
Indirect Cost Optional (Restricted Rate: _____ % X Subtotal)	
500: Capital Outlay	
6500 Subtotal	\$ -
TOTAL	\$ 847,515 ✓

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE	
CMSD/East High School	048-078 - 1580	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries Supplemental Instructor (1)		33,923
Literacy Coach (1)		43,198
Math Coach (1)		64,422
Employee Stipend Pay for America's Choice & Prep-KC Professional Development		41,550
Substitute Pay (during Instructor PD)		16,500
6100 Subtotal		\$ 199,593
6150: Non-Certificated Salaries Stipend Pay for Building Test Coordinator (1)		3,500
6150 Subtotal		\$ 3,500
6200: Employee Benefits Supplemental Instructor (1)		13,949
Literacy Coach (1)		15,948
Math Coach (1)		0
Employee Stipend Pay for America's Choice & Prep-KC Professional Development		20,524
Substitute Pay (during Instructor PD)		4,138
Stipend Pay for Building Test Coordinator (1)		2,203
6200 Subtotal		\$ 57,111
6300: Purchased Services Pearson's America's Choice Professional Development		320,000
Pearson's America's Choice Project Manager & Executive Coach		75,000
Prep-KC 8th Grade Math Contract Services (Benchmarking & Coaching Support)		41,440
6300 Subtotal		\$ 436,440
6400: Materials/Supplies Classroom library materials & manipulatives		16,871
Literacy, Math, Science Navigator Materials		80,000
Nation wide College/Career Assessments (i.e. PSAT)		40,000
PD Supplies (notebooks, chart paper, etc)		14,000
6400 Subtotal		\$ 150,871
6100-6400 Subtotal		\$ 847,515
Indirect Cost Optional (Restricted Rate: _____ % X Subtotal)		
6500: Capital Outlay		
6500 Subtotal		\$ -
TOTAL		\$ 847,515

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
CMSD/Northeast High School	048-078 - 1340
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
100: Certificated Salaries	
Supplemental Instructor (1)	37,747
Literacy Coach (1)	64,422
Math Coach (1)	62,394
Employee Stipend Pay for America's Choice & Prep-KC Professional Development	37,050
Substitute Pay (during Instructor PD)	16,500
6100 Subtotal	\$ 218,113 ✓
150: Non-Certificated Salaries	
Stipend Pay for Building Test Coordinator (1)	3,500
6150 Subtotal	\$ 3,500 ✓
200: Employee Benefits	
Supplemental Instructor (1)	14,773
Literacy Coach (1)	20,524
Math Coach (1)	0
Employee Stipend Pay for America's Choice & Prep-KC Professional Development	20,087
Substitute Pay (during Instructor PD)	3,690
Stipend Pay for Building Test Coordinator (1)	2,203
6200 Subtotal	\$ 349 ✓
300: Purchased Services	
Carson's America's Choice Professional Development	320,000
Carson's America's Choice Project Manager & Executive Coach	75,000
Prep-KC 8th Grade Math Contract Services (Benchmarking & Coaching Support)	41,440
6300 Subtotal	\$ 436,440 ✓
400: Materials/Supplies	
Classroom library materials & manipulatives	12,836
Literacy, Math, Science Navigator Materials	70,000
Statewide College/Career Assessments (i.e. PSAT)	35,000
Other Supplies (notebooks, chart paper, etc)	10,000
6400 Subtotal	\$ 127,836 ✓
6100-6400 Subtotal	\$ 847,515 ✓
Indirect Cost Optional (Restricted Rate: % X Subtotal)	
500: Capital Outlay	
6500 Subtotal	\$ - ✓
TOTAL	\$ 847,515 ✓

SECTION VII. – NARRATIVE

The responses to Sections VII.A. – D. are limited to 20 pages of double spaced 10-12 point font.

SECTION VII.A. – DISCUSSION OF YEAR ONE

Describe progress made toward each objective approved in the 2010-2011 application.

- 1) Provide a summary of MAP and other relevant data to document progress toward meeting objectives;
- 2) Provide a summary of measurable data explaining progress toward meeting professional development objectives;
- 3) Describe the challenges and accomplishments in meeting your objectives in 2010-2011.

SECTION VII.B. – YEAR TWO TIMELINE

Describe the year two timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/district commits to serve. All planned activities were included in the original plan submitted with your first application.

- 1) Provide a LEA/district 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;
- 3) Provide a timeline that includes implementation and evaluation dates.

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2011-2012

Discuss the 1003(g) School Improvement Grant (SIG) program as it will be implemented during the 2011-2012 school year. Include information about how the district will support 1003(g) SIG efforts programmatically and fiscally.

SECTION VII.D. – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year two.

Section VII.A – Discussion of Year One – Describing the progress made toward each goal in year one.

The three targets within the SIG grant for the Kansas City, Missouri School District are:

- All students in grades 7-12 will show a 20% increase annually in Communication Arts as measured by district and state assessments;
- All students in grades 7-12 will show a 20% increase annually in Mathematics as measured by district and state assessments;
- The graduation rate for each high school will show a 20% increase annually each year.

Each of the buildings developed SMART goals for the 2010-2011 school year.

Central High School:

- Increase the number of students scoring at proficient and advanced on the MAP and EOC exams in communication arts by 10% or higher and reduce the number of students scoring at basic and below basic levels.
- Increase the number of students scoring at proficient and advanced on the MAP Mathematics and EOC Algebra exams by 10% or higher and reduce the number of students scoring at basic and below basic levels.

East High School:

- Reduce failure rates within all content areas and increase student performance in all content areas. The students at East High School will raise achievement scores in Communication Arts by 10% as indicated by MAP/EOC predictors – close the achievement gap between subgroups.

- The students at East High School will raise achievement scores in Mathematics by 10% as indicated by MAP/EOC predictors – close the achievement gap between subgroups.

Northeast High School:

- Seventy percent (70%) of students taking English 10 EOC exam will increase performance scores at proficient/advanced levels.
- Seventy percent (70%) of students taking Algebra I EOC exam will increase performance scores at proficient/advanced levels.

Summary of MAP and other relevant data:

Kansas City, Missouri School District will not have final summary data for SY11 MAP and EOC until late July or early August. While the initial review of preliminary SY11 EOC English and Algebra data show marked measurable improvement in one of the three high schools, the district realizes that more intense monitoring of instructional processes and professional development must be put in place in all schools for the upcoming school year.

KCMSD conducted Mock EOC Assessments for English and Algebra in January. Mock EOC data were mixed in comparison to SY10 EOC proficiency rates; however, this Mock data were used for diagnostic and intervention purposes. When SY11 EOC data is received, the district will analyze the data closely to determine the efficacy of the interventions utilized in each building. Table 1 and 2 show the preliminary results of Spring EOC English and Algebra assessments. Central High School made 7.7 percent gains in the area of English. East and Central made a combined 10 percent increased in the area of Algebra.

Table 1 – Preliminary SY11 EOC English Data Grade 10

School	%Proficient EOC 2010	Preliminary SY11 EOC %Proficiency
<i>District</i>	31.3%	57.7%
Northeast High	46.6%	42.3%
East High School	67.9%	54.8%
Central High School	23.3%	31.0%

Table 2 – Preliminary SY11 EOC Algebra Data

School	%Proficient EOC 2010	Preliminary SY11 EOC %Proficiency
<i>District</i>	30.8%	26.2%
Northeast High	19.5%	8.6%
East High School	22.9%	24.6%
Central High School	17.3%	25.7%

Tables 3 and 4 show Acuity C data which predict student performance on 2011MAP communication arts and mathematic assessments. Northeast High School out performed the district in grade 7. The district realizes that although progress is being made in incremental steps, major changes in instruction and professional development need to occur to demonstrate marked measurable improvement.

Table 3 – Acuity C Communication Arts Grades 7 & 8

School	2010 MAP District Grade 7	2010 MAP District Grade 7	Acuity C %Proficient 2011 Grade 7	Acuity C %Proficient 2011 Grade 8
Northeast High	32.3%	30.8%	33.6%	20.7%
East High School	32.3%	30.8%	24.5%	20.8%
Central HS	32.3%	30.8%	19.1%	10.1%

Mathematics data shown in Table 4 demonstrate that the SIG schools have much to do to meet the targets for the 2011 school year. Further analysis showed there are gaps in the current math curriculum pacing guides and a lack of fidelity in teachers' following the district math curriculum. This finding was coupled with noticeable lack of rigor in classroom instruction and low student engagement. *America's Choice* worked with all three high schools in implementing Math Navigator as a Tier 2 intervention for students.

Table 4 – Acuity C Mathematics Grades 7 & 8

School	2010 MAP District Grade 7	2010 MAP District Grade 8	Acuity C %Proficient 2011 Grade 7	Acuity C %Proficient 2011 Grade 8
Northeast High	29.5%	27.0%	20.5%	15.8%
East High School	29.5%	27.0%	15.4%	12.1%
Central HS	29.5%	27.0%	12.0%	14.5%

Table 5 demonstrates an increase of student growth in detailed strands of weakness. The performance of students on pre-tests and post-tests showed a growth in all areas except Expressions and Equations. To address these findings, each high school offered 3-6 Math Navigator classes as an intervention. Because of the success of the intervention, changes to the master schedule were made to provide all students in grades 7 and 8 an intervention block in SY11-12.

Table 5 – Tier 2 Math Navigator Interventions Growth by Strand, Grades 7-10

Strand	Grade	Students	Pre-Test	Post-Test	Growth
Knowing Fractions	7	12	51%	67%	16%
Measurement	8	27	44%	61%	17%
Operations & Word Problems	9-10	15	27%	61%	34%
Positive & Negative Numbers	7	11	31%	59%	28%
Rational Numbers	9-10	53	44%	63%	19%
Understanding & Reading Word Problems	7-8	54	51%	63%	12%
Understanding Division	7	14	64%	82%	18%
Understanding Fractions	7-8	38	30%	54%	24%
Expressions & Equations	9-10	17	63%	61%	-2%

Principals and members of the school leadership team attended a leadership academy designed to orient them to the *Rigor & Readiness* initiative, including the College and Career Readiness Framework. A follow-up two-day session was held mid-year. They attended a series of eight networks that focused on implementation issues, problem solving and key leadership content, including:

Defining Rigor: How to judge whether a course is rigorous

Tiered Intervention: How to assess students and place appropriately to get them on the path to College and Career Readiness

Assessment Systems: How to use ACT assessments to guide student placement and instruction

Psycho-Social Supports: How to build student engagement, motivation and self-regulation

Scheduling: How to build Master Schedules that respond to student needs, support team building and teacher planning, and implementation of interventions and advisory systems

Teachers were introduced to Genre Studies. The training focused on organizing patterns such as chronology, general/specific, comparison, and cause and effect in the texts that students read and the texts that they write. Focused attention was given to academic vocabulary and sophisticated syntax to elevate students' written language.

The Instructional Coach, one seventh and one eighth-grade teacher participated in a five-day training focused on teaching for conceptual understanding in mathematics. The focus was on teaching critical concepts that prepare students for success in higher mathematics, using the adopted materials. It included implementation of mathematics workshop structures to promote differentiated instruction. Teachers analyzed their curriculum against ACT benchmarks to prepare students for success in *America's Choice On Grade Level* courses and to bring increased rigor.

Accomplishments and Challenges for SIG Schools in Year One:

Central High School's Accomplishments:

- Parent and Student focus groups indicated that the principal and staff have improved student behavior 100% compared to the turmoil the high school faced in 09-10. OSEDA

data confirms that 90% of classrooms observed have some to strong levels of classroom management.

- Model math and communication arts classrooms have been established within the building for teachers to visit as an exemplar to implementing rituals and routines.
- Tier 3 interventions for communication arts and mathematics were created for students in grades 7-9 through America's Choice Ramp-Up design for the entire school year. Tier 2 interventions were established mid-year using data to identify students' needs.
- Decreased of number of students in below basic in communication arts as indicated by Acuity data – 12% at grade 7 and 5% at grade 8.
- Weekly teacher collaboration occurred in communication arts and math beginning in January.
- Math Focus Walks observations show that teachers are talking less and asking students more engaging questions in mathematics more. Seventy percent (70%) of teachers demonstrate some or strong levels of student engagement as indicated on classroom observation data (OSED).

Central High School's Challenges:

- The school went several months with four substitute teachers in core content areas – two in math, one in communications arts, and one in biology.
- Based on ACUITY C data, over 65 percent of students at grades 7 and 8 performed at the Basic and Below Basic levels in mathematics
- Professional Development was fragmented across the building. Some teachers engaged only in district professional development opportunities while others only engaged in America's Choice.

- Fifty-six percent of teachers demonstrate no or low evidence of Depth of Knowledge (DoK) and rigor as indicated on classroom observation data (OSEDAs).
- There is not a schedule that promotes teacher weekly collaboration throughout the building.
- Due to scheduling, many students who needed intervention in mathematics and/or communication arts did not receive it.
- Because they were often involved in non-instructional coaching assignments during the day, Instructional coaches spent very little time working with teachers.
- Attendance for teachers and students remained low throughout the school year.

East High School's Accomplishments:

- Fifty-one percent of teachers demonstrated some or strong levels of DOK and rigor as indicated by classroom observations (OSEDAs).
- Communication Arts team demonstrated good collaboration despite difficulties. They met weekly to review student data and plan instruction.
- A data wall in grades 7 and 8 was created utilizing Acuity data for teachers to refer to during planning.
- Creation of teacher matrix to collect data and monitor characteristics of good instruction and teacher professionalism. Data is gathered monthly using this tool. Leadership team created an observation schedule mid-spring which allowed all administrators to visit and observe classrooms daily.
- Leadership team created Tier 2 interventions mid-year in mathematics and communications arts as well as making drastic changes to the master schedule to ensure students received these interventions.

East High School Challenges:

- Principal was out of the building for extended medical leave. His absence caused the leadership team to meet infrequently.
- There was not a schedule that promoted teacher weekly collaboration throughout the building during Year One.
- A high percentage of students who needed intervention in mathematics and/or communication arts did not receive the intervention.
- Because they were often involved in non-instructional coaching assignments during the day, Instructional coaches spent very little time working with teachers.
- Mathematics department did not function as a cohesive, collaborative team. This inability to function as a team was reflected in student performance.
- Inconsistency of implementing classroom rituals and routines by teachers occurred across all content areas.
- Attendance for teachers and students remained low during the school year.

Northeast High School Accomplishments:

- The school had a schedule that allowed for regular teacher meetings in communication arts and mathematics departments. Both departments met weekly and the math team was focused around improving instruction as outlined in the SIG.
- The Leadership team met weekly with an agenda and established a set of norms for discussing important issues and documenting actions.
- School began the implementation of the *workshop model* in communication arts and mathematics.
- Seventy percent of classrooms showed some to strong evidence of student engagement as documented by classroom observations (OSEDAs).

- Ninety percent of teaching observed demonstrated positive interaction between teacher and students (OSED).
- SIMBA (Safe in My Brother's Arms) was implemented fully and with fidelity to mentor young at-risk males within the building. DESE's mid-year report stated the principal has been instrumental in creating a school climate conducive to learning and teaching.

Northeast High School's Challenges:

- While two departments met on a regular basis, there was not an established schedule in place that promoted teacher weekly collaboration throughout the building.
- A high percentage of students who needed intervention in mathematics and/or communication arts did not receive the intervention.
- Because they were often involved in non-instructional coaching assignments during the day, Instructional coaches spent very little time working with teachers.
- Teacher and student attendance remained low during the school year. Two middle school core classes were taught by long term substitutes because of extensive teacher absence and one teacher being removed.
- Student and Parent focus groups expressed concerns over too many disruptions throughout the school day (multiple announcements over the announce system) and too many students are observed in the hall ways for extended amounts of time between and during classes.
- There was noticeable inconsistency of the quality of instruction as evidenced in the fact that half of the teachers at the school embraced and implemented rituals and routines while the other half did not.
- Strong leadership of the building was also inconsistent. DESE mid-year review stated the there is insufficient data to support that the principal provided clear direction and

participated fully in professional development as it pertains to the goals and strategies of the SIG.

- There is a lack of evidence to show all staff and leadership team members use data to make instructional decisions. Student data is not organized and analyzed in a manner that permits the tracking of student performance. Fifty-four percent of classrooms observed did not indicate evidence of higher order thinking and lessons that resulted in student learning (OSED).

Section VII.B Year Two Timeline

KCMSD has analyzed and discussed the data, accomplishments and challenges faced by each SIG school. It is clear to central administration that significant changes must be made to improve the academic performance of students. Discussions with various stakeholders have led to the creation of the following activities for all three SIG schools for the school year 2011-2012:

July 2011

- America's Choice Leadership Academy - 3 days;
- America's Choice Middle School Team Training – 2 days;
- Master schedules completed to ensure all students are appropriately placed and tentative teacher assignments are made to encourage summer professional development;
- Prep KC's coming on board as a partner with a plan to address student performance in grade 8;
- KCMSD continued work with *America's Choice* Project Manager to order appropriate student Navigator materials and assessments;
- i21 Zone to meet with district, building and identified teachers to review integrating curriculum and technology;

- The creation of a master calendar for professional development that demonstrates the cohesiveness of all district and support partners;
- The establishment of a roundtable meeting with all participating stakeholders to ensure consistency in planning and implementation

August 2011

- Teachers within the three SIG schools returning to the building one week earlier than their district counterparts to obtain the necessary trainings. During this time, all building principals will meet with their staff to clearly articulate and state all expectations as well as the goals/strategies of the School Improvement Plan/SIG;
- *America's Choice* delivering content training in communication arts (On Grade Level and *Ramp-Up Literacy*), Mathematics (On Grade Level and *Math Navigator*), and Science/Social Studies (Reading in the Content Areas) – 3 days;
- All schools to receive *Navigator* and assessment materials for school opening
- Prior to the first day of school, the Leadership team creating an action plan to include the creation and maintaining of a Data Wall with baseline 2011 data to include EOC, MAP, and a plan will be created to monitoring student performance using common assessments, and Ed Performance.
- Creating a plan for launching the 25 Book campaign;
- Begin collecting baseline data on the Staff Mapping Matrix on all teachers;
- *America's Choice*, i21 Zone, and Prep KC begin on site; job embedded technical assistance with building leadership, instructional coaches, and teachers.
- District, building, and all support partners attend round table meeting the third week of the month to create a 30-day plan that the building principal will present with supporting documentation to DESE at each monthly meeting.

- Students identified for interventions based on a formal process for monitoring individual student progress will be implemented.
- All stakeholders (community and parents) invited to attend a night at each school which details the School Improvement Plan, 25 Book Campaign, and other pertinent information all parents and community members need to know at the beginning of the school year.

September 2011

- Launch of the 25 Book Campaign in all three schools;
- Continue collecting data on the Staff Mapping Matrix on all teachers.
- America's Choice, i21 Zone, and Prep KC continue providing on site; job embedded technical assistance with building leadership, instructional coaches, and teachers. All building leadership teams will attend an America's Choice Leadership Network to provide on going support and direction.
- District, building, and all support partners attend round table meeting the third week of the month to discuss 30-day plan that the building principal will present with supporting documentation to DESE at each monthly meeting.
- All Building Administrators will conduct focus walks and work within their Leadership Team and staff to update the data wall.
- Monthly school wide study groups will begin to promote student discourse/accountable discussions.

October 2011

- Continue collecting data on the Staff Mapping Matrix on all teachers.

- *America's Choice*, i21 Zone, and Prep KC continue providing on site, job embedded technical assistance with building leadership, instructional coaches, and teachers. All building leadership teams will attend an *America's Choice* Leadership Network to provide on going support and direction.
- *America's Choice* will deliver content training in communication arts (On Grade Level and *Ramp-Up Literacy*), Mathematics (On Grade Level and *Math Navigator*), and Science/Social Studies (Reading in the Content Areas)
- District, building, and all support partners attend round table meeting the third week of the month to continue to monitor the 30-day plan that the building principal will present with supporting documentation to DESE at each monthly meeting.
- All Building Administrators will conduct focus walks and work within their Leadership Team and staff to update the data wall.
- Monthly school wide study groups continue to promote student discourse/accountable discussions.

November, 2011 – February, 2012

- Continue collecting data on the Staff Mapping Matrix on all teachers.
- *America's Choice*, i21 Zone, and Prep KC continue providing on site, job embedded technical assistance with building leadership, instructional coaches, and teachers. All building leadership teams will attend an *America's Choice* Leadership Network to provide on going support and direction.
- *America's Choice* will conduct Mid-Year Quality Review
- District, building, and all support partners attend round table meeting the third week of the month to create a 30-day plan that the building principal will present with supporting documentation to DESE at each monthly meeting.

- All Building Administrators will conduct focus walks and work within their Leadership Team and staff to update the data wall.
- Monthly school wide study groups continue to promote student discourse/accountable discussions.

March / April 2012

- Continue collecting data on the Staff Mapping Matrix on all teachers.
- *America's Choice* and Prep KC continue providing on site, job embedded technical assistance with building leadership, instructional coaches, and teachers. All building leadership teams will attend an *America's Choice* Leadership Network to provide on going support and direction.
- District, building, and all support partners attend round table meeting the third week of the month to create a 30-day plan that the building principal will present with supporting documentation to DESE at each monthly meeting.
- All Building Administrators will conduct focus walks and work within their Leadership Team and staff to update the data wall.
- Monthly school wide study groups continue to promote student discourse/accountable discussions.

May / June 2012

- Continue collecting data on the Staff Mapping Matrix on all teachers.
- *America's Choice* and Prep KC continue providing on site, job embedded technical assistance with building leadership, instructional coaches, and teachers. All building leadership teams will attend an *America's Choice* Leadership Network to provide on going support and direction.

- District, building, and all support partners hold final round table meeting the third week of the June to review the effectiveness of the 30-day plan and year end progress that the schools made and present with supporting documentation to DESE.

Section VII.C – Discussion of School Year 2011-2012

Discussion of how the SIG will be implemented during the 2011-2012 school year, including information about how the district will support SIG efforts programmatically and fiscally.

America's Choice Building Plan (2011-2012):

The contract in the original application includes the scope of work for the district partnership, for three secondary schools, delivered by *America's Choice* to be funded under this grant. The contract includes professional development and technical assistance/coaching services to be delivered to the district and the targeted schools, the commitments that the district and schools make, and the materials that are required to successfully implement the program. The *America's Choice* Project Manager and Executive Coach will collaborate with appropriate district staff in delivering appropriate services, based on assessed needs. Principals and members of the school leadership team will attend a leadership academy designed to introduce them to the *America's Choice* initiative. They will also attend a series of academies and networks that will focus on implementation issues and problem solving. Key leadership content will include using formative data to drive focused teaching.

Literacy coach and teachers from each grade level will attend professional development designed to strengthen the academic reading and writing skills of their students. The literacy training will prepare participants to immerse students into close reading and analyzing examples of a genre and then researching, organizing, drafting their own versions of the genre. Focused attention will be given to academic vocabulary and sophisticated syntax to elevate students'

written language as well as a focus on implementing Common Core Standards. The three high schools will continue the implementation of *Ramp-Up Literacy* in grades 7 and 8 for students performing two or more years below grade level.

Math coach and teachers will participate in training focused on teaching for conceptual understanding in mathematics. The focus will be on teaching critical concepts that prepare students for success in higher mathematics, using the adopted materials. It will also include implementation of mathematics workshop structures to promote differentiated instruction. The literacy coach, math coach and teachers will also participate in an orientation to the *America's Choice* Literacy and Mathematics Navigator program, Tier 2 interventions that will focus on screening students for gaps and misconceptions in their knowledge. The session will focus on using data to place students in a short-term intervention that will strengthen their performance in higher-level skills and effective program implementation.

Beginning the 2011-2012 school year, *America's Choice* will expand its instructional approach into science and social studies with an emphasis on reading in the content areas. Teachers will attend science and social studies institutes which will be focused on improving instructional strategies, supporting student literacy skills with an emphasis on informational text and argumentative/explanatory writing, as well as developing protocols to analyze student work against a standard. Teachers will be introduced to Science Navigator which models rigorous instruction using a workshop model.

PREP-KC Building Plan (2011-2012):

PREP-KC mathematics team will provide onsite technical assistance in standards-based Algebra 1 (math benchmarking) to students in the 8th grade at Central, East, and Northeast. Technical assistance will include regular meetings and coaching with school leadership teams in data-driven decision making. Each school leadership team (including instructional coach) will set

and monitor proficiency targets and use benchmarks to track progress toward targets. Accountability system will include a student-by-student projection of proficiency rates, an analysis of progress by class, and an aggregate analysis of school-wide proficiency rates on the Algebra 1 EOC. Onsite coaching and support in strategies such as common assessment, common grading policy, math achievers clubs, and flexible grouping to support mastery-based approach to increase proficiency will be provided. Development of instructional coaching capacity will increase at each school through regular coaching in the classroom and in using data to guide intervention plans/decision making.

i21 Zone Building Plan (2011-2012):

i21 Zone is an innovative educational solution that integrates high quality instruction with 21st Century technology. The ultimate goal is to lead teachers through the process of creating authentic, challenging, multidisciplinary classroom environment that allows students to become “creators” of content using technology where the teacher becomes the facilitator of learning. Students gain self reliance and personal accountability through the creation of student centered outcomes. Working collaboratively with America’s Choice and Prep KC, i21 will provide embedded professional development to enhance lessons through the use of technology. Modeling lessons with students based on available technology, the training of trainers will debrief and discuss with a cadre of teachers, collaboratively plan with them to infuse the available technology incorporating multiple technological resources, and work in a side-by-side model with each teacher.

To ensure collaborative support for Central, East, and Northeast High Schools, KCMSD will conduct monthly roundtables sessions. All stakeholders involved in providing support and assisting will be asked to be in attendance. The monthly roundtable sessions will

begin with a structured agenda of observed needs focus towards support. Each principal will have the opportunity to present data and evidence of improvement and the lack of. The sessions will include an extended discussion component with ample time for questions and suggestions. Information gained from these sessions will provide data that will be further utilized at the district level for training of administrators and staff and at the school level for PLC discussions and guidance towards instructional leadership.

Each school will be required to have an active data room, where the administration and faculty will conduct monthly collaborative data meetings to analyze and review data and individual student achievement.

The district considers the SIG as an important entity in the improvement of student performance in the three schools. As accountability remains a strong emphasis in the evaluation of all programs, the SIG grants will be no exception. Programmatically, the district plans to conduct monthly "instructional round tables" with schools as a means to providing support and feedback to school officials. The district also plans to have meetings with all three schools together to discuss concerns and problems while providing solutions to various obstacles that may impede student academic performance. Fiscally, all programs are reviewed on a regular scheduled meeting with the Office of Finance.

Section VII.D – Staffing Changes

Based on observations and school data, the district realized that if improved student achievement is to take place in each building, various changes would have to be made for the 2011-12 school year. All instructional coaches had to reapply and participate in interviews with district level officials. Coaches will be assigned based on a match between the instructional needs of the building and the strengths of the coach. Instructional coaches will have regular meetings

with district officials and partners to ensure that the work they do are directly aligned to the goals and outcomes of the grant.