

**APPLICATION  
KANSAS STATE DEPARTMENT OF EDUCATION  
SCHOOL IMPROVEMENT FUND 1003(g)**

**2010-2011**

**PART II: DISTRICT INFORMATION**

<b>USD Name and Number</b> Cherokee USD 247	
<b>Name and Title of District Contact for Grant Application</b> Tim Burns, Superintendent, Southeast High School	
<b>Address</b> 500 S. Smelter	<b>Telephone Number</b> 620-457-8350 (board office) 620-457-8365 (high school)
<b>City</b> Cherokee	<b>Zip Code</b> 66724
<b>E-mail Address</b> tburns@usd247.com	<b>Fax</b> 620-457-8428 (board office) 620-457-8389 (high school)
<b>Qualifications: The school(s) in the district identified as <i>in improvement</i>, <i>corrective action</i> or <i>restructuring</i> and which demonstrate the greatest need and commitment.</b>  Schools listed on the following page(s)	

<b>Authorized District Signature</b>	<b>Date</b> May 14, 2010
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<b>SEA Approval/Date</b>	<b>Amount Awarded</b>
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**Employment/Educational Opportunity Agency**

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KSDE General Counsel  
120 SE 10th Ave.  
Topeka, KS 66612  
785-296-3204

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**NOTE: Revisions in Red were made May 27, 2010 as recommended by KSDE's visit on May 18, 2010.**

**A. SCHOOLS TO BE SERVED**

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

Please check (✓) the appropriate boxes.

School Name	NCES #	Identified Tier	Identify a Model (Tier I & II Only)	Requested Amount
Southeast High School	200471000188	<input type="checkbox"/> Tier 1 <input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input checked="" type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	

**Note:** An 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.

**B. District Information (To be filled out by district):**

Discuss the role the district played in the Exploration and Adoption of the Model(s) with schools in your district. (See Process Timeline based on the Six Steps of Implementation in Appendix C.)

**Exploration and Adoption**

1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools
  - o Achievement Data
    - School Leading Indicator Report
    - School AYP Data
    - School Report Card Data
  - o Perception Data
  - o Contextual (school processes/ programs)
  - o Demographic Data
2. Selection of Model
  - o School Improvement Model Selection Rubrics
3. Capacity of District
  - o Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts
  - o Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal
  - o Sustainability Plan
4. Goal Setting
5. Completion of Steps 1 through 4 in School Improvement Process
6. LEA Application
7. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification
8. Budget Negotiation
9. Approval of LEA Application by KSDE

- a. Discuss recommendations shared in the Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal and how it will drive changes and support to schools in your district. (See Appendix D)**

In response to the Systemic Capacity Addendum to the District Effectiveness Appraisal, the reviewers will find changes to parent and community involvement (Goal 3). With regard to the use of MTSS as a transformational model and the capacity of the district to support changes, please see the section on Selection of Intervention Model.

- b. Provide an explanation of the capacity of the district to serve each of its schools in Tier I and Tier II.**

Cherokee USD 247 provides services PreK-12 within four rural buildings located within

Cherokee, Neosho, and Crawford Counties. These consist of K-8 buildings, Cherokee Elementary; McCune Elementary; Weir Elementary; and Southeast High School. Of these buildings, only Southeast High School has been identified as a Tier II building.

The district covers 300 square miles encompassing the communities of Cherokee, Weir, McCune, and several smaller communities of West Mineral and Roseland.

Demographically 96% of the Southeast USD 247 district is White, with 2.2% identified as Hispanic, and less than 1% (.7%) as African American, and 1.2% as "other."

District wide 95% of all teachers are identified as fully licensed with 15% of the elementary teachers teaching core content classes not considered highly qualified in the area of Fine Arts as reported on the 2008-2009 building report card, accessed through the KSDE website.

According to the Superintendents SO66 Report for 2008-2009, there are 34.3 certified elementary teachers, three Kindergarten teachers, and 18 certified high school teachers. There is a library media specialist at both the elementary and at the high school; three elementary principals; one principal and one assistant principal at the high school level. There are an additional four practical arts/vocational teachers at the high school; one school counselor at the elementary and one at the high school. At the elementary level there is one speech pathologist and three reading specialists/teachers. A full time nurse devotes one-half time to the elementary schools with the other half devoted to the high school.

The building identified for this proposal is Southeast High School (SHS). SHS was built in 1960 and has been serving generations of students and families for the past 50 years with a quality education. Currently SHS has an enrollment of 197 students with 49% of these students identified as economically disadvantaged and 11% are identified as having a disability.

**c. If the LEA is not applying to each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.**

Cherokee USD 247 currently does not have any buildings within the district identified as a Tier I school.

**d. How many Tier III schools in your district? How many are you estimating will adopt a model? (Application for Tier III schools will come out in May if funding is available.)**

Cherokee USD 247 currently does not have any buildings within the district identified as a Tier III school.

**C. DESCRIPTIVE INFORMATION (TO BE FILLED OUT BY EACH SCHOOL):**

Needs Assessment, Selection of the Identified Intervention Model, School and District Capacity, Timeline and Goal Setting

**Part 1:**

The LEA must provide the following for each Tier I and Tier II school(s) identified to serve:

**Step One: Needs Assessment**

1. **Describe the needs assessment process that the school went through before selecting the Intervention Model. A resource on needs assessment is provided in the Kansas Improvement Notebook located at:**  
<http://www.ksde.org/Default.aspx?tabid=405>

Cherokee USD 247 participated in a comprehensive needs assessment by Cross & Joftus, LLC on March 29 and 30, 2010. Participating in this needs assessment process included the Superintendent, the building principals, representatives from the Southeast Kansas Education Service Center, KSDE, Cross & Joftus, and focus groups representing teachers, students, parents, and community members.

A copy of the recommendations from the comprehensive needs assessment is attached to this document.

2. **Write a brief summary of the school's data analysis results/findings.**

**Include:**

**a. Achievement Data**

- **School Leading Indicator Report (in Appendix E of LEA Application)**
- **School AYP Data**
- **School Report Card Data**

**Perception Data**

**Contextual (school processes/ programs)**

**Demographic Data**

**School Leading Indicator Report**

Please see Appendix E for the School Leading Indicator Report.

**Adequate Yearly Progress**

Southeast High School made Adequate Yearly Progress (AYP) for the 2008-2009 school year for *all students* in the subgroups of Reading Assessment, Reading Participation Rate, Math Assessment, Math Participation Rate, and Graduation. In addition, the subgroup *white* made AYP in all categories. AYP information for all other subgroups including *free/reduced lunch*, *students with disabilities*, *ELL students*,

*African-American students, Hispanic, Asian & Pacific, American Indian, and Multi-Ethnic* is not applicable to Southeast High School.

### **School Report Card Data**

School Report Card data was analyzed by the district and can be accessed at [http://online.ksde.org/rcard/district.aspx?org\\_no=D0247](http://online.ksde.org/rcard/district.aspx?org_no=D0247).

### **Perception Data**

- During the 2009-2010 school year, several surveys were completed in order to collect perception data. During the first semester, students in grades 9-12 were given a school climate survey. This survey indicated students feel safe at school and seem to like the environment at Southeast High School. Only 4% of students surveyed indicated they did not view Southeast as a safe school. Likewise, only 8% of students said they did not like coming to school at Southeast. However, the survey also indicated real world readiness is lacking from the students perspective. Over 40% of students indicated they do not feel ready for the real world in terms of their ability to read, write, and/or perform in math. Students also took a survey regarding the use of technology at Southeast, specifically the use of laptops. The results indicated students view the laptops as an important part of what they do at Southeast and what they will do in the future. Over 90% of students surveyed indicated the laptops will make it much easier for them to be successful in their future occupation. Eighty percent (80%) of students stated they use the laptops mostly for schoolwork. Furthermore, students indicated they feel as though their grades are better due in part to the laptops and feel as though they know more about technology than most high school students. Eighty-five percent (85%) of students surveyed said that they know more about technology than students who do not go to 1:1 schools. Teachers at Southeast were also given the laptop survey and indicated students seem much more interested in school because of the level of technology available. One-hundred percent (100%) of teachers surveyed indicated students are either more interested or much more interested in schoolwork when laptops are utilized. One-hundred percent (100%) of teachers also indicated students have a much better chance at success due to the fact they are utilizing the laptops in high school. Finally, 43% of teachers surveyed said student attendance would be worse if the laptops were not part of the school.
- The Communities That Care survey is administered each year to Cherokee USD 247 students as a part of a larger state initiative. A summary of the results for 2008-2009 are as follows:

Data is student perception but is considered valid and reliable based on the evaluation measures of Drs. Hawkins and Catalano of the University of Washington. The data is measured on individual questions as well as scales to determine the level of risk of youth engaging in problem behaviors. Their research has proven the elevated level of risk a youth has is directly correlated with academic achievement.



Students in 6th, 8th, 10th, and 12th grade reported 78% *feel safe at school* in 2008 (the state average was 84%) and 87% in 2009. The number of youth who reported they have *attacked someone with the idea of seriously hurting them* at least once has increased from 6.9% in 2008 to 10.5% in 2009. Students reported in 2008 that 35.6% had *consumed alcohol* at least once during the past 30 days. This represented a significantly higher percent compared to the state percent of 27%.

### **Contextual (school processes/programs)**

- Cherokee USD 247 provides services PreK-12 within four rural buildings located within Cherokee, Neosho, and Crawford Counties. These consist of K-8 buildings, Cherokee Elementary; McCune Elementary; Weir Elementary; and Southeast High School.
- There are a number of programs and opportunities available at Southeast High School to help students find success. Eighth hour is an after school program designed to help students who are failing classes. It is a required program for any student failing any one class. These students stay after school from 3:00 p.m. – 4:00 p.m. in order to have extra time to complete work and receive help from a certified staff member. During the first year and a half of implementation, Eighth hour has significantly reduced the number of students failing classes considerably. At the beginning of the program in September of 2008, 22% of students at Southeast had at least one failing grade. Currently, only 4.5% of students at Southeast have at least one failing grade.
- A second program designed to motivate students to succeed is the Lancer Pride program. Students who are a part of Lancer Pride have met requirements related to grades, attendance and behavior. This program offers students benefits such as early lunch, activity days, and Friday donuts. Students have an opportunity to be in Lancer Pride every nine weeks. The current membership of Lancer Pride is 64% of the overall student body.
- During the 2009-2010 school year, Southeast High School has implemented the Study Island state assessment preparation program. All students who are taking the reading and math state assessments have a login and password for the web-based program. Math and English teachers have successfully implemented the program and it has helped increased student achievement.
- Southeast offers a variety of extra-curricular activities, clubs and organizations. The following athletic programs are offered: Volleyball, Football, Cross Country, Basketball, Track, Softball, and Baseball. Clubs and organizations include: STUCO, Debate/Forensics, Cheerleading, Band, Scholars' Bowl, Science Club, FCA, FCCLA, and FFA. Approximately 78% of students at Southeast participate in at least one extra-curricular activity.

- In order to address a climate of apathy amongst students and staff, Southeast has developed a new award called the Southeast Superhero Award. Students and teachers nominate each other for random acts of kindness observed around the school. So far, there have been 13 students recognized by this award.
- Discipline and managing student misbehaviors are focused on the idea of making the right thing easy and the wrong thing hard. Southeast High School has a student handbook addressing specific types of behavior and consequences that will follow behavioral issues. Southeast has had a very limited number of significant behavioral and discipline issues over the past two years. There has been one physical altercation and one incident involving a weapon on school grounds during the past two years. There are very few office referrals and a limited number of In School Suspension and Out of School Suspension occurrences.
- The district participates in the Southeast Kansas Interposol #637 to provide services to students with disabilities. USD 247 has demonstrated compliance as scored on the FAM report.

## Demographic Data

The district covers 300 square miles encompassing the communities of Cherokee, Weir, McCune, and several smaller communities of West Mineral and Roseland.

Demographically 96% of the Southeast USD 247 district is White, with 2.2% identified as Hispanic, and less than 1% (.7%) as African American, and 1.2% as "other."

District wide 95% of all teachers are identified as fully licensed with 15% of the elementary teachers teaching core content classes not considered highly qualified in the area of Fine Arts.

According to the Superintendents SO66 Report for 2008-2009, there are 34.3 certified elementary teachers, three Kindergarten teachers, and 18 certified high school teachers. There is a library media specialist at both the elementary and at the high school; three elementary principals; one principal and one assistant principal at the high school level. There are an additional four practical arts/vocational teachers at the high school; one school counselor at the elementary and one at the high school. At the elementary level there is one speech pathologist and three reading specialists/teachers. A full time nurse devotes one-half time to the elementary schools with the other half devoted to the high school.

The building identified for this proposal is Southeast High School (SHS). SHS was built in 1960 and has been serving generations of students and families for the past 50 years with a quality education. Currently SHS has an enrollment of 197 students with 49% of these students identified as economically disadvantaged and 11% are identified as having a disability.

**3. Based on the school's data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model.**

**a. Root Cause Analysis**

The school has analyzed data over the past three years, beginning with 2008-2007. The lowest scores are evident in math. Analysis of data and the Needs Assessment conducted by Cross & Joftus point to several factors leading to the cause of low math and reading scores on the Kansas State Assessments.

- Lack of aligned curriculum that leads to gaps in learning, especially in transition from 8<sup>th</sup> grade to the high school.
- Lack of supports that are specific to individual needs of students who struggle in both math and reading.
- Lack of professional development for teachers in the area of interventions for students in need of support.
- Administrators recognized in late Fall of 2009 the need to immediately replace a math faculty member.

**Step Two: Using the needs assessment results, select the Appropriate Intervention Model:**

**1. Elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model. (See Appendix B.)**

There are a number of reasons why USD 247 chose the transformation model to improve Southeast High School. Significant concerns exist in the areas of leadership, culture and human capital, curriculum and assessment, and instruction and professional development. By utilizing the transformation model rubric, it is the belief of all stakeholders in USD 247, that Southeast High School can become an effective school and meet the needs of all of its students.

In regards to leadership, there are a number of weaknesses exhibited by USD 247 and Southeast High School. **One** of these weaknesses is the evaluation system used for teachers and principals. There is a need for the evaluation process to take into consideration the goals and direction of the high school and district in order to adequately evaluate all staff members. Along with this system of evaluation, there also needs to be a system in place to help staff become more effective teachers. These evaluation systems should be designed and developed by teachers and principals and should take into consideration data on student growth and should be an ongoing collection of professional practice. **Another component** of leadership from the transformational model that could help Southeast High School improve is in identifying and rewarding staff members who are having a positive impact on student achievement and overall graduation rates. **A final component** of leadership transformation that will take place within this model is the ongoing support and assistance available from SEKESC. This will be an opportunity to not only get support, but also a level of accountability from an outside source.

Along with leadership, culture and human capital are areas of much needed improvement within the district and high school in USD 247. One issue related to human capital is the recruitment and retention of highly effective school leaders and teachers. The transformation model allows for financial incentives, increased opportunities for career growth and flexible working conditions. Along with this, there is also a strong component to connect the school and community with one another.

Curriculum and assessment is another area of need for Southeast High School and this relates to the transformation model. A concern for USD 247 is in the lack of a strong, horizontally and vertically aligned standards based curriculum. The transformation model also promotes a research based curriculum which is something that USD 247 is lacking in core areas. There is also a strong component in the transformation model to use student data to make decisions and differentiate instruction, which can be accomplished through implementation of the MTSS model. This data is developed through formative testing, progress monitoring and summative testing.

A final piece of the transformation model that relates directly with the needs of Southeast High School is in instruction and professional development. Currently there are few ongoing, job-embedded professional development opportunities available to staff at Southeast. The transformation model fosters this type of professional development and helps align professional development with the school's comprehensive instructional program. The model also helps to ensure school staff are equipped with the skills to teach effectively and successfully implement school reform strategies.

## **2. Describe why the model will be an appropriate fit for the school.**

Southeast HS has chosen Multi-tiered System of Supports as the Transformational Model. This model will allow all staff to be involved in deep data analysis to determine individual student needs. MTSS will meet the following needs in the **district**:

1. While changes in leadership in the district has led to improvement over the last two years, MTSS will assist the district with the following:
  - a. Developing a Self-Correcting Feedback loop which will provide system coherence between buildings and within the district.
  - b. Development of a district-level MTSS leadership team and individual building teams at each building.
  - c. Develop a system of communication and collaboration
  - d. Develop a shared vision and core beliefs at the district and building level.
  - e. Utilize a problem-solving process to determine on-going needs and adjustment to the system.
2. Currently, the district relies on Kansas State Assessment data and data from Measures of Academic progress. Through the MTSS process, the district will

develop a comprehensive assessment plan that will supply data that will drive instruction and identification of student-level interventions by doing the following:

- a. Select a universal screening, diagnostic and progress monitoring tool appropriate for each content area and grade level.
  - b. Establish Decision Rules for determining access to interventions and/or changing interventions.
  - c. Plan professional development needed to train staff in the use of assessments and the analysis of data.
3. The district lacks a system-wide instructional model. Through the MTSS process, the district will:
- a. Identify evidence-based instructional practices for building and district-wide use.
  - b. Plan for professional development to support training for new practices.
  - c. Identify changes that need to be made to the building schedules and the district calendar.
  - d. Develop processes to monitor the fidelity of the instructional model chosen.
4. The district focus for the last several years has been on state tested indicators. Through the MTSS process the district will:
- a. Identify core curricula to be used to address the critical components of math and reading.
  - b. Align curriculum K-12 to the Kansas State Standards.
  - c. Identify areas where cross-curricular opportunities exist.
  - d. Identify Supplemental and Intense curricula to be used for students in need of additional support.

Through development of the above processes, the buildings and the district will develop the needed supports to provide integration of the MTSS process so that the process can be sustained after the funding opportunities are gone.

**3. Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant. (See Appendix A.)**

To achieve success in the implementation of a transformation model, the following goals and objectives have been established for Cherokee USD 247 and Southeast High School.

**Goal 1: Develop and implement a continuum of leadership strategies for increasing teacher and school leadership effectiveness over the course of three years.**

Objective 1: Establish a high school leadership team by the end of the first quarter. This team will consist of major stakeholders, parents, and board members.

Objective 2: Provide opportunities for core leadership teams to participate in leadership academies each year of the project, and a principal leadership series in Year One as demonstrated by completion records.

Objective 3: District administrators will participate in the Evaluation Pilot project supported through KSDE to develop a performance-based evaluation system.

**Goal 2: Implement Multi-Tiered System of Supports throughout the district to further identify comprehensive instructional reform strategies over the course of three years.**

Objective 1: Conduct mathematics curriculum alignment for mathematics (summer 2010); reading (summer 2011); and non-core curricular areas (summer 2012) as measured by completed curriculum alignment documents.

Objective 2: School administrators will fully implement the KPALSS Walkthrough observation system with all high school teachers one time per week each year of the project utilizing the KPALSS observation protocol. Utilizing KPALSS data, identify additional evidence-based instructional strategies to further the continuum in Years Two and Three.

Objective 3: Investigate additional strategies for integrating technology within the classroom based upon data each year of the project (could include AP coursework, dual credit, and computer-based instruction) as demonstrated by an evaluation rubric.

Objective 4: Provide opportunities for all teaching staff to be trained and receive coaching services for Differentiated Instruction in Year Two of the project as demonstrated by training and coaching logs.

Objective 5: Provide opportunities for middle level and high school mathematics teachers to receive instructional coaching services each year of the project

**Goal 3: Create a community-oriented school culture within the high school to close the achievement gap among students.**

Objective 1: Raise teacher/student expectations through increased professional development opportunities utilizing the “Teacher Expectations and Student Achievement (TESA)” model each year of the project as demonstrated by TESA evaluation protocols.

Objective 2: Raise student, parent and community expectations utilizing the “Parent Expectations and Student Achievement (PESA) model in all three years.

Objective 3: Establish a technology literacy program that will open to district patrons. Courses will be offered twice per month in the high school technology lab. District patrons, parents, and students will be invited to attend sessions free of charge

Objective 4: The high school will utilize the Virtual Prescriptive Learning program to provide credit recovery opportunities at no charge to patrons. The VPL lab will be open one night per week for three hours and credit will be awarded in accordance with state and federal laws and regulations.

Objective 5: The administrators and staff will develop two community service opportunities, one each semester. Each student in the high school will have the opportunity to participate in at least one community service project.

Objective 6: Establish a parent advisory group to provide two-way communication between the staff and parents. The group will meet at least quarterly and will be flexible and change membership on a frequent basis. To assist this parent advisory group, resources and assistance available through KPIRC will be utilized each year of the project.

Objective 7: Conduct Parent Education nights on social networking and technology (bullying, harassment, and predators); Rite of Passage presentation on dangers of substance abuse; monthly electronic newsletters (sent through the district's PowerSchool system) will touch on topics including self esteem, safe driving, updates to laws on teens and texting, nutrition, importance of sleep, etc.

**Goal 4: Develop ongoing operational flexibility and sustainability through the core leadership teams and implementation of MTSS strategies and Professional Learning Communities (PLC).**

Objective 1: Establish PLCs within the district during Year One of the project to conduct an intensive book study of Marzano strategies as demonstrated by completed book studies in Year One. In Year Two, staff will investigate Differentiated Instruction through PLC's.

Objective 2: Utilize PLCs for ongoing identification of weaknesses in data and development of intervention groups during Years Two and Three of the project as measured by data weakness listings and intervention group documentation.

Objective 3: Utilize the existing Professional Development Council to utilize KPALSS data to assess needs for professional development for the building.

Objective 4: Staff will be incentivized through opportunities to apply for mini-grants based on attainment of performance goals. Grants may be used for additional classroom materials, technology, or for additional professional opportunities.

**4. Describe the actions the school will take to recruit, screen and select external providers, if applicable to ensure their quality.**

Cherokee USD 247, upon notification of being identified as a Tier II school, immediately contacted the Southeast Kansas Education Service Center. Cherokee USD 247 has cooperatively worked with the service center for the past 34 years to receive support for not only for teachers within the classroom, but also for many other endeavors to improve the quality of education within the district. As a member of the service center's School Improvement Services Department (SIS), the district receives training, technical assistance and facilitation of processes to support meeting the requirements of No Child Left Behind and Multi-Tier System of Supports. All services provided by SIS are research-based processes, programs, and models, provided in either center or site-based professional development, through web-based staff development and hands-on technical assistance. A contractual arrangement has been made with the service center to provide services through this project to ensure compliance with grant requirements to fully implement a transformational model.

**5. Describe how the school will align other resources with the interventions.**

Southeast High School will utilize a Grant Coordinator and a recognized Cross & Joftus Implementation Coach provided by SEKESC. The Grant coordinator and Implementation Coach will be responsible for assisting the building leadership in focusing on the requirements of the grant and the school improvement process.

In an effort to align resources, the district will utilize School Improvement Services at SEKESC to support MTSS training at the K-8 buildings. The cost for this will be paid by the district through their SEKESC dues. This alignment of training district-wide will be key to the systemic coherence and sustainability of the transformational model.

**6. Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.**

The leadership will work with the staff to develop an evaluation tool as a part of the KSDE pilot project. As a part of the new evaluation system, teachers will be expected to set performance goals at the beginning of the year that will include student achievement and professional growth. Staff members who show improvement on multiple measures as demonstrated on an evaluation instrument will be eligible to apply for a mini-grant. These grants may be used for: additional professional development, classroom materials, or technology. A plan of assistance will be developed in collaboration with the administration for those teachers not meeting growth goals in an effort to improve areas of challenge. Funds from the mini-grant will be utilized to support these staff members.

**7. Explain how the school will sustain the reforms after the funding period ends.**



The implementation of the MTSS process should be in place and functioning by the end of the funding period. KPALSS training has already been completed and will be sustained beyond the period of the grant funding. USD 247 belongs to the SIS consortium at SEKESC. Therefore, training will be provided for new staff and sustained for those staff members who may need further support. TESA training provides a train-the-trainer model. A team will be trained as “trainers” for TESA and PESA to train new hires, provide refresher information to existing staff, and provide parent trainings beyond the funding period.

**Step Three: Using the Needs Assessment and the Selected School Intervention Model, Assess the District and School Capacity:**

- 1. Elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools. It is located at:**

<http://www.kansasmtss.org/resources.htm>

The school superintendent, building principal, and assistant principal completed the ICM with a consultant from SEKESC on April 7, 2010.

- 2. Discuss the strengths and weaknesses identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM) for Schools.**

**Leadership and Empowerment**

Strengths

The building administrators have taken responsibility for sharing academic data with the staff. Staff has been given the expectation of using academic data to make decisions regarding instruction.

Challenges

No formal building leadership team exists.  
Indicators of success rely only on AYP.

**Assessment**

Strengths

Outcome assessments including KSA and MAP are given in the building.  
Teams have informal rules for determining students’ access to additional support.

Challenges

No formal assessment system, beyond outcome assessments, has been developed.  
Formal teams for addressing assessments and data have not yet been established.

**Curriculum**

Strengths

Curricular materials address some essential components.  
Staff is familiar with the concepts that must be taught prior to state assessments.

Challenges

It is assumed that programs are being implemented with fidelity. Supplemental services are available, but not based on learner need.

## **Instruction**

### Strengths

The schedule provides sufficient time for core and supplemental instruction. Some staff has received training in evidence-based instructional practices/strategies

### Challenges

Staff uses the same academic instructional practices/strategies regardless of individual need.

Supplemental instruction group size is based on staffing availability.

## **Data-Based Decision Making**

### Strengths

Informal teams meet as time allows to conduct data-based decision-making.

The administration reviews system-wide academic data.

### Challenges

System level decision-making is based on outcome data only.

The team does not use a problem-solving process to guide decision making.

## **Integration and Sustainability**

MTSS has not yet been implemented in the building.

### **3. Provide an explanation of the school's capacity to use school improvement funds to provide adequate resources and related support for full and effective implementation of all required activities of the selected model.**

School improvement funds provided through this project will provide Cherokee USD 247 and Southeast High School with the adequate resources to fully implement the MTSS model, KPALSS, TESA, curriculum alignment activities, leadership activities for teachers, principal leadership activities. In addition, up-to-date technologies to further the one-to-one initiative and provide students with Advanced Placement courses, dual credit opportunities, and Virtual Prescriptive Learning for online coursework will be utilized. In addition the district will have access to a grant coordinator, implementation coach, mathematics coach, and technology specialist to provide onsite coaching and professional development within the classroom setting.

The district has adopted a calendar that will add an additional 15 minutes to the school day. The high school will combine this extra 15 minutes with the existing "seminar" time. This 30 minute block of time will be used for interventions as designated in the MTSS data analysis and for development of Professional Learning Communities. Additional data will be collected in year one to determine the need for extended learning opportunities in subsequent years.

Effective July 1, 2010, Cherokee USD 247 will have a new superintendent to provide leadership and guidance through this proposal. The district currently has a projected \$5.4 million budget for 2010, significantly lower than previous years' budgets. The resources provided through this project will allow the district to build capacity among staff, administration, and the community.

This proposal addresses all the required activities as delineated within Appendix A of the District Level School Improvement Grant Application. Please see Southeast High Schools response to Appendix A at the end of this document.

**Step Four: Timeline and Goal Setting – Utilizing the Kansas School Improvement Process, finish Stages 1 through 4 of the School Improvement Plan and complete the following:**

- 1. A timeline delineating the steps the school will take to implement the selected intervention in each Tier I and Tier II School**

<b>Timeline – Year One</b>		
<b>Activity</b>	<b>Year One</b>	<b>Benchmarks</b>
MTSS	Math Structuring	MTSS training dates & eval. Rubrics
Curriculum Alignment	Five days – Math	Completed curriculum alignment doc.
Professional Learning Communities	Training	PLC membership roster/dates/meeting minutes
KPALSS	Implementation	KPALSS Longitudinal data collection
Implementation Coaching	Cross & Joftus Model	Impl. Coaching schedule & evals
TESA	Training of Trainers	Six persons trained & 8 sessions with staff
PESA	Training for two teachers and/or parent	Two persons trained
Differentiated Instruction	NA	NA
Purchase of one-to-one technology	Technology purchased & installed	Successful installation of equipment
Purchase of upgraded IDL equipment	Technology purchased & installed	Successful installation of equipment
Leadership Academy	Two teachers attend	Ongoing 2010-2011, successful completion
Principal Leadership Series	Principal and Assistant Principal attend	Ongoing 2010-2011, successful completion
Math Coaching	20 days	Math coaching dates and debriefing notes
PDC Annual Training and Support	Two days	PCD dates and roster of attendance
Virtual Prescriptive Learning (VPL)	Offered to students	# of students utilizing
United Streaming/Study Island	Offered to students	# of teachers/students utilizing
Book Study	Marzano	KPALSS observation data of implementation
Mini-grants	25 teachers and principals eligible	Documentation of how funds were utilized
Collaboration with KPIRC consultant for family involvement, includes targeted mailings of family involvement materials & resources	Quarterly school year	KPIRC collaboration with a family involvement consultant, targeted mailing list
Eighth hour tutoring for students	Offered to students	Achievement scores of students utilizing
Curriculum Materials	NA	NA
Technology Literacy Program for Community Patrons	Twice per month	# of patrons utilizing
VPL for Community Patrons	Three hours once a week	# of patrons utilizing & receiving credit
Community Service Opportunities	Once a semester	# of opportunities available and # of students participating
Parent Advisory Group	Quarterly	Parent Advisory Group minutes

<b>Timeline – Year Two</b>		
<b>Activity</b>	<b>Year Two</b>	<b>Benchmarks</b>
MTSS	Math Implementation Reading Structuring	MTSS training dates & eval rubrics
Curriculum Alignment	Five days – Reading	Completed curriculum alignment doc.
Professional Learning Communities	Refinement	PLC membership roster/dates/minutes
KPALSS	Prioritizing as a result of data	KPALSS longitudinal data collection
Implementation Coaching	Cross & Joftus Model	Impl. Coaching schedule & evals
TESA	Peer coaching of staff	Coaching notes
PESA	Training for two teachers and/or parent	Two persons trained and 6 parent sessions held
Differentiated Instruction	One day introduction/bk study	DI training date/attend. roster/KPALSS data
Purchase of one-to-one technology	Maintenance of technology	Maintenance schedule
Purchase of upgraded IDL equipment	Maintenance of technology	Maintenance schedule
Leadership Academy	Two teachers attend	Ongoing 2011-2012, successful completion
Math Coaching	14 days	Math coaching dates and debriefing notes
PDC Annual Training and Support	Two days	PCD dates and roster of attendance
Virtual Prescriptive Learning	Offered to students	# of students utilizing
United Streaming/Study Island	Offered to students	# of teachers/students utilizing
Book Study	Differentiated Instruction	Successful completion of study
Mini-grants	25 teachers and principals eligible	Documentation of how funds were utilized
Collaboration with KPIRC consultant for family involvement, includes targeted mailings of family involvement materials & resources	Quarterly school year	KPIRC collaboration with a family involvement consultant, targeted mailing list
Eighth hour tutoring for students	Offered to students	Achievement scores of students utilizing
Curriculum Materials	Selection and acquisition	Materials selection list, purchase orders
Technology Literacy Program for Community Patrons	Twice per month	# of patrons utilizing
VPL for Community Patrons	Three hours once a week	# of patrons utilizing & receiving credit
Community Service Opportunities	Once a semester	# of opportunities available and # of students participating
Parent Advisory Group	Quarterly	Parent Advisory Group minutes

<b>Timeline – Year Three</b>		
<b>Activity</b>	<b>Year Three</b>	<b>Benchmarks</b>
MTSS	Reading Implementation Math Refinement	MTSS training dates & eval. Rubrics
Curriculum Alignment	Five days – TBA	Completed curriculum alignment doc.
Professional Learning Communities	Refinement	PLC membership roster/minutes
KPALSS	Prioritizing as a result of data	KPALSS evaluation rubrics
Implementation Coaching	Cross & Joftus Model	Impl. Coaching schedule & evals
TESA	Peer coaching of staff	Coaching notes
PESA	Training for two teachers and/or parent	Two persons trained and 6 parent sessions held
Differentiated Instruction	DI full implementation	DI implementation rubrics
Purchase of one-to-one technology	Maintenance of technology	Maintenance schedule
Purchase of upgraded IDL equipment	Maintenance of technology	Maintenance schedule
Leadership Academy	Two teachers attend	Ongoing 2012-2013, successful completion
Math Coaching	8 days	Math coaching dates and debriefing notes
PDC Annual Training and Support	Two days	PCD dates and roster of attendance
Virtual Prescriptive Learning	Offered to students	# of students utilizing
United Streaming/Study Island	Offered to students	# of teachers/students utilizing
Book Study	TBA	Successful completion of study
Mini-grants	25 teachers and principals eligible	Documentation of how funds were utilized
Collaboration with KPIRC consultant for family involvement, includes targeted mailings of family involvement materials & resources	Quarterly school year	KPIRC collaboration with a family involvement consultant, targeted mailing list
Eighth hour tutoring for students	Offered to students	Achievement scores of students utilizing
Technology Literacy Program for Community Patrons	Twice per month	# of patrons utilizing
VPL for Community Patrons	Three hours once a week	# of patrons utilizing & receiving credit
Community Service Opportunities	Once a semester	# of opportunities available and # of students participating
Parent Advisory Group	Quarterly	Parent Advisory Group minutes

- 2. A description of the annual goals for student achievement that the school has established based on the State’s assessments in both reading/language arts and mathematics.**

### **MATH SMART GOALS**

- At least a 6% annual gain on “meets standard” and higher is expected for all students and disaggregated groups for all students on the Kansas mathematics assessments.
- Annually reduce by 5% the number of students who must use OTL to score at “meets standards” or higher.
- Increase by 10% annually the number of students who are meeting their growth target for mathematics on the MAP assessment.

### **READING SMART GOALS**

- Annually increase 6% the number of students scoring “meets standard” or higher on the Kansas reading assessment.
- Annually reduce the 5% the number of students who must use OTL to score at “meets standards” or higher
- Annually increase by 10% the number of students who are meeting their growth target for reading on the MAP assessment.

- 3. A description of other annual goals tied to the implementation of the model.**

### **ALIGNMENT SMART GOAL**

Each year one core area will be aligned to the adopted standards using the SEKESC web-based alignment tool. After initial alignment a comparison will be run using the Enacted Curriculum Survey to determine gap and overlaps. **Goals for each year will established with the assistance of the Implementation Coach. See the timeline of activities for more information.**

### **PROCESS SMART GOAL**

Annually for each of the three years, progress in implementation of MTSS will be judged by advancing at least one fourth of the descriptors in at least one category on the Innovations Configurations Matrix. The leadership team will make the decision by consensus at the end of each academic year. **Goals for each year will established with the assistance of the Implementation Coach. See the timeline of activities for more information.**

- 4. Identify the relevant stakeholders, both internal and external, who were consulted by the school when completing Stages 1 through 4 of the school improvement plan.**

District administrators, members of the ETAT team, and consultants from SEKESC were consulted in completing the School Improvement Plan. **As a part of the Cross & Joftus needs assessment, perception data was gathered from the following groups: teachers, parents, students, community members and board members.**

**Part 2: After each school has selected an intervention model, please answer the questions specific to the model selected. These should be done in conjunction with the district staff.**

The LEA must provide the following information about the School Intervention Model selected for each Tier I and Tier II school(s). Please write your responses under each question.

### **The Transformation Model**

**1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?**

Whereas both the principal and assistant principal were hired within the previous two years, Cherokee USD 247 is exempt from selecting a new leader for the school. The current principal and assistant principal have the following qualifications:

**Jeff Spangler, Principal**, has a BS in Education with a focus on Technology and History and an MS in School Administration, both from Pittsburg State University. He served as at-risk Coordinator and Social Studies teacher for Frontenac Public Schools prior to transitioning to Southeast High School at a Technology instructor, Assistant Principal, and Athletic Director. Mr. Spangler has served as Principal at Southeast High School since 2008.

**Ben Proctor, Assistant Principal**, has a BS in History from McPherson College and an MA in School Leadership from Baker University. Mr. Proctor has previous experience as a Social Studies teacher at Eureka USD 389, Cherokee USD 247, and Arkansas City USD 470 prior to transitioning to Southeast High School as Assistant Principal and Athletic Director in 2008.

**USD 247 has hired a new superintendent for the 2010-2011 school year.**

**100% of the High School is highly qualified.**

**In late Fall 2009, one of the high school math teachers was replaced. The other full time math instructor retired at the end of the 2010 school year. This replaces 2 of the 2.5 FTE math teachers. One teacher in the English department retired and has been replaced. The enhancements in the grant such as the mini-grants, MTSS, 1 to 1 laptop initiative and increase professional development opportunities will aid the district in attracting highly qualified teachers.**



**2. How will the LEA enable the new leader to make strategic staff replacements?**

Through the revision and adoption of a performance based evaluation system for instructional staff, the LEA will enable the leader(s) to make data-driven recommendations for future staff replacements and/or reassignment.

**3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?**

Through the MTSS model and increased access to professional development opportunities for both administrators and instructional staff, the district will build internal capacity **among the 23 instructional staff** to further the continuum of complete transformation within Southeast High School that will extend well beyond school improvement grant funding period. **Through the implementation of a technology literacy program for district patrons twice a month and the VPL program for credit recovery once a week, the community and parents will have opportunities to be involved with the school to a greater extent. Building capacity among students and their connection with the community through the community service projects will also support the overall transformation of the school and district.** All recommended strategies as described within this proposal were chosen after careful consideration of student achievement data, the Cross & Joftus needs assessment, and recommendations from external resources.

**4. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?**

The district administration, with school board input, review the budgeting, staffing, and scheduling needs at the building level annually to allow for informed decision making. **The funding from the grant and local resources will provide increased opportunities for staff development and improvement for teachers. With limited staff, each instructor will have increased demands upon their time outside the classroom as their roles significantly change through the transformational model. Each instructor will have multiple opportunities to participate in the various activities (TESA, PESA, Leadership Academies, Curriculum Alignment). Stipends and mini-grants will used to provide incentives for teachers to transform and improve their teaching abilities. Through the increased time in the school day, IDL, VPL and MTSS, students will be offered extended learning opportunities. Parents will have opportunities for personal grown and involvement through the weekly credit recovery sessions and for increased decision-making opportunities by participating in quarterly parent advisory group meetings.**

**5. What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?**

The implementation of the MTSS process should be in place and functioning by the end of the funding period. KPALSS training has already been completed and will be sustained beyond the period of the grant funding. USD 247 belongs to the SIS consortium at SEKESC. Therefore, training will be provided for new staff and sustained for those staff members who may need further support. TESA training provides a train-the-trainer model. A team will be trained as “trainers” for TESA and PESA to train new hires, provide refresher information to existing staff, and provide parent trainings beyond the funding period.

The school will strive to make the school a more community oriented environment as discussed in Goal 3. The additional time each day will support the extended learning opportunities for MTSS. The building is also searching for ways to offer dual credit, IDL courses, and credit recovery opportunities through VPL.

**Budget:**

1. Each district will have a district budget (combined from all Tier I and Tier II schools) and individual budgets from each school.
2. The district must provide a budget that indicates an amount of school improvement the district will use each year to implement the selected model in each Tier I and Tier II it expects to serve.
3. Each budget line item will have a detailed explanation of all activities associated with the grant.

**Note:** An LEA’s budget must cover the period of availability, including any extension, granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

**KANSAS STATE DEPARTMENT OF EDUCATION  
Title I School Improvement Grant  
ESEA 1003(g)  
Explanation of Budget Line Items**

<b>1000 Instruction</b>	
<b>100</b>	<b>Personnel Services—Salaries</b> Instructional salaries for full & part-time certified and non-certified employees, substitute pay, & stipends.
<b>200</b>	<b>Employee Benefits</b> FICA, Group Insurance, Workman’s Compensation, etc., for personnel in line 100 above.
<b>300</b>	<b>Purchased Professional &amp; Technical Services</b> Consultants, subcontracts, mini-grants, counseling, guidance, and accounting services.
<b>400</b>	<b>Purchased Property Services</b> <i>Lease, repair, maintain, &amp; rent property &amp; equipment, owned or used by the district.</i>
<b>500</b>	<b>Other Purchased Services</b> Staff travel, workshops/conference registrations, per diem, mileage, lodging, staff development.
<b>600</b>	<b>Supplies &amp; Materials</b> <i>Items that can be consumed, worn out, or deteriorated through use.</i>
<b>700</b>	<b>Property</b> <i>Initial, additional or replacement equipment.</i>
<b>2000 Support Services</b>	
<b>2100</b>	<b>Support Services --Students</b> Attendance, health services, & parent involvement.
<b>2329</b>	<b>Other Executive Administration Services</b> Amount of funds generated by the indirect cost rate. (i.e., general operating costs such as duplicating, postage, room rental, telephone, etc.)
<b>2700</b>	<b>Student Transportation Services</b> <i>Providing transportation for students.</i>
<b>3000 Non-Instructional Services</b>	
<b>3300</b>	<b>Community Services Operations</b> <i>Providing community services to staff or students.</i>
<b>3400</b>	<b>Student Activities</b> Providing activities associated with the students in these programs.

**KANSAS STATE DEPARTMENT OF EDUCATION  
Title I School Improvement Grant  
ESEA 1003(g)  
PROJECTED DISTRICT BUDGET FOR JULY 1, 2011 TO JUNE 30, 2012  
Year 1**

<b>Budget Categories</b>	<b>Amount Requested</b>
<b>1000 Instruction</b>	
100 Personnel Services—Salaries	27,000
200 Employee Benefits	3,691
300 Purchased Professional and Technical Services	244,783
400 Purchased Property Services	0
500 Other Purchased Services	102,960
600 Supplies and Materials	11,250
700 Property	346,041
<b>2000 Support Services</b>	
2100 Support Services—Students	
2329 Other Executive Administration Services	20,702
2700 Student Transportation Services	
<b>3000 Non-Instructional Services</b>	
3300 Community Services Operations	
3400 Student Activities	7,854
<b>TOTAL</b>	<b>\$764,280</b>

Provide a written explanation of each proposed expenditure on a separate page.

**KANSAS STATE DEPARTMENT OF EDUCATION  
Title I School Improvement Grant  
ESEA 1003(g)  
PROJECTED DISTRICT BUDGET FOR JULY 1, 2011 TO JUNE 30, 2012  
Year 2**

<b>Budget Categories</b>	<b>Amount Requested</b>
<b>1000 Instruction</b>	
100 Personnel Services—Salaries	27,340
200 Employee Benefits	3,723
300 Purchased Professional and Technical Services	190,583
400 Purchased Property Services	
500 Other Purchased Services	71,195
600 Supplies and Materials	39,250
700 Property	19,575
<b>2000 Support Services</b>	
2100 Support Services—Students	
2329 Other Executive Administration Services	11,797
2700 Student Transportation Services	
<b>3000 Non-Instructional Services</b>	
3300 Community Services Operations	
3400 Student Activities	7,854
<b>TOTAL</b>	<b>\$371,317</b>

Provide a written explanation of each proposed expenditure on a separate page.

**KANSAS STATE DEPARTMENT OF EDUCATION  
Title I School Improvement Grant  
ESEA 1003(g)  
PROJECTED DISTRICT BUDGET FOR JULY 1, 2011 TO JUNE 30, 2012  
Year 3**

<b>Budget Categories</b>	<b>Amount Requested</b>
<b>1000 Instruction</b>	
100 Personnel Services—Salaries	27,687
200 Employee Benefits	3,755
300 Purchased Professional and Technical Services	<b>177,333</b>
400 Purchased Property Services	
500 Other Purchased Services	<b>69,815</b>
600 Supplies and Materials	11,250
700 Property	19,575
<b>2000 Support Services</b>	
2100 Support Services—Students	
2329 Other Executive Administration Services	<b>10,884</b>
2700 Student Transportation Services	
<b>3000 Non-Instructional Services</b>	
3300 Community Services Operations	
3400 Student Activities	<b>7,854</b>
<b>TOTAL</b>	<b>\$328,153</b>

Provide a written explanation of each proposed expenditure on a separate page.

**Cherokee USD 247  
Southeast High School  
School Improvement Grant  
Budget Narrative**

**100 Personnel Services**

**Curriculum Coordinator, Debbie Clawson, .25 FTE**

A .25 FTE curriculum coordinator will be responsible for serving as a liaison between Cherokee USD 247 and the contracted Grant Coordinator in the administration of the project activities. Ms. Clawson will devote 100% of her time to this project, but is only asking for 25% of her salary. Costs reflect a 2% COL raise each year.

	Request
<b>Year 1</b>	17,000
<b>Year 2</b>	17,340
<b>Year 3</b>	17,687

**Technology Coordinator, .10 FTE**

The high school building technology coordinator will devote .10 of their time to the project to ensure a smooth transition in the increased implementation of the one-to-one initiative and the installation of the new interactive distance-learning classroom.

	Request
<b>Year 1</b>	5,000
<b>Year 2</b>	5,000
<b>Year 3</b>	5,000

**Board Clerk, .10 FTE**

The board clerk will devote .10 of their time to the project to provide fiscal oversight to the project and be responsible for ordering equipment, supplies, arranging payment for professional development opportunities, and budgetary reporting to KSDE.

	Request
<b>Year 1</b>	5,000
<b>Year 2</b>	5,000
<b>Year 3</b>	5,000

<b>100 Personnel Services Yearly Totals</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Request</b>	27,000	27,340	27,687	82,027

**200 Employee Benefits**

Fringe Benefits include FICA (.0765), unemployment (.0125), workman's compensation (.006), and health insurance (\$1,125).

<b>200 Employee Benefits Yearly Totals</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Request</b>	3,691	3,723	3,755	11,169

### **300 Purchased Professional & Technical Services**

Through a contractual arrangement between Cherokee USD 247 and the Southeast Kansas Education Service Center, the following items will be provided by the service center to complete the activities within this project. Please see the attached Memorandum of Understanding for further information regarding this contractual arrangement.

#### **KPALSS Walkthrough Training**

Each year of the project Southeast High School personnel will receive coaching in KPALSS. This is estimated at one day per month for nine months at \$900 per day. \$8,100 each year.

Small groups of teachers will be trained in KPALSS during Year Two, four two-day sessions at \$900 per day, \$7,200.

#### **Multi-Tiered System of Support Training**

Four days of training plus four days of support will be provided each year of the project at a rate of \$650 per day. In Years Two and Three this will increase by an additional two days of support. \$5,200 Year One, \$6,500 Years Two and Three.

#### **Curriculum Alignment**

Year One will be curriculum alignment for mathematics. This will take an estimated five days - two days to analyze data and three days for the actual alignment. Costs associated with a consultant to lead this alignment effort is calculated at a rate of \$650 per day, \$3,250. In Year Two, reading will be aligned, and in Year Three, the curricular area will be determined based on current analysis of data at that time. Costs are estimated at the same rate for Years Two and Three.

#### **Professional Learning Communities**

Each year of the project there will be professional learning communities training provided to staff for two days at \$650 per day, \$1,300.

#### **Implementation Coaching**

An approved consultant will be contracted to provide implementation coaching at the flat rate of \$22,000 each year. The consultant will work with the administrative team twice a month for nine months each year of the project.

#### **Grant Coordinator**

Each year of the project a grant coordinator will be contracted to provide project oversight and management of the program to ensure teachers receiving the full support needed to fulfill grant activities. It is estimated the cost of this coordinator will be \$20,000.



**PDC Training**

Two days per year will be provided in PDC training to the teachers at Southeast High School, rate \$650 per day, \$1,300.

**Math Coaching**

Twenty days of math coaching will be provided in Year One at a rate of \$900 per day, \$18,000. In Year Two, 14 days will be provided, \$12,600; in Year Three, 8 days, \$7,200.

**Enacted Curriculum Survey**

Each year the Enacted Curriculum Survey will be administered to teachers, \$20 per survey for 12 teachers, \$240.

**Virtual Prescriptive Learning (VPL)**

Each year of the project, the district will provide current students, recently dropped out students, and community patrons the opportunity to do credit recovery through VPL. Costs for 120 titles (persons) to enroll is calculated at \$72,000 in Year One, 60 for current students and 60 for community patrons. Years Two and Three the costs are calculated at \$16,000. See attached bid.

**United Streaming and Study Island**

In order to ensure students have access to the latest in digital media, the district will purchase United Streaming and Study Island for the high school. As the district is currently purchasing this service, grant funds are only asked for the high school. The cost associated with United Streaming is \$5.95 per student for an estimated 220 students, \$1,309. Study Island is \$2,284 for Southeast High School per year.

**Technology Coaching**

With the continued one-to-one initiative and the inclusion of a new distance learning classroom, a technology coach will provide services twice a month for the nine-month school year to teachers at the high school on integrating technology within the classroom. This technology coach will be a licensed classroom teacher with extensive technology integration skills. Costs are calculated at a rate of \$650 per day, \$11,700 each year.

**Evaluation**

An external evaluator will provide 20 days to the project working with the grant and curriculum coordinators in the analysis of data, developing survey instruments and providing evaluative support for grant award reporting. It is estimated 20 days will be required for this project at a rate of \$500 per day, \$10,000, each year of the project.

**Interactive Distance Learning**

To allow the high school access to Advanced Placement courses, dual credit courses, and higher level math and science courses, membership to the IDL network will be purchased through this project. This will allow the district to work with others on the

network in obtaining the courses needed to expand opportunities for Southeast students. Cost for this membership is \$5,500 per year.

### **Leadership Academy/Principal Leadership Series**

To maximize capacity and build sustainability within the district, select teachers will be provided opportunities each year to participate in the Greenbush Leadership Academy. It is estimated two teachers per year will be selected at a rate of \$850 per teacher. In addition, in Year One of the project, the principal and assistant principal will attend the Principal Leadership Series. Costs for the series is \$450 per person. Year One, \$2,600; Year Two and Three, \$1,700.

### **Differentiated Instruction**

In Year Two a one day introduction to Differentiated Instruction will occur to kick off the PDC book study, \$650 for one-day.

### **Parent Education Nights**

Parent Education nights on social networking and technology (bullying, harassment, and predators); Rite of Passage presentation on dangers of substance abuse; monthly electronic newsletters (sent through the district's PowerSchool system) will touch on topics including self esteem, safe driving, updates to laws on teens and texting, nutrition, importance of sleep, etc. Contracted through the SEK Regional Prevention Center, \$1,250 each year of the project.

### **Technical Services provided through Cherokee USD 247 include:**

#### **Mini-Grants**

Mini-grants will be provided to teachers, principals, and special education instructors each year of the project. These mini-grants will be provided for the teachers provided they reach a predetermined benchmark level in achievement, both within the classroom and professionally. These mini-grants will allow the staff to purchase supply items for use in the classroom, attend professional development of their choice, or to purchase technology for the classroom. If a staff member does not meet the predetermined benchmark, the funds will be used for the person to attend professional development in the area in which data indicated they are deficient. Mini-grants are estimated at \$2,000 per person for 25 persons, \$50,000.

#### **TESA/PESA**

During Year One of the project six teachers will attend the Train the Trainer workshop in TESA. Registration for TESA training is calculated at \$375 per person, \$2,250. Each year a smaller group of three teachers will attend the PESA training in order to provide parent trainings each year. Registration is estimated at a cost of \$500 per person for a two-day training, \$1,500. In Years Two and Three, a series of six parent trainings will be provided by those trained at a cost of \$200 per training, \$1,200.

## **KPIRC**

Each year of the project Cherokee will contract with KPIRC for a family involvement consultant to collaborate on supporting the district to access and implement evidence-based practices for students and their families. Also included is access to targeted mailings of family involvement materials and resources. Costs associated with this are calculated at \$5,000 each year. KPIRC is a federally funded parent involvement technical assistance center.

<b>300 Purchased Professional &amp; Technical Services Yearly Totals</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Request for SEKESC</b>	186,033	132,883	119,633	438,549
<b>Request for District</b>	58,750	57,700	57,700	174,150

## **400 Purchased Property Services**

### **500 Other Purchased Services**

Other purchased services includes travel and stipends.

#### **Travel**

##### **District Travel and Substitute Fees**

Travel for teachers to attend TESA training, \$1000 per person (includes airfare, mileage, per diems, hotel for four days) for six participants, \$6,000, Year One only.

Substitute fees for TESA training once the trainers return, 8 days of training for 17 people (all staff) at \$90 per day, \$12,240.

Travel for teachers to attend PESA training, \$1000 per person (includes airfare, mileage, per diems, hotel for four days) for three participants, \$3,000, each year.

Substitute fees for MTSS leadership team, eight days in Year One for six teachers at \$80 each, \$3,840; ten days in Years Two and Three for six teachers at \$80 each, \$4,800.

Substitute fees for leadership academy participants, two participants per year for eight days at \$80 per day, \$1,280.

Substitute fees for math coaching days, 20 days in Year One (\$1,600); 14 days in Year Two (\$1,120); and eight days in Year Three (\$640), one sub per day at \$80 per day, Year One.

Substitute fees for KPALSS training, eight days for four teachers at \$80 per person, Years Two and Three only, \$3,035 per year.

MTSS Symposium for leadership team, six persons, \$200 registration (\$1,200); hotel \$100 per night for two nights for six (\$1,200); per diem \$40 per day for six persons for two days (\$480); mileage round trip to Wichita, 310 miles at \$.50 per mile, \$155. The team will attend in Year Two and Three.

VPL for parents, one night a week for 36 weeks, teacher to oversee three hours per night at \$20 per hour, \$2,160 per year.

Technology literacy courses, \$500 per night trainer, twice a month for 9 months, plus \$250 per night for snacks and supplies, \$13,500 each year.

### **SEKESC Travel and Expenses**

MTSS notebooks for 25 persons at \$30 per person in Year One, \$750. Three notebooks \$90 per person for 25 persons in Years Two and Three, \$2,250.

Mileage estimated for the grant coordinator, 20,000 miles per year at \$.50 per mile, \$10,000.

Mileage estimated for the technology coaching, twice a month, 320 miles round trip, for nine months at a rate of \$.50 per mile, \$2,880, each year of the project. Hotel is calculated at \$100 per night for 18 nights, \$1,800.

Mileage for the implementation coaching, twice a month, 400 miles round trip, for nine months at a rate of \$.50 per mile, \$3,600, each year of the project. Hotel is calculated at \$100 per night for 18 nights, \$1,800.

Mileage for MTSS trainer, eight days in Year One, ten in Years Two and Three, estimated 300 miles round trip, at \$.50 per mile, \$1,200 Year One, \$1,500 Years Two and Three. Hotel for the MTSS trainer is calculated at \$100 per night, eight days in Year one, \$2,000; ten days in Years Two and Three, \$2,500.

PDC training expenses, 320 miles round trip at \$.50 per mile and \$100 for hotel, \$260.

Math coaching travel expenses, 300 miles for ten nights in Year One (7 in Year Two; 4 in Year Three) at \$.50 per mile, \$1,500 Year One; \$1,050 Year Two; \$600 Year Three). Hotel for the math coach is calculated at \$100 per night (ten days in Year One, seven days in Year Two; four days in Year Three), \$1,000 Year One; \$700 Year Two; \$400 Year Three.

Differentiated Instruction mileage, estimated 300 miles at \$.50 per mile, \$150, Year Two only.

### **Stipends**

Curriculum alignment stipends each year of the project for three high school instructors, three middle school instructors, and the curriculum coordinator, \$250 per day for five days, \$8,750. Year One is Mathematics, Year Two is Reading, Year Three, TBD.

Stipends for TESA trainers, \$1,500 each for the eight days of training for six persons, \$9,000, Year One only.

Stipends for six PESA trainings each year, three individuals, \$500/training, \$9,000.

Stipends for the core leadership team, six members at \$500 per member, \$3,000, each year of the project.

Stipends for the parent advisory group, eight members at \$500 per member, \$4,000, each year of the project.

<b>500 Other Purchased Services Yearly Totals</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Request for SEKESC</b>	25,590	26,990	26,090	78,670
<b>Request for District</b>	77,370	44,205	43,725	165,300

### **600 Supplies & Materials**

Each year of the project a book study will be done with all teachers and administrators at the high school. It is estimated the cost of these books to be \$250 per person (25 total), \$6,250.

PESA Handbooks in Years Two and Three of the project for parents, estimated at \$50 per person for 100 persons, \$5,000.

Curricular materials based on curriculum alignment and selection, estimated at \$100 per book for 230 students. These costs include those associated with engaging a curriculum material selection committee, \$23,000 in Year Two of the project.

Intervention materials, estimated at \$5,000 each year in Years One and Two.

<b>600 Supplies &amp; Materials Yearly Totals</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Request</b>	11,250	39,250	11,250	61,750

### **700 Property**

Purchased property includes the one-to-one initiative at the high school, 260 computers at a cost of \$830.77 each, \$216,000.19; a server at a cost of \$4,605.71; 260 4-year apple care contract at \$304.03 each, \$79,047.79; and a 4 year premium service contract for the building, \$924.10. Total cost \$300,577.81 – per bid obtained from Apple Inc., on April 9, 2010. See attached bid.

Costs associated with upgrading the existing interactive distance learning classroom to access AP courses and dual credit courses includes 42" monitors, polycom HDX media center with camera, cables, and other items for installation, \$21,159. A caster kit for media center, \$395; on-site installation, \$985; Polycom microphone array and cabling, \$855; and one year service contract, \$2,494, total cost \$25,888. Bid obtained, April 2010. See attached bid.

Bandwidth costs for the increased Internet usage for 10mb is estimated at \$2175 per month for nine months, \$19,575 per year.

<b>700 Property Yearly Totals</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Request</b>	346,041	19,575	19,575	385,191

**2100 Support Services – Students**

**2329 Other Executive Administration Services**

Indirect cost rate is calculated at the district's negotiated rate of 2.27%, based upon \$753,378 in Year One (\$17,102); \$361,119 in Year Two (\$8,197); and \$320,869 in Year Three (\$7,284).

Telephone support for nine months, \$200/mo for consultants and \$200 for teachers/administrators at the district level, \$3,600, each year. (\$1,800 to SEKESC, \$1,800 to district).

<b>2329 Other Executive Administration Service Yearly Totals</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>SEKESC Request</b>	1,800	1,800	1,800	5,400
<b>District Request</b>	18,902	9,997	9,084	37,983

**2700 Student Transportation Services**

**3300 Community Services Operations**

**3400 Student Activities**

Tutoring costs associated with hiring certified instructors for Eighth Hour, 169 days for two teachers, 1 hour a day at \$20 per hour, \$6,760; one at-risk tutor, one day per week at \$16.50 per hour, 36 weeks/year, \$3,154.

Once a semester community service projects, transportation \$100 per year; costs associated with student meals, \$400 per year, Total \$500.

<b>3400 Student Activities Yearly Totals</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Request</b>	7,854	7,854	7,854	23,562

<b>Total Project Costs</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Request</b>	764,280	371,317	328,153	1,463,749
<b>District</b>	550,587	209,644	180,630	941,130
<b>SEKESC</b>	213,423	161,673	147,523	522,619

# The Learning System

3501 N.W. 63rd Street, Suite 115  
 Oklahoma City, OK 73116  
 Telephone: (800) 736-3658  
 Facsimile: (405) 843-2559

# SALES QUOTATION



**TO:**  
 USD 247-Southeast High School  
 126 W 400 Hwy  
 Cherokee, KS 66724

DATE ISSUED | 05/06/10  
 F.O.B. | Publisher  
 TERMS | 30 days

Thank you for your inquiry. We are pleased to quote the following:

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	<b>Small School Grant (50 titles):</b> Discounted from original \$65300.00 under Grant Provisions. Includes the required component to run A+LS, Course Assessments, Adaptive Assessments and 1 Standard Set. *only available for schools with enrollment of 350 students or less* Includes 50 titles - Each additional title is \$400 each with original purchase, and \$1000 each after initial purchase.	\$ 28,000.00	\$ 28,000.00
1	<b>A+ Power Pack Level 1 (Maintenance Package) ANNUAL FEE :</b> Keeps all your content and standards up to date & includes the following features: Encyclopedia Britannica w/embedded content links, Cambridge University Press Interactive Media, National Library of Virtual Manipulatives, A+University Access and A+ Technical Support with an 8 business hour guaranteed response time.	\$ 2,500.00	\$ 2,500.00
	VPL Services	\$ 5,500.00	\$ 5,500.00
1	Shipping	\$ 13.95	\$ 13.95
Notes:	Please make P.O. payable to AEC c/o The Learning System and fax to 405-843-2559. Thank You!		
***Quotation expires June 30, 2010***		<b>TOTAL</b>	<b>\$36,013.95</b>

Donald G. Lee, Sr., President

May 6, 2010  
 DATE



# Apple Inc. Education Price Quote

Customer: Bryan Burdette  
CHEROKEE-CRAWFORD SCH DIST 247  
6204578365 phone  
bburdette@usd247.com email

Apple Inc: Terry Patterson  
1 Infinite Loop  
MS: 111-HOM  
Cupertino, CA 95014  
ph  
866/845-2999 fax  
tpatterson@apple.com email

## Apple Quote:

Quote Date: 09-APR-2010

Quote Valid Until: 16-JUN-2010

## Quote Comments:

	Part Number	Details & Comments	Qty	Unit List Price	Unit Disc. Price	Extended Disc. Price
1	MC207LL/A	MB 13.3/2.26/2X1GB/250/SD	260	899.00	830.77	216,000.19
2	Z0GM	XSERVE CTO 12GB (6x2GB) 1TB Serial ATA ADM @ 7200-rpm 1TB Serial ATA ADM @ 7200-rpm 1TB Serial ATA ADM @ 7200-rpm 8x SuperDrive DL (DVD±R DL/DVD±RW/CD-RW) Accessory kit NVIDIA GeForce GT 120 with 256MB GDDR3 Rack Mounting Kit - Square Hole Rack Single 750W Power Supply Two 2.26GHz Quad-Core Intel Xeon Xserve RAID Card.	1	4,984.00	4,605.71	4,605.71
3	S3045LL/A	4-YR APP MB/MB AIR/13" MB PRO 4 Year Apple Care	260	329.00	304.03	79,047.79
4	S3086LL/A	4-YEAR APSS FOR XSERVE-AE 4 Year Premium Service	1	1,000.00	924.10	924.10

<b>Edu List Price Total</b>	<b>325,264.00</b>
<b>- Total Discount</b>	<b>24,686.19</b>
<b>Extended Disc. Sub Total</b>	<b>300,577.81</b>
<b>- eWaste Fee / Recycling Fee</b>	<b>0.00</b>
-	
-	
<b>Extended Disc. Total Price*</b>	<b>300,577.81</b>

*\*In most cases Extended discounted Total price does not include Sales Tax  
\*If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary*

Completing your order is easy:

\*Reference Apple Quote number on your Purchase Order  
\*Fax a copy of this quote along with your Purchase Order to 866/845-2999:

Apple Inc.  
1 Infinite Loop  
MS: 111-HOM

Cupertino, CA 95014

THIS IS A QUOTE FOR THE SALE OF PRODUCTS OR SERVICES. YOUR USE OF THIS QUOTE IS SUBJECT TO THE FOLLOWING PROVISIONS:

- A. ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU PLACE THE ORDER OR (2), IF YOU DO NOT HAVE A CONTRACT IN EFFECT WITH APPLE [CLICK HERE TO APPLY FOR A CONTRACT](#).
- B. IF YOU USE YOUR FORM OF PURCHASE ORDER TO PLACE AN ORDER IN RESPONSE TO THIS QUOTE, APPLE REJECTS ANY TERMS SET OUT ON THE PURCHASE ORDER THAT ARE INCONSISTENT WITH OR IN ADDITION TO THE TERMS OF YOUR AGREEMENT WITH APPLE.
- C. YOUR ORDER MUST REFER SPECIFICALLY TO THIS QUOTE AND IS SUBJECT TO APPLE'S ACCEPTANCE.
- D. UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL ~~16-JUN-2010~~ UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE. APPLE MAY MODIFY ANY PROVISION OF THIS QUOTE, OR CANCEL ANY ORDER YOU PLACE PURSUANT TO THIS QUOTE, IF THIS QUOTE CONTAINS A TYPOGRAPHIC OR OTHER ERROR.

SES # 334119

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Document rev 9.1

Date of last revision - 22 April 2008

**Interactive Distance Learning Bid from Cytex Media.**

	Unit Cost	Qty	Total Cost
Option 3: Dual 42" Monitors Polycom HDX Media Center 7000-720 2PT HDX 7200-23130-001, HDX Media Center Pedestal with 2-42" 1080p LCD displays, 2 soundbars, EagleEye HD camera mount, cable bundle, order casters separately, cntry=054 (Maintenance Contract Required)	\$21,159.00	1	\$21,159.00
Caster Kit for Media Center	\$395.00	1	\$395.00
On-Site Installation (does not include network nor electrical)	\$985.00	1	\$985.00
Polycom HDX Ceiling Microphone Array: White Spherical Array W/ 2'/60cm drop cable, Electronics Interface, Wall Plate with 10'/3m cable, 50'/15m plenum cable. For HDX systems including SoundStructure C-series.	\$855.00	1	\$855.00
1 Year Service Contract for PLM Media Center 7000 with two displays	\$2,494.00	1	\$2,494.00
<b>Total</b>			<b>\$25,888.00</b>

**The schools an LEA commits to serve for each year may not exceed the number of Tier I and Tier III schools serve multiplied by \$500,000.**

**Part 3 – Assurances** –The LEA 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 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;
- 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.

**Part 4: Waivers (if applicable)**

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, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.
- Serving a Tier II school.

## **Recommendations from the Needs Assessment completed by Cross & Joftus**

One of the primary goals of this needs assessment is to identify areas in which the district, and in this case, the high school, could most benefit from technical assistance—and to provide guidance for technical assistance, so that it will have the greatest impact on the district's and school's quality and student achievement.

Based on this needs assessment, Cross & Joftus recommends that the technical assistance provided to USD 247 and Southeast High School address the following general recommendations:

### ***District-Wide Recommendations***

1. First, the district should strive to build a new culture focused on "learning for all." The board of education, district and building administrators, as well as teaching and support staff, would benefit from a district focus on professional learning.
2. As part of this new culture, the board and the superintendent should work with an outside consultant to create a strategic plan with clear goals and activities aimed at increasing student learning and achievement. The plan should include progress milestones, adequate measures for assessing progress, and a framework for aligning priorities with resource use. As part of this process, leadership should also develop an organizational chart for the district.
3. The superintendent and the board should participate in board training, to develop a shared understanding of their roles and responsibilities, and to build a culture of learning at the board level.
4. Leadership should develop written job descriptions for teaching and administrative staff, and revamp the evaluation process to identify areas for staff improvement and professional development.
5. The district should create and support a culture of high expectations for all students by working with other districts to develop and implement a rigorous K-12 curriculum that builds on state standards. Curriculum should align with enhanced assessment, instruction, and professional development, and be supported by classroom observations led by building and district leaders. Planning should be completed with the assistance of principals, teachers, paraprofessionals, and the interlocal special education agency, to build a district-wide climate that supports the goal of improved instruction.
6. The district should look at the possibility of employing a full-time curriculum/assessment coordinator who reports directly to the superintendent. The district may consider hiring an outside consultant to assist this individual in starting to build a district-wide system for curriculum and assessment.

7. The district should look at the possibility of completing a special education audit, as a starting place for building a district-wide inclusion model and strengthening instructional practice.
8. The district should work with Labette County Community College to create a dual credit program and broaden course offerings to include vocational opportunities for students. The district should also look at virtual schooling as a way to enhance learning opportunities for students.
9. The district should create a system of support for professional learning communities. District staff members need structured time to work on the alignment of the curriculum, assessment, and instruction; to support the implementation of a comprehensive instructional model; and to develop a culture of data-driven dialogue and support.
10. As part of this process, the district should build a professional development council (PDC) with participation from all of the schools in the district. This group should lead the way toward moving the district forward in valuing professional development and embracing a “culture of learning.”
11. The PDC should review current professional development time in the district calendar, to ensure that professional development time can be used effectively to meet shared learning goals. The district may also wish to consider the implementation of a system for early release days, which are carefully planned and used for professional development.
12. The district should implement professional development for building principals on instructional leadership. Principals should gain a deeper understanding of their roles in the curriculum, instruction, professional development, and assessment plans for their buildings, and how their work fits into the larger work of the district. In addition, principals should receive training on how to make instructional observations to collect data, and how to use that data to inform professional development needs for their building and the district.
13. The district should consolidate the three junior high schools for academics as it has for athletics. Consolidation would strengthen the instructional program and ensure high expectations for student learning throughout the system.
14. The district should work to improve communication at all levels. Regular school and district newsletters, more effective use of the district’s Web site, published board agendas, and opportunities for patrons to speak at board meetings should be considered.

## ***Recommendations Specific to Southeast High School***

1. Develop and increase teacher and school leader effectiveness.
  - a. The high school should develop a leadership team to assist the principal and assistant principal with decision-making and lead the school through the challenges ahead. Membership should include representations from all stakeholder groups, including parents and board members if possible. Change theory needs to be incorporated, so when new plans are implemented, all stakeholders understand why changes are needed and have the opportunity to have their voices heard.
  - b. Building on the district-wide recommendations above, high school leadership should continue to define the evaluation/observation system for the building. While it is appropriate to provide more observation and feedback to the newer teachers, it is critical that ALL teachers be observed on a consistent basis and be provided with feedback on an equal basis.
2. Implement comprehensive instructional reform strategies.
  - a. As part of the district-wide curriculum development process, the district should include opportunities for articulation between the junior high and high school. Staff should devote time in department meetings for the purpose of articulating a vertical curriculum, so students have opportunities to flow through the system without encountering holes in the curriculum. The curriculum development and implementation process should also include cross-curricular conversations. This will encourage teachers in non-core areas to be more accountable for student learning. The state assessments should be a building-wide responsibility, not left to the English and math departments.
  - b. The high school instructional model should also be supported with appropriate professional development. This will provide for collaboration opportunities and conversations around instructional practices.

3. Raise expectations for learning and create community-oriented schools.

The high school (and the district) must address the issue of student and teacher apathy. Training on raising expectations for staff and students is critical for improved student achievement. The staff must come together to deal with crucial issues and end the practice of blaming each other (and students' economic status) for low achievement scores. Parents should also be engaged in this effort.

4. Provide operational flexibility and sustained support.

- a. In collaboration with the district, the high school should develop a system for accurately assessing students and identifying those in need of support. The Student Improvement Team should monitor student data on a regular basis, and MAP assessments should be administered at more grade levels and the data used to support instructional decisions. A crucial component of the assessment process will be developing and implementing an accurate way to determine freshman math placement.
- b. In collaboration with the PDC, the high school should build and implement a professional development plan that addresses the unique needs of high school staff members and compliments and coordinates with the district professional development plan. Efforts need to be systemic and not simply a menu of options for teachers. While teachers should be encouraged to seek out individual professional development opportunities, those choices should be in line with the overall building plan.



**Responses to the Transformation Model Requirements  
(From Appendix A of the RFP - p. 30-33.)**

**Write a brief narrative explaining how this school will address each of the Required Activities listed under the numbered strategies.**

**(1) Developing and increasing teacher and school leader effectiveness.  
(Required Activities)**

**A. Replace the principal who led the school prior to commencement of the transformation model;**

*The current principal has been in the building for less than two years.*

**B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—**

- 1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and**
- 2) Are designed and developed with teacher and principal involvement;**

*The building plans to take part in the evaluation development pilot project through KSDE starting in the summer of 2010. They anticipate that this project will include performance levels for teachers based on student achievement data and professional growth. The new instrument will be developed in collaboration with staff members.*

**C. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and HS graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;**

*Teachers will be expected to set performance goals at the beginning of the year that will include student achievement and professional growth. Staff members who show improvement on multiple measures including the evaluation instrument will be eligible to apply for a mini-grant. These grants may be used for: additional professional development, classroom materials, and technology. A plan of assistance will be developed in collaboration with the administration for those teachers not meeting growth goals in an effort to improve areas of challenge. Funds from the mini-grant will be utilized to support these staff members.*

- D. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and**

*The building plans to implement the following strategies: Multi-Tiered System of Supports, Mathematics Coaching, KPALSS, and Differentiated Instruction. Each of these strategies will be implemented with on-going professional development. These and future identified needs will be supported through School Improvement Services at Southeast Kansas Education Service Center and other consultants as needed.*

- E. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.**

*The mini-grants will provide incentives for teachers for professional development. Stipends for summer work and committee work will be offered to staff. Teacher leaders will be identified for additional leadership opportunities. Substitute support will be provided for teachers when needed to provide collaboration time.*

**(2) Comprehensive instructional reform strategies.  
(Required Activities)**

- A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and**

*The staff will work with SEKESC consultants to align curriculum with state standards, beginning with Mathematics. The Enacted Curriculum Survey will allow staff to analyze curriculum against college readiness curriculum. Data analysis and curriculum alignment will determine the need for materials adoption.*

- B. Promote the continuous use of student data (formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.**

*Through the MTSS process, a comprehensive assessment plan will be developed. Staff will be trained on the effective use of data to inform instruction. Additionally, teams will collaborate to identify students in need of additional support and interventions.*

**(3) Increasing learning time and creating community-oriented schools.  
(Required Activities)**

**A. Establish schedules and strategies that provide increased learning time (as defined in this notice); and**

*MTSS Structuring will provide the staff the necessary professional development for determining the strategies and scheduling needed to increase learning time for all students.*

**B. Provide ongoing mechanisms for family and community engagement.**

*The building will work toward ongoing family and community engagement through the following activities: working with a KPIRC consultant on family involvement; targeted mailings of family involvement materials and resources through KPIRC; technology literacy programs twice a month; VPL for community patrons for credit recovery, three hours once a week; establish a parent advisory group; and Parent Expectations Student Achievement (PESA) training for the community each year.*

**(4) Providing Operational flexibility and sustained support.  
(Required Activities)**

**A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and**

*The leadership team will use the MTSS Structuring process to determine additional needs with regard to staffing, schedules and funds. The mini-grants will provide staff with the flexibility to determine their own professional development needs. Professional Learning Communities will be developed to investigate research-based strategies to enhanced student achievement and raise student expectations. The PDC will also receive training each year of the project.*

**B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).**

*The district has a long-standing relationship with Southeast Kansas Education Service Center. The ESC will provide technical assistance to the district as noted in the grant application. Data collection based on KPALSS observations as well as Cross & Joftus associates will be available for consultation. The building will invest time and resources in “trainer of trainers” as appropriate for TESA and other initiatives in an effort to build capacity in among building staff.*

## **Appendix D**

### **Systemic Coherence and Capacity Addendum**

#### **Leadership**

- Coherence from district to school
- Establishment of a leadership team
- Management of the district plan and the school improvement plan
- External coaching for superintendent and principal
- Use of resources in a way that is aligned with district's theory of change and strategy
- Board policy to support school improvement and implementation of the model
- Analysis of district and school resources for successful implementation of the model
- Past history of successful reform initiatives
- Ability to collaborate
- Vision for change
- Vision for abandoning what is not working
- Alignment of programs and services to support change

#### **Culture and Human Capital**

- Grant operating funds
- District operating funds
- Grant management
- Organizational learning
- Assignment of resources
- Teacher evaluation system to match grant requirements
- Credentials of staff
- Staff capacity
- Successful recruitment of principal
- Successful recruitment of capable staff
- Support of parents
- Support of community
- Support of union
- Recruitment, screening, and selection of external providers
- Alignment of all programs

#### **Instruction and Professional Development Culture**

- Providing training and development sessions for all staff
- Defined instructional expectations for all teachers
- Supporting collaboration with families, community, and business
- Helping staff understand principles of the organizational change process
- Use data from classroom observations to inform instructional improvement and professional development
- Use of professional learning communities to analyze data and plan for improvement.

#### **Curriculum and Assessment**

- Aligned district curriculum
- Defined curriculum expectations for all teachers
- Defined assessment expectations for all teachers
- Aligned assessments, including diagnostic, formative, summative, etc.
- Fidelity of model implementation

## Appendix E School Leading Indicator Report

USD Number & Name Cherokee USD 247 Name of School Southeast High School Grade Span 9-12 Building Number 1230

Indicator	Year 1 (Baseline) 2008-2009	Year 2 2009-2010	Year 3 2010-2011	Year 4 2010-2011
1. Number of minutes within the school year.	68,152			
2. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup	100%/100%			
3. Students proficient or above in reading	81.5%			
4. Students proficient or above in math	54.9%			
5. Dropout rate	1 student			
6. Student attendance rate	92.1%			
7. Number and percentage of students completing advanced course work				
AP	0/0%	/	/	/
IB	0/0%	/	/	/
Early College High Schools	0/0%	/	/	/
Dual enrollment classes	0/0%	/	/	/

<b>8. Discipline Incidents</b>				
✓ Weapon Incidents-OSS	0			
✓ Weapon Incidents-Exp	1			
✓ Illicit Drug Incidents-OSS	0			
✓ Illicit Drug Incidents-Exp	0			
✓ Alcohol Incidents-OSS	0			
✓ Alcohol Incidents-Exp	0			
✓ Violent Incidents with injury OSS	0			
✓ Violent Incidents with injury Exp	0			
✓ Violent Incidents without injury OSS	0			
✓ Violent Incidents without injury Exp	0			
<b>9. Truants</b>	7 reported 4 prosecuted			
<b>10. Distribution of teachers by performance level on the LEA's teacher evaluation system</b>	0			
<b>11. Teacher Attendance Rate</b>	95.8%			

**Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.**

**KANSAS STATE DEPARTMENT OF EDUCATION**  
 Integrated Improvement Plan for Schools  
 QPA

247	Cherokee	57	Southeast-Cherokee	9-12	
USD Number	District Name	Building Number	Building Name	Building Grade Span	
126 W. 400 Hwy	Cherokee	66724	620.457.8365	620.457.8389	
School Address May 2010	City	Zip Code	Telephone Number	Fax Number	E-Mail
Date Submitted					

Schools on improvement for QPA are eligible to utilize the Expected Gains formula when they submit their plan to KSDE and attend a state sponsored Integrated Improvement Plan review. When a school meets expected gains for two consecutive years the accreditation status improves.

MARK THE SELECTION THAT APPLIES

- The school has applied to utilize the Expected Gains formula.**
- The school has not applied to utilize the Expected Gains formula.

ASSURANCES:

- The district assures the school will participate in a Kansas State Department of Education Integrated Improvement Plan review.**
- The district assures that the school has review the District State Performance Plan report (SPP).
- The district assures that the school has put into operation a State Technical Assistance Team (STAT).

*District signatures represent agreement to all assurances marked and that the plan has been reviewed and approved at the district level. Signature of KSDE official represents plan has been reviewed and approved in meeting all required criteria.*

Signature of Building Principal:

Date:

Signature of Authorized District Representative:

Date:

Signature of KSDE Official:

Date:



**Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.**

### External Technical Assistance Team

Directions: List the name of the individuals who will serve on the External Technical Assistance Team (ETAT) with their contact information. Additional rows may be added to this chart as needed.

ETAT Membership should be selected based on the skills and knowledge necessary to support the school's identified areas of improvement. More information can be located in the QPA Manual under Quality Criteria Two.

**Requirements:**

- Each school will select the membership of the ETAT
- The local board approves the ETAT
- An ETAT may serve more than one school in a district
- ETAT members may be affiliated with the district
- Members are not to be affiliated with the school (not even as itinerant personnel)
- A NCA team may be used as the ETAT
- The school and ETAT members determine the frequency of the external team visits

External Technical Assistance Team (ETAT)			
Identify area(s) of expertise of each individual. Note requirements above. Place an * beside the chairperson for this ETAT team	Name	Email address	Phone Number
Staffing/Scheduling	Curt Graves	<a href="mailto:cgraves@vikingnet.net">cgraves@vikingnet.net</a>	620-421-3660
Testing/Data Analysis	Teresa Spangler	<a href="mailto:tspangler@usd250.org">tspangler@usd250.org</a>	620-235-3240
Mathematics	John Palumbo	<a href="mailto:jpalumbo@usd249.org">jpalumbo@usd249.org</a>	620-231-7550
Curriculum/Instruction	Debbie Clawson	<a href="mailto:dclawson@usd247.com">dclawson@usd247.com</a>	620-457-8350
Data Support	Barbara Attivo	<a href="mailto:Barb.attivo@greenbush.org">Barb.attivo@greenbush.org</a>	620-724-3533





**Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.**

**State Technical Assistance Team**

Directions: List the name of the individuals who will serve on the State Technical Assistance Team (STAT) with their contact information. Add as many rows to this chart as needed.

*If a school is on improvement for QPA and/or on improvement for Title I, membership **must include at least two individuals** with expertise in the area(s) resulting in the school being on improvement **and** needs to include one or more of the following:*

- *Highly qualified or distinguished teachers and principals,*
- *Pupil services personnel,*
- *Parents,*
- *Representatives of Institutions of Higher Education,*
- *Representatives of regional educational laboratories or comprehensive regional technical assistance centers,*
- *Representatives of outside consultant groups.*

**Requirements:**

The STAT team is assigned to the school until the school either attains accredited status or is not accredited. A STAT may serve more than one school in a district. More information can be located in the QPA Manual under State Technical Assistance.

<b>State Technical Assistance Team (STAT)</b>			
Identify area(s) of expertise of each individual. Note requirements in the directions.  Place an * beside the chairperson for this STAT team	Name	Email address	Phone Number
Highly Qualified Principal/Teacher	Tom Gorman	<a href="mailto:Gorman@smcschools.org">Gorman@smcschools.org</a>	620-231-4690
Higher Education	Tim Flood	<a href="mailto:Tflood@pittstate.edu">Tflood@pittstate.edu</a>	620-231-7000
SPED	Dan Duling	<a href="mailto:dan@sekconnection.com">dan@sekconnection.com</a>	620-235-3180
Outside Consultant (School Improvement)	*Terri Kimball	<a href="mailto:terri.kimball@greenbush.org">terri.kimball@greenbush.org</a>	620-724-0174
Parent	Ron Yancey	<a href="mailto:yancey@ckt.net">yancey@ckt.net</a>	620-404-9174



**Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.**

**Stage 1: Orientation & Readiness**

Stage 1 of this document is to be filled out following the completion of stage 1 of the Kansas Improvement Model.

Refer to the Kansas Improvement Notebook Section C: Planning Meeting 1.

Directions: List the names of the individuals who will serve on the school planning team with their contact information. Add as many rows to this chart as needed. **The roles in bold are required.** It is also required that 1) one person fill no more than two roles on the team and 2) no more than one of the asterisked roles may be filled by an employee of the school district

<b>School Planning Team</b>			
Role	Name	Email address	Phone Number
<b>Superintendent or Representative</b>	Tim Burns	<a href="mailto:tburns@usd247.com">tburns@usd247.com</a>	620-457-8350
<b>Principal</b>	Jeff Spangler	<a href="mailto:jspangler@usd247.com">jspangler@usd247.com</a>	620-457-8365
<b>Assistant Principal</b>	Ben Proctor	<a href="mailto:bproctor@usd247.com">bproctor@usd247.com</a>	620-457-8365
Community Member*	Greg Kubler	<a href="mailto:gkubler@usd247.com">gkubler@usd247.com</a>	620-457-8350
<b>Family/Parent Representative*</b>	Ron Yancey	<a href="mailto:yancey@ckt.net">yancey@ckt.net</a>	620-404-9174
<b>General Education Teacher</b>	Starla Parsons	<a href="mailto:sparsons@usd247.com">sparsons@usd247.com</a>	620-457-8365
<b>General Education Teacher</b>	Kim Longpine	<a href="mailto:klongpine@usd247.com">klongpine@usd247.com</a>	620-457-8365
<b>General Education Teacher</b>	Deena Hickman	<a href="mailto:dhickman@usd247.com">dhickman@usd247.com</a>	620-457-8365
<b>General Education Teacher</b>	Jim Weber	<a href="mailto:jweber@usd247.com">jweber@usd247.com</a>	620-457-8365
Counselor, Social Worker, etc.	Gina Ulbrich	<a href="mailto:gulbrich@usd247.com">gulbrich@usd247.com</a>	620-457-8365
Special Education Educator	Cathy Reed	<a href="mailto:creed@usd247.com">creed@usd247.com</a>	620-457-8365



**Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.**

## **Stage 1: Orientation & Readiness, continued**

### **Adopted Improvement Process**

Describe the process that will be used to develop and maintain this plan.

- Southeast High School will be structuring the Multi-Tiered System for Support (MTSS) Model for mathematics during the 2010-11 school year. The following year, this plan will be in implementation as we structure for reading. In school year 2012-13, Southeast High will implement reading under the MTSS Model.
- Integration of the Process for Advancing Learning Strategies for Success (PALSS) within the MTSS model will provide this school valuable data to drive professional development.
- Southeast High School established school improvement team. For the 2010-11 school year, the following individuals are serving on the School Improvement Team are: Jeff Spangler (Principal), Ben Proctor (Assistant Principal), Gina Ulbrich (Counselor), Jim Weber (Elective Representative), Deena Hickman (Math Representative), Starla Parsons (English Representative), Sarah Emerson (Social Science Representative), Cathy Reed (Special Education Representative) and Greg Kubler (Community member). This committee will meet and work to develop the School Improvement Plan through monthly meetings.
- Southeast High School will enter into second cycle (4 years per cycle) of the Apple computer's One-to-One initiative to maintain high level of technology support for students in the education process.

### **Highly Qualified and Fully Licensed**

**List the school's professional development that supports teachers in becoming highly qualified, as defined by *NCLB*, and fully licensed in Kansas.**

- 100% of the teaching staff within Southeast High School are highly qualified and fully licensed in Kansas.
- Professional development aimed at maintaining high standards and good practices within the teaching community are decided upon through the use of the Process for Advancing Learning Strategies for Success (PALSS). This walk through model of observation in classrooms is conducted by district wide administration.
- Individual staff members have the opportunity to attend any and all education workshops that pertain to their specific areas of study. This is accomplished through annual conferences or utilizing the Greenbush Service Center.
- Due to high school use of laptops for each student (One to One Initiative), all staff members have regular training and collaboration on the use of new technologies throughout the building.

**List strategies the school uses to attract highly qualified, fully licensed teachers.**

- USD 247 utilizes the KEEB websites to publicize current openings in the district.
- USD 247 provides for tuition reimbursement to continue education within the staff.
- Administrative staff also recruits through local colleges.
- Administrative staff updates district website with online applications available.



**Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.**

**List strategies the school uses to ensure paraprofessionals meet the qualifications of highly qualified.**

- USD 247 is a member of the Southeast Kansas Interposol 637. All paraprofessionals are required to attend professional development at the Interposol, as well as receive additional opportunities for growth as deemed necessary by building administrator and/or Interposol administration.

**List strategies the school uses to incorporate a teacher-mentoring program as part of its professional development program.**

- Southeast High School utilizes a new employee induction meeting before staff enters a one year mentoring program which will include staff development and peer review. This is accomplished by assigning a new teacher a mentor teacher within the building.
- Southeast High School will be training all teachers in the PALSS walk-through process to better understand techniques and approaches to learning.

## **Transitions**

Describe the strategies for assisting preschool children in the transition from early childhood programs, such as preschool, Head Start, or Early Reading First to local elementary school programs. *(If applicable)*

Describe the strategies used for assisting elementary students in the transition from elementary school to middle school.  
*(If applicable)*

Describe the strategies for assisting middle school students in the transition from middle school to high school.  
*(If applicable)*

- Southeast conducts a parents' meeting in the Spring to discuss enrollment procedures as well as answer questions related to the transition from Junior High to High School. During this meeting, the parents and their 8<sup>th</sup> graders tour our facilities and are introduced to all curriculum areas offered.
- Administrators and core teachers utilize MAP and KCA test scores to determine future placement in classes at Southeast High School.
- On the first day of school, Southeast High conducts a freshmen orientation day where freshmen are the only students in the building that day. This day is organized to introduce all freshmen to schedules, adjustment to passing periods, clubs and organizations, extra-curricular activities and peer mentors.
- Prior to semester change, parents are mailed notification about possible schedule changes. The students are assembled as a class to discuss process, class priorities and what to expect in the next semester.

Describe the strategies for assisting high school students in the transition from high school to post secondary education or work. *(If applicable)*

- All post-secondary transitions are conducted by our guidance counselor. All senior students have one-on-one meeting to layout transition and plans for post secondary work.

**Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.**

- Throughout the school year, we have on-site visits from colleges and military services. Time is given to students to meet with these representatives.
- Students are given two days of excused time for visitations to colleges or universities.
- There are a wide range of scholarship opportunities for all students who have the desire to attend post-secondary areas.
- It is our intention to implement dual credit opportunities for the 2010-2011 school year. We currently have students who take college classes, and we would like to accept these as high school credit.

**Parent/Family involvement**

**Stage 1: Orientation & Readiness continued**

The National Standards for Family School Partnerships are a comprehensive guideline that schools can use to determine how successful they are implementing family school community partnerships. More information can be found at [www.pta.org](http://www.pta.org) for assistance on specific strategies.

**Directions:** Mark the standard(s) the district is using to promote effective parent/family involvement.  
For each of the selected standards:

**1. Welcoming all families into the school community and Communicating Effectively**

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

**STRATEGIES**

Southeast High School currently provides:

- Southeast High School is viewed as a community center for our district.
- Four parent-teacher conference days a year are hosted at Southeast High School.
- Most district activities are hosted at the high school building.
- Booster club meetings are hosted at the high school.
- New students and families are welcomed into the school community by the counselor, principal, and assistant principal each of whom have a specific area of emphasis.

Southeast High school will provide for the 2010-2011 school year:

- Open House – opportunity for parents to come in at the beginning of the school year to tour the building and visit with individual teachers.

**MONITORING**

- Parent phone calls from staff and administration are made on a daily basis for attendance and student grade status.
- Parent-Teacher Conference attendance is tracked.



**Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.**

**2. Communicating effectively**

- Families and school staff engage in regular, meaningful communication about student learning.

**STRATEGIES**

- Southeast staff utilizes powerschool and studywiz to provide information to parents and community.
- The School Reach phone system is used to notify staff of important events.
- The school website is updated daily by administrators and teachers.
- Utilization of the school marquee and pertinent information is also mailed to parents and students.

**MONITORING**

- Administration has the ability to monitor how many hits parents and students have made on our powerschool system

**6. Collaborating with Community**

- Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

**STRATEGIES**

Southeast High School engages in the following activities:

- Student groups and/or classes under the direction of teacher leaders have organized efforts to conduct research and issue regular invitations into the community for support of area local history.
- Businesses are invited and currently collaborate on student projects.
- Engage in enrichment programs for the community through our clubs and organizations
- Business and civic leaders are invited on site for “focus groups” to provide feedback on different topics and plans related to the school.

**MONITORING**

- Feedback from community and civic organizations on the effectiveness of the programs
- Businesses are monitored by attendance and communication at board meetings or phone calls and meetings with the administration

**Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.**

**Stage 2: Gather & Organize Data**

**Stage 3: Analyze Data** (includes findings from data analysis and identifying root causes)

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Stages 2 and 3 of this document are to be filled out following the completion of stages 2 and 3 of the Kansas Improvement Model. See the Kansas Improvement Notebook Stages 2 & 3 for instructions to the Data Carousel Activity which results in the school planning teams' determination of key findings. Examples of Achievement Data, Perception Data, Contextual Data, and Demographic Data are also found in Stages 2 and 3 in the Kansas Improvement Notebook.

**Identify the needs assessment instrument that will guide data collection and explain the process for review by the school planning team.**

**Identify** the data types that were collected. \*Can the data be organized into qualitative and quantitative data types? The data sources may include:

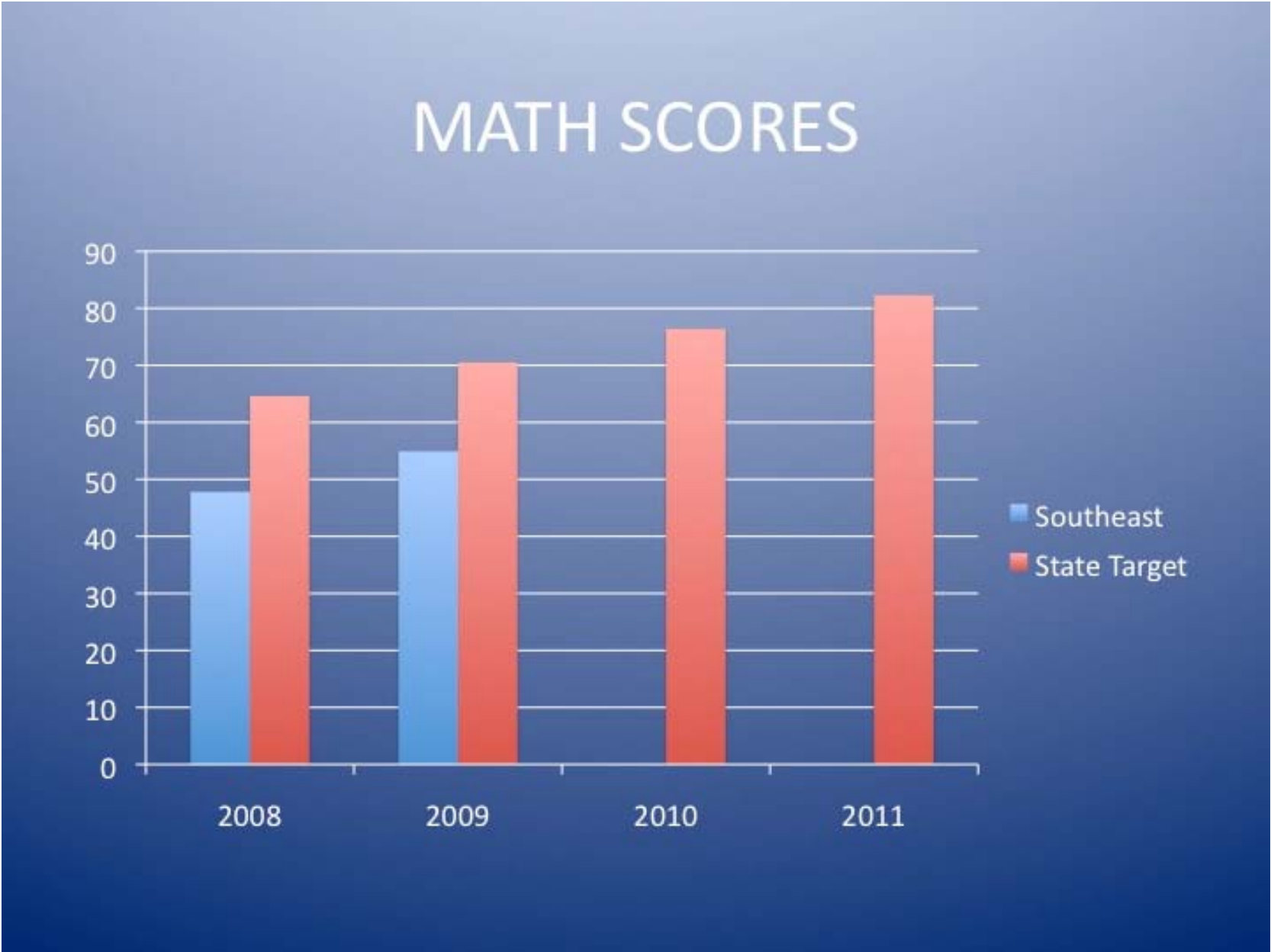
- a. Achievement Data including review of formative as well as summative data
- b. Perception Data
- c. Contextual Data
- d. Demographic Data

**Achievement Data**

- At Southeast High School, we use a variety of measures such as KCA, MAPS, PLAN and ACT in which to determine academic strengths and needs of students and sub-groups. In particular, we analyze the level of student academic growth from year to year. Our annual indicators include but are not limited to the Kansas Reading, and Math assessments, results of MAP, as well as localized SIT program. Our Superintendent provides additional school and AYP data.
- USD 247's 2009 state testing data show an average 87.9% of all students in the **district** meeting or exceeding proficiency goals in reading, and 82.7% meeting or exceeding goals in math, surpassing state targets. Similarly, 83.1% of economically disadvantaged students met or exceeded proficiency goals in reading, and 75.7% met or exceeded proficiency goals in math, again surpassing state targets. Students with disabilities fared slightly less well—73.1% met or exceeded goals in reading (below the state goal of 76.7%), and 71.2% met or exceeded goals in math (above the state goal of 70.5%).
- Scores at Southeast High School paint a more complex picture. Despite being identified as a persistently low-performing high school, student achievement has improved at Southeast High School over the last three years. Reading scores showed dramatic improvement: In 2007, 64.6% of students were proficient in reading; by 2009, 85.2% were proficient. Math scores have risen as well, but have been inconsistent: In 2007, 49.3% of students were proficient in math; the percentage fell to 45.1% in 2008 and then increased to 54.9% in 2009. Math scores are, however, far below state targets.
- The following is a comparison of our test scores as compared to State achievement:



Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.

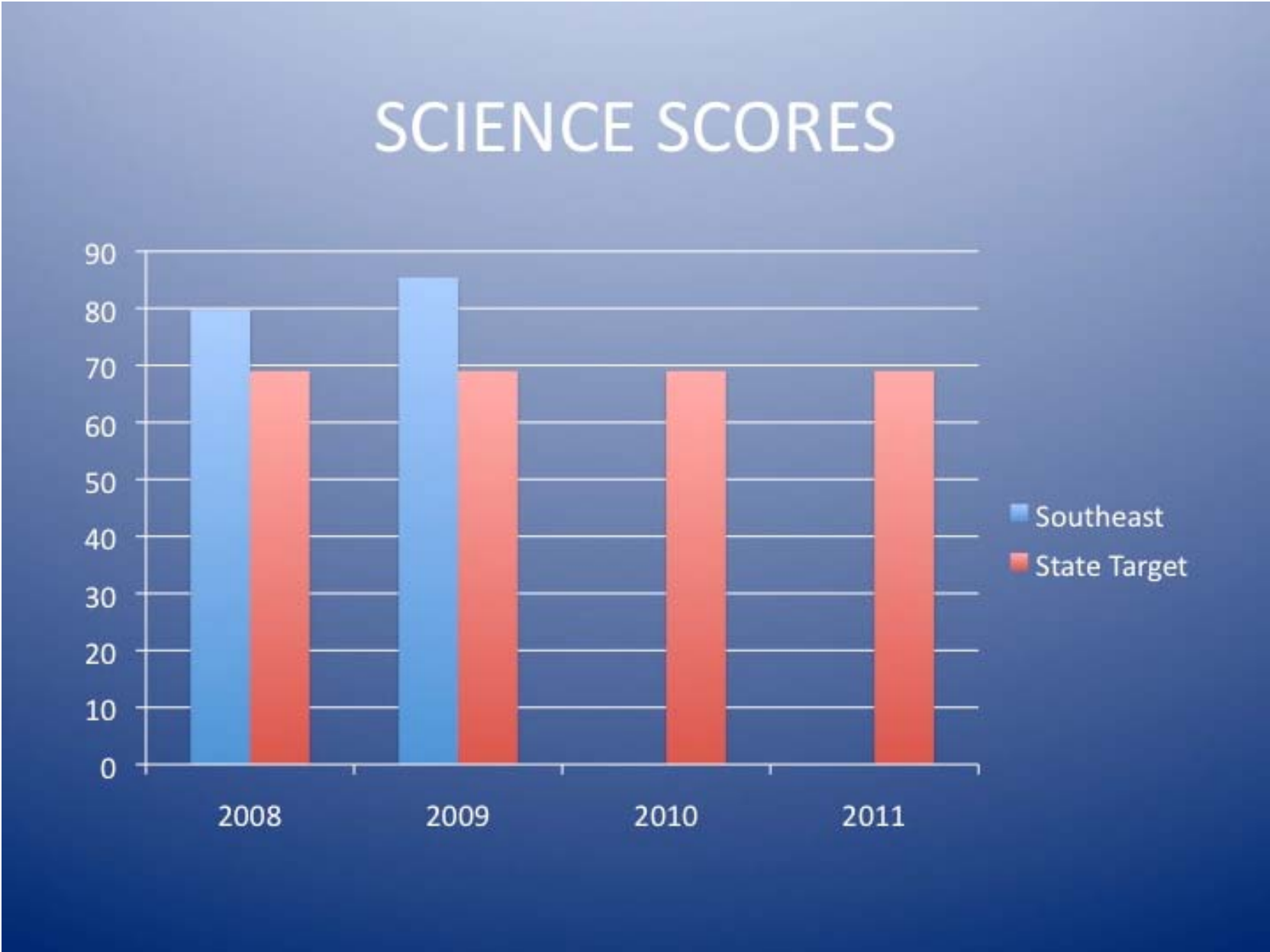




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Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.



## **Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.**

### Perception Data

- During the 2009-2010 school year, several surveys were completed in order to collect perception data. During the first semester, students in grades 9-12 were given a school climate survey. This survey indicated students feel safe at school and seem to like the environment at Southeast High School. However, the survey also indicated real world readiness is lacking from the students perspective. Students also took a survey regarding the use of technology at Southeast, specifically the use of laptops. The results indicated students view the laptops as an important part of what they do at Southeast. The majority of students stated they use the laptops mostly for schoolwork. Furthermore, students indicated they feel as though their grades are better due in part to the laptops and feel as though they know more about technology than most high school students. Teachers at Southeast were also given the laptop survey and indicated students seem much more interested in school because of the level of technology available.
- Like many small rural school districts, USD 247 is working do more with less. A shrinking student population—from 813 in 2003 to 657 in 2009—and declining budget have put additional strains on the district. Its operating budget has decreased from over \$6 million in 2008 to a projected budget of \$5.4 million for 2010, and as support from the state continues to shrink, the district is likely to lose additional funds.

### Contextual Data

- There are a number of programs and opportunities available at Southeast High School to help students find success. Eighth Hour is an after school program designed to help students who are failing classes. It is a required program for any student failing any one class. These students stay after school from 3:00 p.m. – 4:00 p.m. in order to have extra time to complete work and receive help from a certified staff member. During the first year and a half of implementation, 8<sup>th</sup> Hour has helped reduce the number of students failing classes considerably. Currently, only 4.5% of students at Southeast have at least one failing grade.
- A second program designed to motivate students to succeed is the Lancer Pride program. Students who are a part of Lancer Pride have met requirements related to grades, attendance and behavior. This program offers students benefits such as early lunch, activity days, and Friday donuts. Students have an opportunity to be in Lancer Pride every nine weeks. The current membership of Lancer Pride is 64% of the overall student body.
- During the 2009-2010 school year, Southeast High School has implemented the Study Island state assessment preparation program. All students who are taking the reading and math state assessments have a login and password for the web-based program. Math and English teachers have successfully implemented the program and it has helped increased student achievement.
- Southeast offers a variety of extra-curricular activities, clubs and organizations. The following athletic programs are offered: Volleyball, Football, Cross Country, Basketball, Track, Softball, and Baseball. Clubs and organizations include: STUCO, Debate/Forensics, Cheerleading, Band, Scholars' Bowl, Science Club, FCA, FCCLA, and FFA. Approximately 78% of students at Southeast participate in at least one extra-curricular activity.
- In order to address a climate of apathy amongst students and staff, Southeast has developed a new award called the Southeast Superhero Award. Students and teachers nominate each other for random acts of kindness observed around the school. So far, there have been 13 students recognized by this award.
- Discipline and managing student misbehaviors are focused on the idea of making the right thing easy and the wrong thing hard. Southeast High School has a student handbook that addresses specific types of behavior and consequences that will follow behavioral issues. Southeast has had a very limited number of significant behavioral and discipline issues over the past two years. There has been one significant physical altercation and one incident involving a weapon on school grounds during the past two years. There are very few office referrals and a limited number of In School Suspension and Out of School Suspension occurrences.

**Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.**

Demographic Data

- Southeast High School currently has a building enrollment of 207 students. Due to transient population within the area, this enrollment number tends to fluctuate within the year and from year to year. Currently, we have two subgroups considered which are Special Education (11% of student body) and Free and Reduced population (49.6% of student body). Our ethnic make-up is over 82.4% Caucasian.

**Write** one to three sentences that capture the key findings under each of the following areas.

**Explain** the process for data analysis. Has enough data been gathered to start a discussion by the planning team?

- Enough data has been collected to address these areas. The data types collected include summative data from the Kansas Assessments from Math and Reading, specifically focusing on our area of concern of Mathematics. We currently use MAP assessment testing in our district K-9. Other areas include general population, special education and low socio-economic status of students.

**From the data analysis:**

**1. Identify** the planning team's assessment of the strengths and their root cause(s).

- As a second year administrative team, our strength currently lies within better assessment of current situation and climate. This team has new instructional strategies in place. Curriculum is under review and monthly staff meetings are working to establish better collaboration on assessment and data tools to determine assessment material.
- A Needs Assessment was conducted by Cross & Jofus district wide. Strengths were identified and communicated:

**2. Identify** the planning team's assessment of the challenges and their root cause(s).

- This team has worked to identify that although we have met AYP in reading, our challenge is in a very low math score where we did not meet AYP. The root cause for this has been identified by the team as a lack of communication and understanding of the importance of curriculum alignment and application with state assessments.
- Administration is replacing two of the two and a half math positions for the 2010-11 school year.

**These findings will guide the planning, development and implementation of the Integrated Improvement Plan**

\*Do the findings provide direction for content instructional change?

- 1) Staff development in school wide curriculum alignment.
- 2) Local math curriculum should be better aligned for continuity from 6th through 12<sup>th</sup> using state standards.
- 3) Professional development related to research based, effective teaching and best practices of instructional strategies.

\*Are statements listed to guide the staff in the identification of scientifically based research strategies which may address the root cause?

- 1) The MTSS model will provide research based strategies to determine and address root causes.

\*Do the findings provide direction for staff or professional development needs?

- 1) PALSS data will be analyzed to determine direction for professional development



**Schools Accredited On Improvement, Conditionally Accredited, and Not accredited for QPA will use this plan.**

**Stage 4: Prioritize & Set SMART Goals**

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Stage 4 of this document is to be filled out following the completion of stage 4 of the Kansas Improvement Model. Refer to the Kansas Improvement Notebook Section C: Planning Meeting Three.

**When writing SMART Goals consider the following:**

- A purpose of improvement plans are to ensure that **each** student meets or exceeds high academic and behavioral standards.
- Research indicates that systemic approaches to school improvement are essential to sustainable progress.

Meeting the 2014 AYP targets for reading and math is the long term goal of each school and district in the state of Kansas. The written SMART goals will guide the program planning and implementation.

- **One or more SMART Goal(s) must focus on the areas of deficiencies for Quality Performance Accreditation (QPA). The areas of deficiency may be in the areas of performance criteria and/or quality criteria.**

SMART Goal:
<b>MATH SMART GOALS</b> <ul style="list-style-type: none"><li>• At least a 6% annual gain on “meets standard” and higher is expected for all students and disagreed groups of students on the Kansas mathematics assessments.</li><li>• Annually reduce by 5% the number of students who must use OTL to score at “meets standards” or higher on the Kansas mathematics assessment.</li><li>• Increase by 10% annually the number of students who are meeting their growth target for mathematics on the MAP assessment.</li></ul>
<b>READING SMART GOALS</b> <ul style="list-style-type: none"><li>• At least a 6% annual gain on “meets standard “and higher is expected for all students and disagreed groups of students on the Kansas Reading assessment.</li><li>• Annually reduce by 5% the number of students who must use OTL to score at “meets standard” or higher on the Kansas reading assessment.</li><li>• Increase by 10% annually the number of students who are meeting their growth target for readings on the MAP assessment</li></ul>
<b>ALIGNMENT SMART GOAL</b> <ul style="list-style-type: none"><li>• Each year one core area will be aligned to the adopted standards using the SEKESC web based alignment tool. After initial alignment a comparison will be run using the enacted curriculum survey to determine gaps and overlaps.</li></ul>
<b>PROCESS SMART GOAL</b> <ul style="list-style-type: none"><li>• Annually, for each of 3 years, progress in implementation of MTSS will be judged by advancing at least one-fourth of the descriptors at least one category on the Innovations Configurations Matrix. The leadership team will make the decision by consensus at the end of each academic year</li></ul>

