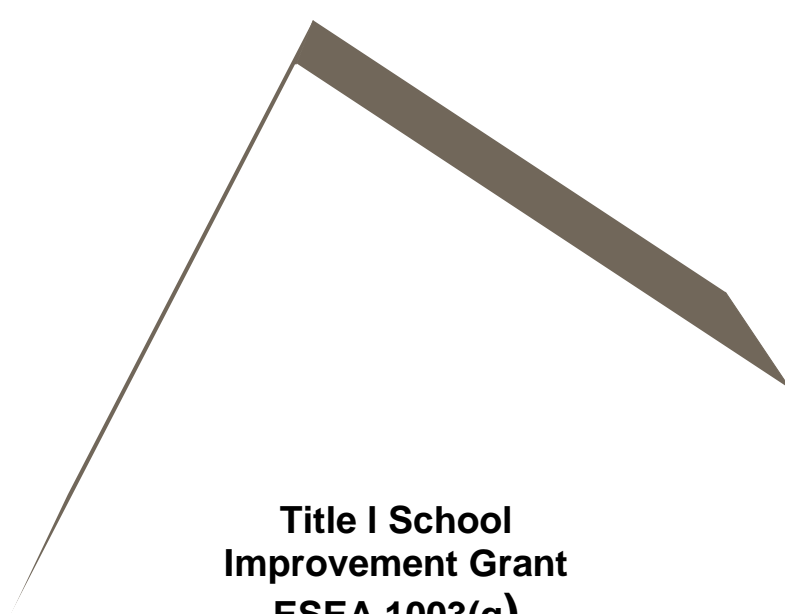


Fiscal Year 2012
March 2013

District Level School Improvement Grant Application (LEA)



**Title I School
Improvement Grant
ESEA 1003(g)
CFDA Number 84.377A**

**EARLY CHILDHOOD,
SPECIAL EDUCATION and
TITLE SERVICES TEAM**

**APPLICATION
KANSAS STATE DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT FUND 1003(g)
2013-2014**

PART II: DISTRICT INFORMATION

Authorized District Signature: Dr. Julie Ford, Superintendent of Schools	Date 4-30-13
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SEA Approval/Date	Amount Awarded
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Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel
120 SE 10th Ave.
Topeka, KS 66612

USD Name and Number Topeka School District, USD 501	
Name and Title of District Contact for Grant Application Ms. Billie Wallace, Federal and State Programs	
Address 624 SW 24 th Street	Telephone Number (785) 295-3000
City Topeka, Kansas	Zip Code 66611-1294
E-mail Address bzabokr@topeka.k12.ks.us	Fax 785-575-6188
Amount Requested: 2,433,433	

785-296-3204

The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

		Intervention Model			
School Name:	NCES ID #	Turnaround	Restart	Closure	Transformation
Scott Dual Language Magnet					X

Refer to Appendix A, p. 26-32 and Appendix B, p. 33-45 for more information on the grant requirements and general information.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a school improvement grant.

Step 1a: Needs Assessment -- The LEA has analyzed the needs of each school and selected an intervention for each school.

Needs Assessment Process: Describe the needs assessment process that the school went through before selecting the Intervention Model.

A variety of internal and external stakeholders, data approaches, informational processes and finding’s formats were utilized to assist Scott Elementary School [Scott] prior to the selection of the Transformational Intervention Model.

First, in September 2008, KSDE contracted with Cross & Jofus, LLC to implement a technical assistance support system for working with the Topeka School District—a district struggling to demonstrate adequate yearly progress (AYP) in a number of its schools. This initial coordinating effort involved staff from Scott, where a KLN sponsored District Facilitator and Implementation Coach were assigned to assist district and building-level staff. The rationale for the Kansas Learning Network [KLN] was that Scott needed a combination of support and pressure to make difficult changes that would result in: 1) higher overall levels of student achievement and, 2) narrowing the achievement gaps with the purpose of having district and school staff beginning to think and act systemically—focusing on resources and energy on improving the teaching and learning process, and work collaboratively and with support from an external “critical friend.”

The goal of KLN was to initiate efforts to improve Scott’s teaching and learning qualities and increase student achievement through a collaborative, organization-development approach that focused on applying systems of theory and using data effectively. A comprehensive, root-cause needs assessment was considered as one of the first activities to be conducted in pursuit of this goal. The needs analysis encompassed an analysis of student achievement and other data, interviews and focus groups with students, parents, local community civic leaders, teachers, academic coaches, principals, district administrators, and board members as well as classroom observations using a process called the Kansas Process for Advancing Learning Strategies for Success (K-PALSS). Initial findings from this needs assessment are summarized in the areas of: 1) Leadership; 2) Empowering Culture and Human Capital; 3) Curriculum, Assessment, Instruction and Professional Development. Specific findings and analysis of the findings are found later in this application.

Secondly, in fall 2012, another updated needs assessment process was completed for Scott. This effort was conducted through the leadership and guidance of KSDE and KLN, but where KLN was now under the new guidance of the Southeast Kansas Education Service Center located at Greenbush. Participants in this needs assessment process included the superintendent, the

building principal, KSDE, and focus groups representing teachers, students, parents and community members. A findings report was generated and presented to district and building staff in January 2013 and now serves as one vehicle for addressing priority school needs while establishing a monitoring system to determine steps needed in relationship to school improvement and to monitor ongoing changes/ efforts with teacher and student performance.

Thirdly, both the district and Scott staff, including the building's leadership team [BLT], are implementing the new instructional tiered levels of student support framework entitled, *Topeka Tier System of Supports* (TTSS), to assist with the ongoing school-based needs assessment process in the areas of reading, mathematics and student behavior. This systemic approach, initiated in August 2011, is designed to support the learning of all students across the district. Simply put, TTSS is a continuum of increasingly intense, research-based interventions provided to learners that helps them appropriately address their academic and/or behavioral needs. It includes ongoing monitoring of the effectiveness of all instruction and interventions provided. The outcome is to ensure that each student at Scott achieves to high standards. The TTSS model is a prototype extension of the state's MTSS model of intervention supports for students and mirrors many of the same attributes found within the state's MTSS system.

In Spring 2013, Scott's BLT utilized the MTSS Innovation Configuration Matrix [ICM] to assist with conducting and identifying specific school needs and determine the level of implementation status for each respective area found within the matrix. The ICM is designed to describe the principles and practices within a tiered level of supports for students. ICM's principles and practices include focus on the essential system components that are consistent across all ages (early childhood through high school) and across all domains (academic and behavior).

Fourthly, The ICM process was used (Spring 2013) in a variety of ways to assist Scott staff with framing the process and gathering pertinent data to assist key school and community stakeholders in understanding and applying effective strategies/ resources and supports to better address students, certified and classified staff, parents, and community stakeholder needs. The primary use of the ICM Matrix was to assist in the understanding of the principles and practices of a multi-tier system and what principles/ practices look like when implemented within the school and with other collaborating, neighborhood/ community agencies. Scott staff decided that the use of the ICM would helpful in guiding critical discussions among leadership and staff—specifically focusing on understanding the structures and processes necessary in implementing a sustainable system of supports from the district as a whole, families involved, community agencies, and other stakeholders. Furthermore, it set the stage to identify the specific, essential “above and beyond”/ additional support materials, resources and training needed to transform the school. In summary, the district and Scott staff completed the following steps and data review in selecting the Transformational Model as the framework for reform:

1. KLN Needs Assessment Data Completion and Analysis—in FY 2012 and FY 2013
2. School Leading Indicator Report
3. School AYP Data—five year trend analysis
4. Perception, Contextual and Demographic Data
5. Use of the School Improvement Model Selection Rubrics
6. Capacity Appraisal—ICM For Districts
7. SIP Goal Setting/ Plan Development—including goals/ strategies and PD components
8. TTSS Implementation Analysis
9. Budget Review

Data Analysis: Write a brief summary of the school’s data analysis results/findings. Include: Achievement Data

School Leading Indicator Report Findings:

Scott School Leading Indicator Report
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USD Number & Name: *USD 501 Topeka* **Name of School:** *Scott* **Grade Span:** *Pre-K through 5* **Building Number:** *8499*

Indicator	Year 1 (Baseline)	Year 2	Year 3	Year 4
1. Number of minutes within the school year.	68,598			
2. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup	100%			
3. Students proficient or above in reading	54.5%			
4. Students proficient or above in math	64.5%			
5. Dropout rate	N/A			
6. Student attendance rate	94.3%			
7. Number and percentage of students completing advanced course work				
AP	NA	/	/	/
IB	NA	/	/	/
Early College High Schools	NA	/	/	/
Dual enrollment classes	NA	/	/	/
8. Discipline Incidents				
✓ Weapon Incidents-OSS	0			
✓ Weapon Incidents-Exp	0			
✓ 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	4			
✓ Violent Incidents without injury Exp	0			
9. Truants	8			
10. Distribution of teachers by performance level on the LEA's teacher evaluation system. *	*			

*The district is beginning to use Danielson work on teacher effectiveness/ evaluation. Teacher disaggregated information by school will not be completed until June 1, 2013. Danielson's teacher performance levels are divided into 4 distinct categories; that is: Unsatisfactory, Basic, Proficient, and Distinguished. With the vast number of FY 2013 personnel changes, no teachers were non-renewed or placed upon improvement.

11. Teacher Attendance Rate	804 absences with approx. 65 staff / averages about 12.4 days per teacher.			
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School AYP Data: The following information provides specific data and data analysis regarding the achievement of students from Scott:

- Scott did not attain AYP in 2012. Scott met criteria for the following area: Other Measures. Scott did not meet criteria for the following areas: Reading and Math. The QPA status for Scott for the 2012-2013 school year is accredited.

Table 1: AYP/QPA Accountability - Scott (2009-2013)

Accountability Measure	Status				
	2009	2010	2011	2012	2013
QPA	Accredited on Improvement	Accredited on Improvement	Accredited on Improvement	Accredited	Accredited
AYP	On Improvement	On Improvement	On Improvement	On Improvement	N/A

Table 2: AYP Summary - Scott (2008-2012)

Area	Met Criteria					# Years Met Criteria
	2008	2009	2010	2011	2012	
Reading	Yes	No	Yes	No	No	2 / 5
Math	Yes	No	Yes	Yes	No	3 / 5
Other Measures	Yes	Yes	Yes	Yes	Yes	5 / 5
AYP	Yes	No	Yes	No	No	2 / 5

- Scott has attained AYP two out of the past five years.

Table 3: Subgroups Meeting AYP Criteria in Reading (2008-2012)

Group	2008	2009	2010	2011	2012	# Years Meeting Criteria
ALL	Yes 7	No	Yes 7	Yes 6	No	3 / 5
F/R Lunch	Yes 7	No	Yes 7	Yes 6	No	3 / 5
ELL					No	0 / 1
SPED				No	No	0 / 2
Afr. Amer.	Yes 6	Yes 6	Yes 6	Yes 7	No	4 / 5
Amer. Indian						
Asian						
Hawaiian						
Hispanic	Yes 7	No	Yes 7	Yes 7	No	3 / 5
Multi-Racial						
White	Yes 6	Yes 6	Yes *	No	No	3 / 5
# Groups Meeting Criteria	5/5	2/5	5/5	4/6	0/7	

Yes* = group met the criteria via the Confidence Interval

Yes6 or Yes7 = group met the criteria via Safe Harbor

Blank cells = fewer than 30 students in the subgroup

- The number of subgroups meeting criteria declined from 4 subgroups in 2011 to 0 subgroup in 2012. No subgroups met the Reading criteria in 2012. Seven subgroups (All Students, Free and Reduced Lunch, ELL Students, Students with Disabilities, African-American Students, Hispanic, White) did not meet the AYP Reading criteria in 2012.

Table 4: Subgroups Meeting AYP Criteria in Math (2008-2012)

Group	2008	2009	2010	2011	2012	# Years Meeting Criteria
ALL	Yes 7	No	Yes 7	Yes 7	No	3 / 5
F/R Lunch	Yes 7	No	Yes 7	Yes 7	No	3 / 5
ELL					No	0 / 1
SPED				Yes 6	No	1 / 2
Afr. Amer.	Yes 6	No	Yes 7	Yes 6	No	3 / 5
Amer. Indian						
Asian						
Hawaiian						
Hispanic	Yes *	Yes *	Yes 6	Yes 7	No	4 / 5
Multi-Racial						
White	Yes *	Yes *	Yes *	Yes *	No	4 / 5
# Groups Meeting Criteria	5/5	2/5	5/5	6/6	0/7	

Yes* = group met the criteria via the Confidence Interval

Yes6 or Yes7 = group met the criteria via Safe Harbor

Blank cells = fewer than 30 students in the subgroup

- The number of subgroups meeting criteria declined from 6 subgroups in 2011 to 0 subgroups in 2012. No subgroups met the Math criteria in 2012. Seven subgroups (All Students, Free and Reduced Lunch, ELL Students, Students with Disabilities, African-American Students, Hispanic, White) did not meet the AYP Math criteria in 2012. Under the new Title I accountability system, Scott has been identified as a Priority school. The building category for Scott in Reading is High-Need (Level 1) and the building category for Math is High-Need (Level 1). To meet AMO 1 (Improving Achievement) for Reading, an increase of 35 API points will be needed from 423 in 2012 to 458 in 2013. To meet AMO 1 for Math, an increase of 20 API points will be needed from 476 in 2012 to 496 in 2013. To meet AMO 3 (Reducing the Gap) for Reading, the API of the lowest-performing 30% of students must increase by 52 API points from 110 in 2011 to 162 in 2012. To meet AMO 3 for Math, the API of the lowest-performing 30% of students must increase by 43 API points from 208 in 2011 to 251 in 2012. To meet AMO 4 (Reducing Non-Proficient), each subgroup must attain the percent non-proficient goal during this year in both reading and math.

The Improving Achievement AMO is measured using the Assessment Performance Index (API) score, which is based on students' performance levels on the state assessments. Each performance level is assigned a point value. These points are summed and then divided by the total number of tests completed. A school must increase its API score by a prescribed amount each year in order to meet the Achievement AMO. The amount of improvement prescribed is based on the school's level, where schools with lower API scores are expected to make larger increases than schools with higher API scores.

Schools are placed in one of four categories based on their API score and their percent of students not proficient. The four categories are High-Need (Level 1), Implementing (Level 2), Transitioning (Level 3), and Modeling (Level 4).

Table 5: AMO 1 Improving Achievement - Scott

Group	API Score					Change 08-12	Change 11-12
	2008	2009	2010	2011	2012		
Reading API - School	446	415	470	483	423	-23	-60
Reading API - District	545	551	556	560	529	-16	-31
Math API - School	478	465	539	557	476	-2	-81
Math API - District	534	529	544	549	534	0	-15

- The building category for Reading is High-Need (Level 1). The building category for Math is High-Need (Level 1). The API for Reading in 2012 was 423. This was a decrease of 23 from 2008. The API for Math in 2012 was 476. This was a decrease of 2 from 2008. An increase of 35 API points in Reading will be needed to meet AMO 1. To meet this goal, the minimum API for Reading will need to be 458 in 2013. An increase of 20 API points in Math will be needed to meet AMO 1. To meet this goal, the minimum API for Math will need to be 496 in 2013.

The Reducing the Gap AMO focuses attention on the difference between the lowest performing students in a school and state benchmarks. To meet the Gap AMO, a school must decrease (in annual increments) half the gap distance between the lowest performing 30% of students and a state benchmark that represents the top performing 30% of schools in the state over six years. The top 30% of schools is defined as the API score for the building at the 70th percentile. In 2012, the benchmark for Reading was 734 and for Math it was 719.

Table 6: AMO 3 Reducing the Gap - Scott

Group	API of Lowest 30%							Change per year needed
	2011	2012	2013	2014	2015	2016	2017	
Reading API of lowest 30%	110	91						
Reading API Goal for lowest 30%	NA	162	214	266	318	370	422	52
Math API of lowest 30%	208	80						
Math API Goal for lowest 30%	NA	251	293	336	379	421	464	43

- The Reading API for the lowest-performing 30% of students in 2012 was 91. To meet the Gap Reduction AMO this year, the API of the lowest-performing 30% of students must increase from 91 in 2012 to 214 in 2013. The Math API for the lowest-performing 30% of students in 2012 was 80. To meet the Gap Reduction AMO this year, the API of the lowest-performing 30% of students must increase from 80 in 2012 to 293 in 2013.

To meet the Reducing the Non-Proficient AMO, a school must reduce the percentage of non-proficient students in half by annual increments over six years.

Table 7: AMO 4 Reducing Non-Proficient - Scott

Group	Reading			Math		
	2011 % Non-Prof	2012 % Non-Prof	2013 % Non-Prof Goal	2011 % Non-Prof	2012 % Non-Prof	2013 % Non-Prof Goal
ALL	33.3	45.5	27.8	26.0	35.5	21.7
F/R Lunch	33.8	45.1	28.2	26.8	36.2	22.3
ELL		58.3			36.1	
SPED	59.4	63.6	49.5	50.0	69.7	41.7
Afr. Amer.	32.8	50.0	27.3	35.8	38.5	29.8
Amer. Indian						
Asian						
Hawaiian						
Hispanic	32.1	43.7	26.8	22.6	33.6	18.8
Multi-Racial						
White	37.5	45.7	31.3	17.5	42.9	14.6

Section Summary Highlights:

- 54.4% of Scott students scored proficient in Reading in 2012. This was 33.4% below the annual target of 87.8%. 25.3% of students were in the Exceeds Standard and Exemplary levels in Reading in 2012. This was a decrease from 1.3% from 2008. The percentage of All Students scoring proficient in Reading changed from 60.1% in 2008 to 54.4% in 2012. This was a decrease of 5.7%. The following grades saw an increase in Scantron median percentile rank from fall 2010: 3rd and 4th. 21.1% of students at Scott were at or above the 50th percentile on the Scantron Performance Assessment in 2012. This is 13.4% below the district (34.4%).

The next section provides a detailed analysis of the KS Reading assessment results disaggregated by subgroup. This section reveals trends in percent proficient for each subgroup over the past five years. Also, subgroup performance is compared to the annual AYP targets established by the state. This section details results for all subgroups containing 30 or more students. Subgroups that count for AYP are shown in italics.

Table 8: Kansas Reading Assessment History by Subgroup (2008-2012)

Group	% Scoring Proficient in Reading					Change 2008-2012
	2008	2009	2010	2011	2012	
Annual Target	75.6	79.7	83.7	87.8	87.8	+12.2
<i>ALL</i>	60.1	57.9	65.5	66.7	54.4	-5.7
<i>F/R Lunch</i>	58.3	57.4	65.4	66.2	54.7	-3.6
<i>ELL</i>					40.0	
<i>SPED</i>				40.6	36.4	
<i>Afr. Amer.</i>	59.3	57.8	60.9	67.2	50.0	-9.3
<i>Amer. Indian</i>						
<i>Asian</i>						
<i>Hawaiian</i>						
<i>Hispanic</i>	59.5	54.7	63.5	67.9	55.9	-3.6
<i>Multi-Racial</i>						

<i>White</i>	59.0	61.4	71.7	62.5	54.3	-4.7
Female	65.7	56.7	69.6	70.7	60.8	-4.9
Full Price						
Gen. Ed.	61.1	61.4	68.0	71.4	60.7	-0.4
Gifted						
Male	53.3	59.1	62.0	63.3	48.8	-4.5
# Groups at or Above the Annual Target	0/8	0/8	0/8	0/9	0/10	

Note: Subgroups containing 30 or more students are reported. Cells shaded blue indicates the group scored at or above the annual target. Subgroups in italics are reported for AYP calculations

- The percentage of All Students scoring proficient in Reading decreased by 12.3% from 2011. No subgroups met or exceeded the annual target in Reading in 2012. Hispanic (55.9%) was the highest performing AYP subgroup in 2012 for Reading and SPED (36.4%) the lowest performing AYP subgroup. Female (60.8%) was the highest performing group (including non-AYP subgroups) in 2012 for Reading and SPED (36.4%) was the lowest performing group. Since 2008, Afr. Amer. (-9.3%) was the subgroup with the largest decrease in the percent of students scoring proficient in Reading. Since 2008, no groups have seen an increase in the percentage of students scoring proficient in reading. Since 2008, the following subgroups have seen a decrease in the percentage of students scoring proficient in Reading: ALL, F/R Lunch, Afr. Amer., Hispanic, White, Female, Gen. Ed., Male.

School Report Card Data:

Kansas State Department of Education

Report Card 2011 - 2012

ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2011-2012 school year, this building did not make AYP. More information on this building's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof & Above Goal: 87.7%	% Tested Goal: 95%	% Prof & Above Goal: 86.7%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 80% or Improv	Attend Rt. Goal: 90%
All Students	54.5%	100.0%	64.5%	100.0%	N/A	94.5%
Free and Reduced Lunch	54.9%	100.0%	63.8%	100.0%	N/A	N/A
Students with Disabilities	36.4%	100.0%	30.3%	100.0%	N/A	N/A
ELL Students	41.7%	100.0%	63.9%	100.0%	N/A	N/A
African-American Students	50.0%	100.0%	61.5%	100.0%	N/A	N/A
Hispanic	56.3%	100.0%	66.4%	100.0%	N/A	N/A
White	54.3%	100.0%	57.1%	100.0%	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Racial	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A

Demographics

Race/Ethnicity	Bldg.	Dist.	State
African Americans	22.0%	20.5%	7.3%
Hispanics	51.9%	26.7%	17.1%
Whites	17.8%	41.6%	67.4%
Other	8.3%	11.1%	8.2%

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	97.2%	76.5%	48.8%
Non-Economic. Disadvantaged	2.8%	23.5%	51.2%

Migrant Students	Bldg.	Dist.	State
Migrant Students	5.3%	2.5%	1.6%
Non-Migrant Students	94.7%	97.5%	98.4%

Scott Computer Technology Magnet Current Accreditation Status: Accredited
 401 SE Market St
 Topeka, KS 66607-2076
 USD 501
 Topeka Public Schools

TOTAL ENROLLMENT

Building: 545 District: 14,084 State: 477,857

DEMOGRAPHICS

English Language Learners	Bldg.	Dist.	State
ELL Students	0%	8.2%	10.3%
Non-ELL Students	100.0%	91.8%	89.7%

Gender	Bldg.	Dist.	State
Male	50.8%	50.6%	51.5%
Female	49.2%	49.4%	48.5%

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	13.2%	17.0%	13.7%
Students without Disabilities	86.8%	83.0%	86.3%

Attendance	Bldg.	Dist.	State
2011	95.5%	93.6%	94.9%
2012	94.5%	95.1%	95.2%

4-Year Adjusted Cohort Graduation Rate

	Bldg.	Dist.	State
2010	0.0	67.3	80.7
2011	0.0	70.4	83.0

	Bldg.	Dist.	State
Free and Reduced Lunch	0.0%	65.6%	73.2%
Students with Disabilities	0.0%	55.3%	73.6%
ELL Students	0.0%	57.7%	70.6%
African-American Students	0.0%	68.9%	72.4%
Hispanic	0.0%	72.1%	73.2%
White	0.0%	70.5%	86.1%
Asian	0.0%	55.6%	88.3%
American Indian or Alaska Native	0.0%	63.6%	72.4%
Native Hawaiian or Pacific Islander	0.0%	33.3%	78.6%
Multi-Racial	0.0%	79.6%	80.8%

5-Year Adjusted Cohort Graduation Rate

	Bldg.	Dist.	State
2010	0.0	56.7	75.2
2011	0.0	70.9	82.1

	Bldg.	Dist.	State
Free and Reduced Lunch	0.0%	64.5%	72.2%
Students with Disabilities	0.0%	60.7%	71.8%
ELL Students	0.0%	58.1%	70.6%
African-American Students	0.0%	67.5%	69.0%
Hispanic	0.0%	69.7%	72.9%
White	0.0%	74.4%	85.5%
Asian	0.0%	100.0%	89.0%
American Indian or Alaska Native	0.0%	64.0%	71.9%
Native Hawaiian or Pacific Islander	0.0%	50.0%	78.7%
Multi-Racial	0.0%	55.0%	73.7%

TEACHER QUALITY

Qualification		% Not Fully Licensed Teachers	
	School		School
Fully Licensed	100.00%	Not Licensed	0.00%
Not Fully Licensed	0.00%	Not Qualified	0.00%
		Provisional	0.00%
		Substitute	0.00%
		Waiver	0.00%

Core Content Classes		% of Core Classes Taught by Highly Qualified Teachers			
	School	School	District	State	
Not Taught by Highly Qualified	2.22%	English Language and Literature (elementary)	100.00%	99.67%	96.81%
Taught by Highly Qualified	97.78%	Fine and Performing Arts (elementary)	100.00%	100.00%	97.26%
		Life and Physical Sciences (elementary)	96.15%	99.33%	97.46%
		Mathematics (elementary)	96.55%	99.42%	96.39%
		Social Sciences and History (elementary)	96.15%	99.36%	97.46%

For more information about Teacher Quality, go to http://SVAPP15586.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0501&bldg_no=8499

Students with Disabilities - By Test Type - All Grades - Reading

Test Type	Warning		Approaching		Meets		Exceeds		Exemplary		Total #
	#	%	#	%	#	%	#	%	#	%	
KAMM (modified)	0	0.00	<10*	N/A*	<10*	N/A*	0	0.00	0	0.00	N/A*
Alternate	0	0.00	<10*	N/A*	<10*	N/A*	0	0.00	0	0.00	N/A*
General (No Accom.)	<10*	N/A*	<10*	N/A*	<10*	N/A*	<10*	N/A*	0	0.00	N/A*
General With Accom.	<10*	N/A*	0	0.00	<10*	N/A*	<10*	N/A*	0	0.00	N/A*
Total	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	0	0.00	N/A*

Students with Disabilities - By Test Type - All Grades - Mathematics

Test Type	Warning		Approaching		Meets		Exceeds		Exemplary		Total #
	#	%	#	%	#	%	#	%	#	%	
KAMM (modified)	0	0.00	<10*	N/A*	<10*	N/A*	0	0.00	0	0.00	N/A*
Alternate	0	0.00	0	0.00	<10*	N/A*	<10*	N/A*	0	0.00	N/A*
General (No Accom.)	12	52.17	<10*	N/A*	<10*	N/A*	0	0.00	0	0.00	N/A*
General With Accom.	<10*	N/A*	0	0.00	<10*	N/A*	0	0.00	0	0.00	N/A*
Total	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	0	0.00	N/A*

* The Family Educational Rights and Privacy Act (FERPA) prevents the disclosure of personally identifiable student information. KSDE has determined that any quantities less than 10 may be personally identifiable. Column totals are not provided when there are categories with less than 10.

Grade 3 Reading												
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	
All Students												
Building	9.2%	7.1%	17.1%	14.3%	32.9%	28.6%	21.1%	35.7%	19.7%	14.3%	---	
District	14.8%	14.6%	23.5%	19.7%	31.0%	30.1%	16.3%	22.2%	12.7%	13.3%	.2%	
State	27.9%	26.1%	31.2%	30.4%	26.6%	26.9%	9.3%	10.9%	4.2%	4.9%	.7%	
Economically Disadvantaged												
Building	9.6%	7.5%	17.8%	15.0%	32.9%	27.5%	19.2%	36.3%	20.5%	13.8%	---	
District	11.1%	10.4%	21.3%	18.5%	33.2%	31.0%	18.5%	24.9%	14.5%	15.0%	.2%	
State	18.3%	15.6%	29.0%	27.4%	32.1%	32.3%	13.0%	15.4%	6.7%	8.2%	1.0%	
Special Ed.												
Building	9.1%	---	9.1%	---	18.2%	---	27.3%	---	36.4%	---	---	
District	12.8%	3.6%	13.3%	12.4%	29.6%	27.2%	22.2%	25.4%	19.2%	31.4%	---	
State	17.2%	15.3%	24.9%	24.7%	33.7%	32.6%	15.0%	16.7%	8.0%	9.6%	1.1%	
ELL												
Building	---	---	---	17.6%	---	11.8%	---	58.8%	---	11.8%	---	
District	2.8%	5.7%	19.7%	11.5%	28.9%	29.9%	19.7%	24.8%	26.8%	28.0%	---	
State	13.0%	11.1%	25.9%	22.4%	33.6%	33.1%	15.8%	18.5%	9.8%	12.8%	2.1%	
African American Students												
Building	5.6%	5.9%	11.1%	5.9%	33.3%	29.4%	16.7%	23.5%	33.3%	35.3%	---	
District	8.6%	5.9%	16.8%	16.2%	37.7%	29.3%	20.9%	28.4%	14.1%	19.8%	.5%	
State	13.9%	10.4%	25.3%	21.2%	34.0%	33.0%	16.1%	19.8%	9.6%	14.4%	1.2%	
Hispanic												
Building	9.8%	4.3%	14.6%	21.3%	41.5%	29.8%	19.5%	36.2%	14.6%	8.5%	---	
District	10.5%	7.7%	21.8%	15.4%	31.0%	34.0%	17.7%	25.0%	17.0%	17.9%	---	
State	16.1%	13.8%	27.6%	25.5%	32.7%	32.7%	14.4%	16.8%	7.9%	10.0%	1.2%	
White												
Building	7.1%	14.3%	28.6%	7.1%	14.3%	28.6%	28.6%	35.7%	21.4%	14.3%	---	
District	20.3%	23.5%	26.6%	23.9%	27.4%	27.6%	13.2%	16.9%	11.4%	8.2%	---	
State	32.6%	31.4%	33.0%	32.8%	24.1%	24.6%	7.1%	8.3%	2.7%	2.4%	.5%	
Asian												
Building	---	---	---	---	---	---	---	---	---	---	---	
District	---	36.4%	---	18.2%	---	36.4%	---	9.1%	---	---	---	
State	33.9%	33.0%	29.4%	29.5%	22.6%	20.9%	7.9%	8.3%	4.5%	5.3%	3.0%	
American Indian												
Building	---	---	---	---	---	---	---	---	---	---	---	
District	4.8%	---	23.8%	---	52.4%	---	14.3%	---	4.8%	---	---	
State	21.4%	22.1%	27.9%	31.4%	35.5%	31.4%	10.7%	8.8%	3.9%	5.7%	.6%	
Multi-Racial												
Building	---	---	---	---	---	---	---	---	---	---	---	
District	14.3%	14.3%	25.9%	21.4%	31.3%	28.6%	19.6%	25.5%	6.3%	9.2%	1.0%	
State	26.8%	21.6%	30.5%	30.1%	28.3%	30.2%	9.9%	13.0%	3.8%	4.5%	.7%	
Female												
Building	8.1%	10.0%	18.9%	20.0%	40.5%	25.0%	18.9%	32.5%	13.5%	12.5%	---	
District	14.3%	16.0%	23.0%	23.8%	30.7%	26.5%	19.6%	21.4%	10.2%	11.9%	.4%	
State	29.5%	27.3%	31.6%	31.1%	26.0%	26.6%	8.6%	10.1%	3.6%	4.2%	.7%	
Male												
Building	10.3%	4.5%	15.4%	9.1%	25.6%	31.8%	23.1%	38.6%	25.6%	15.9%	---	
District	15.3%	13.4%	23.9%	16.1%	31.4%	33.2%	13.2%	22.8%	15.1%	14.6%	---	
State	26.4%	24.9%	30.9%	29.8%	27.3%	27.2%	9.9%	11.7%	4.9%	5.6%	.8%	
Migrant												
Building	---	---	---	---	---	---	---	---	---	---	---	
District	---	4.3%	33.3%	---	28.6%	52.2%	23.8%	21.7%	14.3%	21.7%	---	
State	11.9%	9.1%	26.2%	21.3%	33.0%	33.2%	17.1%	17.3%	9.4%	15.2%	3.9%	
Native Hawaiian/Pac. Islander												
Building	---	---	---	---	---	---	---	---	---	---	---	
District	---	---	---	---	---	---	---	---	---	---	---	
State	18.6%	13.3%	37.3%	43.3%	27.1%	30.0%	8.5%	8.3%	6.8%	5.0%	---	

Grade 4 Reading											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	9.2%	7.9%	15.8%	21.1%	31.6%	28.9%	19.7%	22.4%	23.7%	19.7%	---
District	21.2%	14.3%	24.6%	24.7%	31.5%	32.7%	11.2%	14.1%	9.9%	14.1%	.2%
State	30.0%	30.0%	32.9%	31.9%	26.1%	26.0%	6.4%	6.7%	3.7%	4.6%	.7%
Economically Disadvantaged											
Building	9.2%	8.1%	15.8%	21.6%	31.6%	28.4%	19.7%	21.6%	23.7%	20.3%	---
District	15.5%	10.5%	23.4%	22.7%	34.7%	34.2%	12.4%	15.9%	12.1%	16.5%	.2%
State	19.3%	18.9%	31.3%	30.1%	32.8%	32.7%	9.3%	9.9%	6.1%	7.5%	.9%
Special Ed.											
Building	---	---	15.4%	9.1%	23.1%	18.2%	15.4%	45.5%	46.2%	27.3%	---
District	12.4%	8.5%	12.9%	13.0%	40.0%	36.3%	16.5%	17.9%	16.5%	23.3%	.9%
State	18.8%	15.7%	23.6%	22.9%	37.5%	38.3%	11.4%	12.7%	7.6%	9.0%	1.4%
ELL											
Building	---	---	---	---	---	---	---	---	---	---	---
District	3.3%	5.0%	18.0%	20.0%	37.7%	30.6%	15.6%	20.6%	19.7%	23.8%	---
State	15.1%	13.6%	28.2%	27.7%	34.8%	34.3%	11.5%	11.9%	8.5%	10.4%	2.0%
African American Students											
Building	4.5%	---	13.6%	20.0%	54.5%	26.7%	18.2%	20.0%	9.1%	33.3%	---
District	11.2%	5.2%	21.0%	14.0%	44.4%	35.8%	10.7%	21.8%	12.1%	22.8%	.5%
State	14.9%	14.0%	26.5%	25.2%	35.8%	33.5%	11.5%	13.3%	9.8%	12.6%	1.5%
Hispanic											
Building	10.3%	11.6%	20.5%	23.3%	28.2%	27.9%	10.3%	20.9%	30.8%	16.3%	---
District	11.8%	11.6%	25.0%	23.4%	33.6%	33.1%	13.6%	15.5%	12.9%	16.4%	---
State	17.8%	17.7%	31.0%	29.6%	32.6%	32.6%	10.4%	10.6%	6.9%	8.1%	1.4%
White											
Building	15.4%	---	7.7%	15.4%	7.7%	38.5%	46.2%	30.8%	23.1%	15.4%	---
District	31.1%	20.5%	24.0%	28.4%	26.5%	31.0%	10.7%	10.0%	6.3%	9.8%	.2%
State	34.8%	35.1%	34.2%	33.3%	23.3%	23.4%	4.9%	5.0%	2.2%	2.7%	.4%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	33.3%	---	50.0%	---	8.3%	---	---	---	8.3%	---	---
State	39.4%	37.6%	30.3%	29.9%	19.6%	21.6%	6.0%	4.9%	2.9%	4.5%	1.5%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	6.7%	18.2%	20.0%	27.3%	33.3%	36.4%	26.7%	---	13.3%	18.2%	---
State	17.8%	23.4%	33.8%	30.3%	34.8%	31.5%	7.6%	8.3%	4.3%	5.0%	1.5%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	26.2%	13.4%	30.1%	31.3%	23.3%	33.0%	6.8%	14.3%	12.6%	8.0%	---
State	28.1%	27.1%	32.1%	33.8%	28.4%	27.1%	6.7%	6.8%	3.5%	4.8%	.5%
Female											
Building	2.8%	8.6%	22.2%	28.6%	38.9%	28.6%	11.1%	22.9%	25.0%	11.4%	---
District	23.5%	15.8%	25.2%	25.5%	31.2%	33.4%	9.7%	12.5%	9.5%	12.7%	---
State	31.8%	32.8%	33.5%	31.9%	24.8%	24.9%	5.8%	5.9%	3.2%	3.8%	.7%
Male											
Building	15.0%	7.3%	10.0%	14.6%	25.0%	29.3%	27.5%	22.0%	22.5%	26.8%	---
District	19.2%	12.8%	24.1%	24.0%	31.8%	32.0%	12.4%	15.5%	10.3%	15.3%	.4%
State	28.4%	27.3%	32.3%	31.9%	27.3%	27.1%	7.0%	7.5%	4.1%	5.4%	.8%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	22.2%	8.0%	---	20.0%	33.3%	32.0%	11.1%	16.0%	16.7%	24.0%	---
State	11.7%	11.4%	26.0%	24.8%	35.8%	34.7%	13.6%	14.0%	9.4%	11.0%	4.2%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	23.7%	21.2%	21.1%	32.7%	39.5%	40.4%	10.5%	1.9%	2.6%	3.8%	---

Grade 5 Reading											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	13.9%	10.3%	30.6%	15.4%	44.4%	29.5%	4.2%	21.8%	6.9%	23.1%	---
District	24.7%	22.2%	21.9%	22.3%	30.0%	27.2%	11.3%	16.0%	10.7%	11.9%	.4%
State	38.8%	37.5%	24.4%	26.3%	23.5%	22.2%	8.0%	8.5%	4.6%	4.8%	.7%
Economically Disadvantaged											
Building	11.8%	10.4%	30.9%	15.6%	45.6%	29.9%	4.4%	22.1%	7.4%	22.1%	---
District	20.0%	17.6%	21.4%	20.0%	32.1%	29.6%	12.7%	17.8%	12.4%	14.5%	.5%
State	25.5%	24.5%	24.6%	25.9%	29.7%	28.1%	11.5%	12.5%	7.7%	8.0%	1.1%
Special Ed.											
Building	20.0%	---	10.0%	---	50.0%	46.7%	10.0%	13.3%	10.0%	40.0%	---
District	10.1%	10.7%	15.3%	12.2%	36.5%	29.4%	15.3%	24.4%	19.0%	22.8%	.5%
State	20.2%	19.9%	21.3%	22.9%	34.0%	29.8%	13.7%	15.1%	9.6%	10.9%	1.4%
ELL											
Building	---	---	---	14.3%	---	35.7%	---	14.3%	---	35.7%	---
District	8.1%	7.1%	15.3%	14.2%	28.8%	27.7%	19.8%	26.2%	27.9%	24.1%	.7%
State	17.4%	17.7%	21.7%	23.0%	31.7%	29.1%	15.1%	16.0%	12.0%	12.3%	1.9%
African American Students											
Building	3.7%	4.5%	33.3%	18.2%	51.9%	31.8%	3.7%	22.7%	7.4%	22.7%	---
District	16.8%	13.9%	22.4%	21.8%	32.8%	33.2%	14.2%	14.4%	12.1%	16.3%	.5%
State	20.3%	17.8%	22.7%	23.5%	31.6%	29.8%	14.8%	14.7%	10.1%	12.9%	1.3%
Hispanic											
Building	7.1%	12.2%	21.4%	9.8%	53.6%	29.3%	7.1%	19.5%	10.7%	29.3%	---
District	15.0%	16.9%	22.3%	15.9%	31.2%	29.8%	14.2%	20.0%	17.0%	16.9%	.3%
State	22.8%	21.7%	23.7%	24.8%	29.9%	28.5%	13.2%	14.0%	9.1%	9.8%	1.2%
White											
Building	46.7%	20.0%	33.3%	10.0%	20.0%	30.0%	---	40.0%	---	---	---
District	35.6%	29.8%	21.1%	26.4%	26.1%	22.0%	8.6%	14.5%	6.7%	7.0%	.2%
State	45.0%	43.8%	24.8%	27.0%	20.9%	19.6%	6.0%	6.4%	2.8%	2.7%	.5%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	10.0%	38.5%	10.0%	23.1%	60.0%	30.8%	10.0%	7.7%	10.0%	---	---
State	44.5%	46.2%	21.9%	23.2%	18.5%	17.9%	6.4%	6.0%	6.0%	4.8%	1.8%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	9.5%	---	28.6%	---	28.6%	---	4.8%	---	23.8%	---	---
State	31.6%	24.5%	23.5%	32.0%	30.0%	26.4%	8.1%	13.3%	6.1%	3.5%	.3%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	25.7%	22.0%	22.8%	27.0%	34.7%	29.0%	10.9%	13.0%	5.9%	8.0%	1.0%
State	35.2%	35.4%	25.8%	26.5%	25.9%	24.3%	7.9%	8.8%	4.4%	4.6%	.4%
Female											
Building	10.3%	5.9%	24.1%	17.6%	48.3%	38.2%	3.4%	11.8%	13.8%	26.5%	---
District	29.0%	23.7%	20.7%	22.6%	29.4%	26.6%	10.6%	14.8%	9.3%	11.6%	.6%
State	41.0%	39.4%	23.8%	26.5%	22.6%	21.4%	7.6%	7.9%	4.3%	4.1%	.6%
Male											
Building	16.3%	13.6%	34.9%	13.6%	41.9%	22.7%	4.7%	29.5%	2.3%	20.5%	---
District	20.2%	20.9%	23.2%	22.0%	30.7%	27.7%	12.1%	17.0%	12.1%	12.2%	.2%
State	36.7%	35.6%	25.0%	26.1%	24.3%	22.8%	8.3%	9.1%	4.9%	5.5%	.8%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	9.1%	27.3%	4.5%	---	22.7%	36.4%	31.8%	9.1%	31.8%	27.3%	---
State	18.3%	13.3%	23.5%	18.8%	24.7%	36.1%	15.2%	14.9%	14.0%	13.9%	3.0%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	31.8%	32.6%	15.9%	8.7%	31.8%	34.8%	13.6%	13.0%	6.8%	6.5%	4.3%

Grade 3 Mathematics											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	18.7%	22.6%	20.0%	8.3%	33.3%	41.7%	20.0%	11.9%	8.0%	15.5%	---
District	18.4%	21.2%	25.2%	20.7%	30.8%	29.6%	13.2%	13.4%	10.9%	14.9%	.2%
State	35.4%	39.5%	30.5%	24.7%	22.9%	23.1%	6.9%	6.9%	3.7%	5.2%	.6%
Economically Disadvantaged											
Building	19.2%	22.5%	20.5%	8.8%	31.5%	40.0%	20.5%	12.5%	8.2%	16.3%	---
District	14.9%	17.3%	24.0%	18.6%	32.1%	31.5%	15.1%	15.0%	12.6%	17.4%	.2%
State	25.5%	28.0%	30.0%	24.3%	28.1%	28.5%	9.8%	10.1%	5.7%	8.3%	.8%
Special Ed.											
Building	20.0%	---	20.0%	---	20.0%	---	30.0%	---	10.0%	---	---
District	11.9%	10.6%	11.4%	8.2%	33.7%	31.2%	22.3%	18.2%	17.8%	31.8%	---
State	18.5%	21.0%	26.5%	23.2%	33.0%	30.5%	13.0%	12.8%	7.8%	11.4%	1.2%
ELL											
Building	---	11.8%	---	5.9%	---	47.1%	---	11.8%	---	23.5%	---
District	7.8%	13.9%	22.7%	14.6%	32.6%	25.9%	19.1%	15.8%	17.0%	29.7%	---
State	24.6%	26.2%	28.1%	22.4%	28.8%	28.7%	10.7%	11.2%	6.6%	10.6%	.9%
African American Students											
Building	11.1%	11.8%	5.6%	17.6%	33.3%	47.1%	27.8%	11.8%	22.2%	11.8%	---
District	10.0%	9.5%	19.5%	16.2%	33.6%	32.0%	19.1%	20.3%	15.9%	21.6%	.5%
State	18.5%	19.5%	25.6%	19.0%	31.4%	30.0%	13.6%	14.7%	9.9%	15.9%	1.0%
Hispanic											
Building	22.0%	27.7%	22.0%	8.5%	34.1%	36.2%	19.5%	10.6%	2.4%	17.0%	---
District	15.6%	18.4%	26.2%	18.1%	31.0%	27.9%	13.3%	15.0%	12.2%	20.6%	---
State	25.3%	28.2%	29.7%	23.9%	28.3%	28.1%	10.4%	10.4%	5.3%	8.7%	.7%
White											
Building	21.4%	21.4%	21.4%	---	35.7%	42.9%	14.3%	21.4%	7.1%	14.3%	---
District	22.9%	29.8%	27.2%	24.4%	30.0%	27.1%	11.4%	9.8%	7.7%	8.9%	---
State	39.7%	44.9%	31.4%	25.6%	20.7%	21.0%	5.3%	5.1%	2.5%	3.0%	.4%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	36.4%	---	45.5%	---	9.1%	---	9.1%	---	---	---
State	50.6%	53.2%	27.0%	22.2%	15.2%	14.4%	3.7%	4.1%	2.7%	5.1%	1.0%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	9.5%	---	52.4%	---	14.3%	---	9.5%	---	9.5%	---	---
State	28.5%	33.5%	29.9%	25.6%	29.7%	26.7%	4.5%	7.4%	6.2%	6.0%	.9%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	22.5%	18.4%	19.8%	20.4%	32.4%	39.8%	10.8%	9.2%	11.7%	11.2%	1.0%
State	33.6%	34.2%	30.6%	24.8%	23.5%	26.2%	7.9%	8.3%	3.8%	5.9%	.7%
Female											
Building	16.7%	20.0%	25.0%	7.5%	36.1%	45.0%	11.1%	12.5%	11.1%	15.0%	---
District	17.4%	21.9%	23.4%	20.8%	33.1%	27.8%	12.3%	13.8%	11.6%	15.3%	.4%
State	35.4%	39.3%	30.4%	24.6%	22.8%	23.3%	7.1%	6.9%	3.7%	5.4%	.5%
Male											
Building	20.5%	25.0%	15.4%	9.1%	30.8%	38.6%	28.2%	11.4%	5.1%	15.9%	---
District	19.3%	20.6%	26.9%	20.6%	28.6%	31.1%	14.1%	13.0%	10.2%	14.6%	---
State	35.4%	39.7%	30.6%	24.8%	23.0%	22.9%	6.7%	6.9%	3.7%	5.0%	.6%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	19.0%	16.7%	23.8%	8.3%	19.0%	37.5%	19.0%	12.5%	19.0%	25.0%	---
State	21.3%	21.8%	28.5%	22.0%	31.1%	29.6%	11.4%	12.6%	6.5%	11.9%	2.1%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	21.7%	34.4%	40.0%	27.9%	18.3%	29.5%	10.0%	3.3%	8.3%	4.9%	---

Grade 4 Mathematics											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	14.5%	10.5%	14.5%	15.8%	38.2%	31.6%	17.1%	18.4%	14.5%	23.7%	---
District	24.2%	16.6%	23.1%	22.0%	31.1%	34.8%	11.2%	13.0%	8.9%	13.4%	.2%
State	33.4%	29.2%	26.4%	32.5%	27.8%	26.7%	6.8%	6.1%	4.9%	5.0%	.6%
Economically Disadvantaged											
Building	14.5%	10.8%	14.5%	14.9%	38.2%	31.1%	17.1%	18.9%	14.5%	24.3%	---
District	19.1%	11.9%	21.8%	20.8%	33.5%	36.7%	13.3%	14.6%	10.4%	15.7%	.2%
State	22.3%	18.4%	26.0%	30.9%	33.6%	33.1%	9.4%	8.8%	7.6%	8.0%	.8%
Special Ed.											
Building	---	---	7.7%	---	30.8%	36.4%	23.1%	27.3%	30.8%	36.4%	---
District	13.5%	9.0%	15.3%	11.2%	31.2%	35.0%	18.2%	21.1%	19.4%	22.9%	.9%
State	16.9%	13.7%	22.0%	24.2%	37.9%	37.7%	12.3%	12.0%	9.5%	10.9%	1.4%
ELL											
Building	---	---	---	---	---	---	---	---	---	---	---
District	8.2%	6.9%	19.7%	19.4%	33.6%	35.0%	17.2%	15.6%	18.0%	23.1%	---
State	20.6%	16.8%	26.3%	29.3%	33.4%	34.3%	9.3%	9.0%	9.1%	9.6%	1.1%
African American Students											
Building	9.1%	6.7%	13.6%	13.3%	50.0%	26.7%	9.1%	---	18.2%	53.3%	---
District	15.4%	7.3%	20.6%	17.1%	38.3%	32.6%	12.1%	19.7%	13.1%	22.8%	.5%
State	16.6%	12.8%	22.8%	26.4%	35.0%	32.7%	11.8%	12.7%	12.5%	14.1%	1.3%
Hispanic											
Building	20.5%	11.6%	12.8%	20.9%	35.9%	32.6%	17.9%	18.6%	10.3%	16.3%	---
District	19.6%	12.5%	20.7%	21.6%	32.9%	36.8%	12.5%	13.1%	11.8%	16.1%	---
State	21.5%	18.3%	26.7%	30.5%	33.7%	33.7%	9.3%	8.6%	7.7%	8.0%	.9%
White											
Building	7.7%	7.7%	23.1%	7.7%	30.8%	30.8%	23.1%	38.5%	15.4%	15.4%	---
District	32.6%	21.9%	24.2%	25.6%	26.9%	34.3%	7.9%	10.3%	6.6%	7.7%	.2%
State	38.2%	33.6%	26.8%	33.8%	25.6%	24.2%	5.5%	4.7%	3.2%	3.3%	.5%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	8.3%	---	66.7%	---	16.7%	---	8.3%	---	---	---	---
State	49.8%	44.3%	23.4%	29.6%	18.6%	19.1%	3.4%	3.5%	3.4%	3.1%	.4%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	6.7%	36.4%	20.0%	18.2%	33.3%	36.4%	33.3%	---	6.7%	9.1%	---
State	18.5%	22.0%	29.4%	33.3%	34.8%	32.1%	8.1%	5.4%	7.1%	6.0%	1.2%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	22.3%	21.4%	25.2%	18.8%	31.1%	35.7%	16.5%	11.6%	3.9%	12.5%	---
State	28.6%	27.0%	25.8%	32.9%	29.1%	27.9%	9.3%	7.1%	6.1%	4.5%	.6%
Female											
Building	11.1%	14.3%	22.2%	22.9%	36.1%	25.7%	13.9%	17.1%	13.9%	20.0%	---
District	24.3%	15.6%	24.1%	23.0%	30.4%	35.1%	11.2%	13.5%	9.3%	12.7%	---
State	32.3%	28.7%	26.8%	32.8%	28.1%	27.1%	7.1%	6.1%	5.0%	4.7%	.6%
Male											
Building	17.5%	7.3%	7.5%	9.8%	40.0%	36.6%	20.0%	19.5%	15.0%	26.8%	---
District	24.0%	17.4%	22.1%	21.2%	31.7%	34.5%	11.1%	12.5%	8.5%	14.1%	.4%
State	34.5%	29.6%	26.0%	32.1%	27.6%	26.3%	6.5%	6.0%	4.7%	5.2%	.7%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	22.2%	8.0%	---	28.0%	27.8%	24.0%	16.7%	12.0%	27.8%	28.0%	---
State	14.7%	12.0%	28.8%	28.6%	35.1%	33.8%	8.8%	11.2%	10.2%	11.6%	2.8%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	28.2%	32.7%	23.1%	21.2%	30.8%	32.7%	10.3%	7.7%	5.1%	5.8%	---

Grade 5 Mathematics											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	20.8%	14.1%	29.2%	19.2%	30.6%	29.5%	15.3%	15.4%	4.2%	21.8%	---
District	25.7%	22.5%	22.5%	20.4%	31.4%	33.8%	10.3%	11.4%	9.0%	11.7%	.2%
State	35.4%	35.7%	24.8%	23.8%	26.7%	27.8%	7.8%	6.7%	4.7%	5.3%	.6%
Economically Disadvantaged											
Building	19.1%	14.3%	29.4%	19.5%	30.9%	29.9%	16.2%	14.3%	4.4%	22.1%	---
District	22.3%	16.9%	22.3%	20.2%	32.2%	36.5%	11.6%	12.6%	10.4%	13.6%	.2%
State	22.7%	23.0%	24.8%	23.7%	32.7%	34.1%	11.3%	9.9%	7.6%	8.4%	.9%
Special Ed.											
Building	10.0%	---	20.0%	6.7%	20.0%	20.0%	30.0%	40.0%	20.0%	33.3%	---
District	11.6%	9.1%	10.6%	9.1%	42.3%	31.8%	16.9%	24.2%	15.9%	25.3%	.5%
State	17.5%	18.1%	21.7%	19.0%	35.4%	35.5%	14.6%	13.7%	9.6%	12.2%	1.4%
ELL											
Building	---	7.1%	---	21.4%	---	28.6%	---	14.3%	---	28.6%	---
District	13.5%	12.6%	21.6%	16.1%	27.9%	39.2%	20.7%	13.3%	16.2%	18.9%	---
State	19.8%	20.0%	23.9%	21.7%	32.8%	36.3%	13.0%	10.1%	9.3%	10.7%	1.1%
African American Students											
Building	11.1%	9.1%	33.3%	18.2%	22.2%	31.8%	25.9%	18.2%	7.4%	22.7%	---
District	15.5%	12.3%	22.0%	17.7%	33.2%	36.0%	14.2%	14.3%	13.4%	19.2%	.5%
State	17.2%	15.5%	22.4%	19.1%	34.1%	36.4%	14.3%	14.0%	11.4%	13.9%	1.1%
Hispanic											
Building	17.9%	12.2%	25.0%	19.5%	39.3%	29.3%	14.3%	12.2%	3.6%	26.8%	---
District	21.5%	16.3%	24.7%	22.3%	31.2%	34.3%	11.3%	11.3%	11.3%	15.7%	---
State	21.9%	21.6%	25.1%	23.1%	32.5%	35.3%	11.7%	10.1%	7.8%	9.0%	.9%
White											
Building	46.7%	30.0%	20.0%	10.0%	33.3%	30.0%	---	20.0%	---	10.0%	---
District	34.4%	32.7%	21.4%	20.6%	29.2%	30.5%	7.6%	9.4%	5.7%	6.5%	.2%
State	40.7%	41.5%	25.0%	24.7%	24.5%	24.8%	6.1%	5.0%	3.2%	3.4%	.5%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	30.0%	23.1%	30.0%	23.1%	30.0%	53.8%	10.0%	---	---	---	---
State	50.4%	52.3%	22.9%	19.6%	17.1%	20.0%	4.4%	3.2%	3.9%	4.1%	.7%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	9.5%	---	33.3%	---	33.3%	---	4.8%	---	14.3%	---	---
State	24.7%	23.7%	27.0%	21.9%	32.4%	39.2%	8.8%	8.8%	6.1%	5.9%	.5%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	25.7%	20.8%	19.8%	20.8%	36.6%	37.6%	10.9%	12.9%	6.9%	7.9%	---
State	30.5%	31.4%	24.1%	24.0%	29.8%	30.6%	10.2%	7.7%	4.8%	5.9%	.4%
Female											
Building	13.8%	14.7%	37.9%	20.6%	31.0%	32.4%	6.9%	8.8%	10.3%	23.5%	---
District	27.5%	20.8%	23.0%	21.6%	31.5%	33.1%	8.7%	11.9%	8.3%	12.4%	.2%
State	34.3%	34.2%	25.0%	24.6%	27.2%	28.8%	8.0%	6.8%	4.9%	5.1%	.5%
Male											
Building	25.6%	13.6%	23.3%	18.2%	30.2%	27.3%	20.9%	20.5%	---	20.5%	---
District	23.8%	24.0%	22.0%	19.4%	31.3%	34.3%	11.9%	10.9%	9.7%	11.2%	.2%
State	36.4%	37.2%	24.5%	23.1%	26.3%	26.9%	7.6%	6.5%	4.5%	5.5%	.7%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	13.6%	13.0%	13.6%	26.1%	40.9%	26.1%	13.6%	4.3%	18.2%	30.4%	---
State	19.0%	13.0%	23.5%	23.3%	31.6%	38.1%	11.6%	11.3%	10.9%	13.0%	1.4%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	29.5%	21.7%	25.0%	23.9%	27.3%	37.0%	9.1%	4.3%	9.1%	8.7%	4.3%

Grade 4 Science											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	3.9%	---	6.6%	12.0%	53.9%	53.3%	30.3%	30.7%	3.9%	4.0%	---
District	9.8%	7.7%	26.8%	25.0%	46.9%	47.6%	14.3%	16.6%	.9%	2.6%	.5%
State	20.8%	18.2%	36.8%	37.3%	35.0%	32.8%	6.3%	6.0%	.5%	.6%	5.1%
Economically Disadvantaged											
Building	3.9%	---	6.6%	12.3%	53.9%	52.1%	30.3%	31.5%	3.9%	4.1%	---
District	6.4%	5.2%	22.2%	21.6%	52.5%	50.2%	16.4%	19.6%	1.1%	3.0%	.5%
State	10.8%	8.9%	31.9%	30.9%	45.4%	41.0%	10.3%	9.6%	.8%	1.0%	8.6%
Special Ed.											
Building	---	---	---	---	46.2%	70.0%	30.8%	30.0%	15.4%	---	---
District	7.7%	8.2%	17.2%	15.0%	51.5%	41.8%	18.9%	26.4%	2.4%	6.8%	1.8%
State	12.3%	10.6%	30.1%	28.5%	41.5%	40.4%	13.4%	13.4%	1.4%	1.8%	5.3%
ELL											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	2.5%	16.5%	10.6%	48.8%	53.8%	29.8%	29.4%	2.5%	3.8%	---
State	5.5%	4.2%	24.6%	20.9%	52.0%	44.5%	15.5%	13.1%	1.5%	1.4%	16.0%
African American Students											
Building	4.5%	---	---	6.7%	63.6%	53.3%	27.3%	33.3%	4.5%	6.7%	---
District	2.3%	2.6%	16.9%	11.9%	56.8%	54.6%	21.6%	24.7%	1.9%	4.6%	1.5%
State	5.4%	4.0%	22.7%	18.4%	51.4%	37.7%	17.8%	14.3%	2.0%	2.4%	23.3%
Hispanic											
Building	5.1%	---	5.1%	14.3%	56.4%	54.8%	30.8%	28.6%	---	2.4%	---
District	4.7%	3.3%	20.6%	22.5%	50.2%	50.5%	22.0%	21.3%	1.1%	2.1%	.3%
State	7.6%	6.6%	29.2%	25.8%	48.8%	43.4%	12.8%	11.2%	1.0%	1.1%	12.0%
White											
Building	---	---	23.1%	---	30.8%	61.5%	38.5%	30.8%	7.7%	7.7%	---
District	16.7%	13.6%	34.6%	31.4%	39.1%	42.6%	7.7%	9.8%	.2%	2.3%	.2%
State	26.1%	23.2%	40.7%	42.5%	29.3%	29.0%	3.3%	3.6%	.2%	.3%	1.4%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	8.3%	---	41.7%	---	41.7%	---	8.3%	---	---	---	---
State	24.5%	22.1%	34.3%	34.2%	32.7%	29.8%	7.3%	5.2%	.3%	.3%	8.3%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	20.0%	27.3%	53.3%	63.6%	13.3%	9.1%	13.3%	---	---
State	11.3%	8.4%	33.6%	39.1%	45.4%	41.5%	7.2%	6.9%	1.3%	.6%	3.6%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	10.7%	8.1%	29.1%	30.6%	51.5%	44.1%	7.8%	15.3%	---	1.8%	---
State	17.3%	14.7%	34.7%	38.5%	40.2%	37.8%	6.5%	6.7%	.6%	.6%	1.7%
Female											
Building	2.8%	---	---	17.1%	63.9%	51.4%	30.6%	25.7%	---	5.7%	---
District	9.2%	7.6%	25.4%	23.3%	48.9%	48.3%	15.3%	17.8%	.8%	2.9%	.2%
State	18.9%	16.9%	36.1%	36.5%	37.5%	34.6%	6.6%	6.4%	.4%	.6%	5.0%
Male											
Building	5.0%	---	12.5%	7.5%	45.0%	55.0%	30.0%	35.0%	7.5%	2.5%	---
District	10.3%	7.8%	28.0%	26.7%	45.3%	47.0%	13.4%	15.5%	1.0%	2.3%	.7%
State	22.6%	19.4%	37.5%	38.0%	32.7%	31.1%	6.0%	5.6%	.6%	.6%	5.3%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	5.6%	---	5.6%	8.0%	50.0%	52.0%	27.8%	36.0%	5.6%	4.0%	---
State	3.5%	3.4%	26.1%	19.7%	50.2%	49.0%	16.2%	13.1%	1.9%	1.2%	13.7%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	25.6%	9.8%	20.5%	37.3%	43.6%	43.1%	5.1%	5.9%	2.6%	---	3.9%

Perception Data: The following data and data analysis pertains to the perceptual attributes of Scott:

This data summarizes the results from the School Climate Survey that was administered to students, parents, and staff in the fall of 2012. The results are summarized by area assessed in the survey, including Communication and Relationships, Learning Environment, Prohibited Activities, Staff Response to Bullying, and Student Experience of Bullying. Responses for each question are disaggregated by staff, student, and parent.

The Scott School Climate Survey was administered to parents, staff, and students.

Table 9. Gender of Respondents

	Total	Male		Female	
	N	N	%	N	%
Parent	45	16	36%	28	64%
Staff	32	NA	NA	NA	NA
Student	220	116	53%	103	47%

Gender was not collected for staff.

Table 10. Grade Level of Respondents

	K		1st		2nd		3rd		4th		5th	
	N	%	N	%	N	%	N	%	N	%	N	%
Parent	10	27%	7	19%	4	11%	5	14%	6	16%	5	14%
Stdent.	NA	NA	NA	NA	NA	NA	78	36%	71	32%	70	32%

Grade level was not collected for staff.

Table 11. Ethnicity of Respondents

	Afr.Am.		Am.India n		Asian		Hispanic		MultiRac e		Nat.Haw.		White	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent	8	18%	1	2%	0	0%	13	29%	7	16%	0	0%	16	36%
Student	40	18%	1	0%	2	1%	87	40%	54	25%	3	1%	31	14%

Ethnicity was not collected for staff.

Table 12. Staff Type

	Certified Staff		Classified Staff		Teacher	
	N	%	N	%	N	%
Staff	9	31%	9	31%	11	38%

Communication and Relationships:

The Communication and Relationships scale is designed to measure parent, student, and staff perceptions of the quality of the school environment. This scale measures perceptions of how welcoming and respectful the school environment is, as well as the quality of communication provided by the school. Higher percentages of respondents marking "Agree" or "Strongly Agree" are more desirable on this scale.

Table 13. Parents - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school is welcoming to parents and students	45	100.0%	80.0%	20.0%	0.0%	0.0%	0.0%

Staff members show respect for students and parents	45	100.0%	75.6%	24.4%	0.0%	0.0%	0.0%
The students show respect for other students and staff members	45	100.0%	53.3%	46.7%	0.0%	0.0%	0.0%
The school staff communicates learning expectations to students and parents	45	97.8%	57.8%	40.0%	2.2%	0.0%	0.0%
The school staff provides students with prompt and helpful feedback on assigned work	45	97.8%	53.3%	44.4%	2.2%	0.0%	0.0%
The school's report card provides meaningful information to students and parents	45	91.1%	51.1%	40.0%	4.4%	0.0%	4.4%

- The questions with the highest percentage of Parents answering Agree or Strongly Agree were 'The school is welcoming to parents and students' and 'Staff members show respect for students and parents' and 'The students show respect for other students and staff members' (100.0%). The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'The school's report card provides meaningful information to students and parents' (91.1%).

Table 14. Staff - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school is welcoming to parents and students	32	100.0%	62.5%	37.5%	0.0%	0.0%	0.0%
Staff members show respect for students and parents	32	100.0%	53.1%	46.9%	0.0%	0.0%	0.0%
The students show respect for other students and staff members	32	68.8%	3.1%	65.6%	28.1%	3.1%	0.0%
The school staff communicates learning expectations to students and parents	32	96.9%	31.3%	65.6%	3.1%	0.0%	0.0%
The school staff provides students with prompt and helpful feedback on assigned work	32	87.5%	31.3%	56.3%	3.1%	0.0%	9.4%
The school's report card provides meaningful information to students	32	62.5%	18.8%	43.8%	25.0%	0.0%	12.5%

and parents							
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- The questions with the highest percentage of Staff answering Agree or Strongly Agree were 'The school is welcoming to parents and students' and 'Staff members show respect for students and parents' (100.0%). The question with the lowest percentage of Staff answering Agree or Strongly Agree was 'The school's report card provides meaningful information to students and parents' (62.5%).

Table 15. Students - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school is welcoming to parents and students	218	96.3%	44.0%	52.3%	1.4%	2.3%	0.0%
Staff members show respect for students and parents	217	94.0%	53.0%	41.0%	4.6%	1.4%	0.0%
The students show respect for other students and staff members	217	79.7%	21.7%	58.1%	17.1%	2.8%	0.5%
The school staff communicates learning expectations to students and parents	217	94.0%	41.0%	53.0%	4.6%	1.4%	0.0%
The school staff provides students with prompt and helpful feedback on assigned work	217	92.2%	40.1%	52.1%	5.5%	2.3%	0.0%
The school's report card provides meaningful information to students and parents	217	92.6%	47.9%	44.7%	4.6%	2.3%	0.5%

- The question with the highest percentage of Students answering Agree or Strongly Agree was 'The school is welcoming to parents and students' (96.3%). The question with the lowest percentage of Students answering Agree or Strongly Agree was 'The students show respect for other students and staff members' (79.7%).

Learning Environment

The Learning Environment scale is designed to measure parent, student, and staff perceptions of the quality of the school/-learning environment. This scale measures a variety of areas surrounding the school's learning environment: 1) Academic support and preparation; 2) Challenging work, 3) Student behavior, and, 4) Student performance. Higher percentages of respondents marking "Agree" or "Strongly Agree" are more desirable on this scale.

Table 16. Parents - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school expects quality work from my child	45	100.0%	55.6%	44.4%	0.0%	0.0%	0.0%
Students at this school are well-behaved	45	88.9%	28.9%	60.0%	11.1%	0.0%	0.0%
My child likes this school	45	100.0%	75.6%	24.4%	0.0%	0.0%	0.0%
The school staff meets the academic needs of my child	45	95.6%	60.0%	35.6%	4.4%	0.0%	0.0%
The school staff helps my child learn and prepare for the future	45	100.0%	62.2%	37.8%	0.0%	0.0%	0.0%
The school provides challenging work to my child	45	95.6%	53.3%	42.2%	2.2%	0.0%	2.2%
Students at this school perform well academically	45	95.6%	37.8%	57.8%	2.2%	2.2%	0.0%

- The questions with the highest percentage of Parents answering Agree or Strongly Agree were 'The school expects quality work from my child' and 'My child likes this school' and 'The school staff helps my child learn and prepare for the future' (100.0%). The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'Students at this school are well-behaved' (88.9%).

Table 17. Staff - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school expects quality work from all students	32	90.6%	31.3%	59.4%	9.4%	0.0%	0.0%
Students at this school are well-behaved	31	41.9%	0.0%	41.9%	51.6%	6.5%	0.0%
Students like this school	31	87.1%	19.4%	67.7%	6.5%	0.0%	6.5%
The school staff meets the academic needs of all students	31	93.5%	12.9%	80.6%	3.2%	0.0%	3.2%
The school staff helps children learn and prepare for the future	31	100.0%	32.3%	67.7%	0.0%	0.0%	0.0%
The school provides challenging work to students	30	90.0%	26.7%	63.3%	0.0%	0.0%	10.0%
Students at this school perform well academically	30	33.3%	3.3%	30.0%	63.3%	0.0%	3.3%

- The question with the highest percentage of Staff answering Agree or Strongly Agree was 'The school staff helps children learn and prepare for the future' (100.0%). The question with the lowest

percentage of Staff answering Agree or Strongly Agree was 'Students at this school perform well academically' (33.3%).

Table 18. Students - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
I am expected to produce quality work	217	97.2%	55.3%	41.9%	0.9%	1.4%	0.5%
Students at this school are well-behaved	217	57.1%	10.6%	46.5%	35.9%	6.9%	0.0%
I like this school	217	86.6%	51.2%	35.5%	7.8%	4.6%	0.9%
I get help when I need it	217	89.9%	35.5%	54.4%	8.3%	1.8%	0.0%
My teachers help me learn and prepare for the future	217	95.4%	60.8%	34.6%	3.7%	0.9%	0.0%
The work I do in class is challenging	217	77.0%	23.0%	53.9%	18.0%	5.1%	0.0%
Students at this school perform well academically	217	85.7%	18.9%	66.8%	11.5%	2.3%	0.5%

- The question with the highest percentage of Students answering Agree or Strongly Agree was 'I am expected to produce quality work' (95.4%). The question with the lowest percentage of Students answering Agree or Strongly Agree was 'Students at this school are well-behaved' (57.1%).

Prohibited Activities

The Prohibited Activities scale is designed to measure parent, student, and staff perceptions of problems with gangs, drugs, alcohol, and weapons in the school. Lower percentages of respondents marking "Agree" or "Strongly Agree" are more desirable on this scale.

Table 19. Parents - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
Alcohol is a problem at my child's school	45	4.4%	0.0%	4.4%	15.6%	62.2%	17.8%
Drugs are a problem at my child's school	45	4.4%	0.0%	4.4%	20.0%	64.4%	11.1%
Gangs are a problem at my child's school	45	4.4%	0.0%	4.4%	24.4%	60.0%	11.1%
Weapons are a problem at my child's school	45	2.2%	0.0%	2.2%	22.2%	62.2%	13.3%

- The questions with the highest percentage of Parents answering Agree or Strongly Agree were 'Alcohol is a problem at my child's school' and 'Drugs are a problem at my child's school' and 'Gangs are a problem at my child's school' (4.4%). The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'Weapons are a problem at my child's school' (2.2%).

Table 20. Staff - Percent of Responses in Each Category by Question

Question	N	% Agree	%	%	%	%	% Does
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		or Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Apply
Alcohol is a problem at this school	30	0.0%	0.0%	0.0%	26.7%	63.3%	10.0%
Drugs are a problem at this school	30	0.0%	0.0%	0.0%	30.0%	60.0%	10.0%
Gangs are a problem at this school	30	6.7%	0.0%	6.7%	50.0%	33.3%	10.0%
Weapons are a problem at this school	30	0.0%	0.0%	0.0%	46.7%	46.7%	6.7%

- The question with the highest percentage of Staff answering Agree or Strongly Agree was 'Gangs are a problem at this school' (6.7%). The questions with the lowest percentage of Staff answering Agree or Strongly Agree were 'Alcohol is a problem at this school' and 'Drugs are a problem at this school' and 'Weapons are a problem at this school' (0.0%).

Table 21. Students - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
Alcohol is a problem at my school	217	32.3%	19.8%	12.4%	20.3%	46.5%	0.9%
Drugs are a problem at my school	217	32.3%	15.2%	17.1%	22.1%	45.2%	0.5%
Gangs are a problem at my school	217	36.4%	18.4%	18.0%	28.6%	35.0%	0.0%
Weapons are a problem at my school	217	29.5%	14.3%	15.2%	32.3%	38.2%	0.0%

- The question with the highest percentage of Students answering Agree or Strongly Agree was 'Gangs are a problem at my school' (36.4%). The question with the lowest percentage of Students answering Agree or Strongly Agree was 'Weapons are a problem at my school' (29.5%).

School Response to Bullying

The School Response to Bullying scale is designed to measure parent, student, and staff perceptions of the school's response to bullying behavior. This scale measures the extent to which staff members intervene in bullying, awareness of the school's consequences for bullying, as well as the child's perception of safety at school. Higher percentages of respondents marking "Agree" or "Strongly Agree" are more desirable on this scale.

Table 22. Parents - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
My child feels safe at school	45	100.0%	57.8%	42.2%	0.0%	0.0%	0.0%
My child reports when adults see bullying at school the adults step in and help	45	88.9%	44.4%	44.4%	2.2%	2.2%	6.7%
My child's school has rules and	45	100.0%	53.3%	46.7%	0.0%	0.0%	0.0%

consequences against bullying							
Students at my child's school who are bullying have consequences for their actions	45	84.4%	44.4%	40.0%	13.3%	0.0%	2.2%

- The questions with the highest percentage of Parents answering Agree or Strongly Agree were 'My child feels safe at school' and 'My child's school has rules and consequences against bullying' (100.0%). The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'Students at my child's school who are bullying have consequences for their actions' (84.4%).

Table 23. Staff - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
Students feel safe at school	30	93.3%	33.3%	60.0%	3.3%	0.0%	3.3%
When adults see bullying at school the adults step in and help	30	96.7%	60.0%	36.7%	3.3%	0.0%	0.0%
The school has rules and consequences against bullying	30	100.0%	60.0%	40.0%	0.0%	0.0%	0.0%
Students at this school who are bullying have consequences for their actions	30	100.0%	53.3%	46.7%	0.0%	0.0%	0.0%

- The questions with the highest percentage of Staff answering Agree or Strongly Agree were 'The school has rules and consequences against bullying' and 'Students at this school who are bullying have consequences for their actions' (100.0%). The question with the lowest percentage of Staff answering Agree or Strongly Agree was 'Students feel safe at school' (93.3%).

Table 24. Students - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
I feel safe at school	217	83.9%	44.2%	39.6%	10.1%	6.0%	0.0%
When adults see bullying at school the adults step in and help	217	91.7%	50.2%	41.5%	6.5%	1.8%	0.0%
I am aware that my school has rules and consequences against bullying	217	98.2%	65.4%	32.7%	1.4%	0.5%	0.0%
Students who are bullying have consequences for their actions	217	92.6%	54.8%	37.8%	4.6%	2.8%	0.0%

- The question with the highest percentage of Students answering Agree or Strongly Agree was 'I am aware that my school has rules and consequences against bullying' (98.2%). The question with the lowest percentage of Students answering Agree or Strongly Agree was 'I feel safe at school' (83.9%).

Student Experience of Bullying

The Student Experience of Bullying questions are designed to measure bullying behavior observed at the school and the students' response to this behavior. The questions in this section are not on a scale like the previous sections. Rather, the questions are "Yes" or "No" for students, and "Yes", "No", and "Don't Know" for parents and staff. The questions were asked in this manner to better understand that percentage of students who feel they have been bullied or harassed, and to better understand the percentage of parents and staff who have had bullying and harassment reported to them. These questions measure student's direct experience with being bullied, the observation of other students being bullied, and the responses of students observing this behavior. For students who have reported being bullied, and for parents and staff who have reported that students have been bullied, the places and times of the day that bullying has occurred was also collected. Finally, a question about harassment was asked of students, parents, and staff. For students who have experienced harassment, and for parents and staff who reported that students have been harassed, the type of harassment experienced by the student was also collected.

Table 25. Parents - Percent of Responses in Each Category by Question

Question	N	% Yes	% No	% Don't Know
My child has been bullied at school this year	45	13.3%	80.0%	6.7%
My child has seen other students being bullied at school this year	45	35.6%	46.7%	17.8%
My child has been a target of harassment this year	45	2.2%	91.1%	6.7%
My child reports helping another student who was being bullied	45	46.7%	35.6%	17.8%
My child has reported being bullied to school staff	45	17.8%	64.4%	17.8%

- The question with the highest percentage of Parents answering Agree or Strongly Agree was 'My child reports helping another student who was being bullied' (46.7%). The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'My child has been a target of harassment this year' (2.2%).

Table 26. Staff - Percent of Responses in Each Category by Question

Question	N	% Yes	% No	% Don't Know
Students have been bullied at school this year	30	73.3%	6.7%	20.0%
I have seen students being bullied at school this year	30	56.7%	36.7%	6.7%
I have seen students being harassed	30	20.0%	70.0%	10.0%
I have seen students helping another student who was being bullied	29	48.3%	51.7%	0.0%
Students have reported to me that they have been bullied	29	65.5%	34.5%	0.0%
Students have reported to me that they have been the target of harassment at school this year	29	17.2%	79.3%	3.4%

- The question with the highest percentage of Staff answering Yes was 'Students have been bullied at school this year' (73.3%). The question with the lowest percentage of Staff answering Yes was 'Students have reported to me that they have been the target of harassment at school this year' (17.2%).

Table 27. Students - Percent of Responses in Each Category by Question

Question	N	% Yes	% No	% Don't Know
I have been bullied at school this year	217	26.7%	73.3%	0.0%
I have seen other students being bullied at school this year	217	53.5%	46.5%	0.0%
I have been a target of harassment this year	217	9.7%	90.3%	0.0%
I have stepped in to help another student who was being bullied	217	58.5%	41.5%	0.0%
I have reported being bullied to school staff	217	21.2%	78.8%	0.0%

- The question with the highest percentage of Students answering Yes was 'I have stepped in to help another student who was being bullied' (58.5%). The question with the lowest percentage of Students answering Yes was 'I have been a target of harassment this year' (9.7%).

In this section, the places and times that bullying has occurred is reported. Only respondents who marked "Yes" to the question "My child has been bullied at school this year", "Students have been bullied at school this year", or "I have been bullied at school this year" responded to these questions. Therefore, these percentages only represent responses from those who have reported bullying.

Question: If your child has been bullied, please indicate where your child has been bullied:

Table 28. Parents - Percent of Responses in Each Category by Place

Place	N	% Yes	% No
Bathroom	6	0.0%	100.0%
Bus/Bus Stop	6	16.7%	83.3%
Classroom	6	16.7%	83.3%
Gym	6	0.0%	100.0%
Hallway	6	0.0%	100.0%
Lunchroom	6	0.0%	100.0%
Outside (on school grounds)	6	0.0%	100.0%
Playground	6	50.0%	50.0%
Internet	6	0.0%	100.0%
Text Message	6	0.0%	100.0%
Other Type	6	16.7%	83.3%

Responses are only from parents who indicated that their child has been bullied.

- The place with the highest percentage of Parents indicating their child was bullied was 'Playground' (50.0%). The places with the lowest percentage of Parents indicating their child was bullied were 'Bathroom' and 'Gym' and 'Hallway' and 'Lunchroom' and 'Outside (on school grounds)' and 'Internet' and 'Text Message' (0.0%).

Question: If your child has been bullied, please indicate when your child has been bullied:

Table 28. Parents - Percent of Responses in Each Category by Time

Time	N	% Yes	% No
Before School	6	16.7%	83.3%
During School	6	83.3%	16.7%
Lunchtime	6	0.0%	100.0%
After School	6	0.0%	100.0%
Other Time	6	0.0%	100.0%

Responses are only from parents who indicated that their child has been bullied.

- The time that the highest percentage of Parents indicated their child was bullied was 'During School' (83.3%). The times that the lowest percentage of Parents indicated their child was bullied were 'Lunchtime' and 'After School' and 'Other Time' (0.0%).

Question: If students have been bullied, please indicate where they have been bullied:

Table 29. Staff - Percent of Responses in Each Category by Place

Place	N	% Yes	% No
Bathroom	22	45.5%	54.5%
Bus/Bus Stop	22	36.4%	63.6%
Classroom	22	68.2%	31.8%
Gym	22	13.6%	86.4%
Hallway	22	59.1%	40.9%
Lunchroom	22	27.3%	72.7%
Outside (on school grounds)	22	31.8%	68.2%
Playground	22	86.4%	13.6%
Internet	22	0.0%	100.0%
Text Message	22	0.0%	100.0%
Other Type	22	13.6%	86.4%

Responses are only from staff who indicated that students have been bullied.

- The place with the highest percentage of Staff indicating that students have been bullied was 'Playground' (86.4%). The places with the lowest percentage of Staff indicating that students have been bullied were 'Internet' and 'Text Message' (0.0%).

Question: If students have been bullied, please indicate when they have been bullied:

Table 30. Staff - Percent of Responses in Each Category by Time

Time	N	% Yes	% No
Before School	22	54.5%	45.5%
During School	22	86.4%	13.6%
Lunchtime	22	45.5%	54.5%
After School	22	50.0%	50.0%
Other Time	22	9.1%	90.9%

Responses are only from staff who indicated that students have been bullied.

- The time that the highest percentage of Staff indicated that students have been bullied was 'During School' (86.4%). The time that the lowest percentage of Staff indicated that students have been bullied was 'Other Time' (9.1%).

Question: If you have been bullied, please indicate where you have been bullied:

Table 31. Students - Percent of Responses in Each Category by Place

Place	N	% Yes	% No
Bathroom	58	8.6%	91.4%
Bus/Bus Stop	58	24.1%	75.9%
Classroom	58	31.0%	69.0%
Gym	58	12.1%	87.9%
Hallway	58	17.2%	82.8%
Lunchroom	58	24.1%	75.9%
Outside (on school grounds)	58	8.6%	91.4%
Playground	58	39.7%	60.3%
Internet	58	3.4%	96.6%
Text Message	58	3.4%	96.6%
Other Type	58	5.2%	94.8%

Responses are only from students who indicated that they have been bullied.

- The place with the highest percentage of Students indicating that they have been bullied was 'Playground' (39.7%). The places with the lowest percentage of Students indicating that they have been bullied were 'Internet' and 'Text Message' (3.4%).

Question: If you have been bullied, please indicate when you have been bullied:

Table 32. Students - Percent of Responses in Each Category by Time

Time	N	% Yes	% No
Before School	58	15.5%	84.5%
During School	58	70.7%	29.3%
Lunchtime	58	10.3%	89.7%
After School	58	13.8%	86.2%
Other Time	58	5.2%	94.8%

Responses are only from students who indicated that they have been bullied.

- The time that the highest percentage of Students indicated that they have been bullied was 'During School' (70.7%). The time that the lowest percentage of Students indicated that they have been bullied was 'Other Time' (5.2%).

Question: If your child has indicated that other students have been bullied, please indicate where they have been bullied:

Table 33. Parents - Percent of Responses in Each Category by Place

Place	N	% Yes	% No
Bathroom	16	18.8%	81.3%
Bus/Bus Stop	16	12.5%	87.5%
Classroom	16	0.0%	100.0%
Gym	16	6.3%	93.8%
Hallway	16	18.8%	81.3%
Lunchroom	16	12.5%	87.5%
Outside (on school grounds)	16	18.8%	81.3%
Playground	16	62.5%	37.5%
Internet	16	0.0%	100.0%
Text Message	16	0.0%	100.0%
Other Type	15	6.7%	93.3%

Responses are only from parents who indicated that their child has indicated that other students have been bullied.

- The place with the highest percentage of Parents indicating their child has seen other students bullied was 'Playground' (62.5%). The places with the lowest percentage of Parents indicating their child has seen other students bullied were 'Classroom' and 'Internet' and 'Text Message' (0.0%).

Question: If your child has indicated that other students have been bullied, please indicate when they have been bullied:

Table 34. Parents - Percent of Responses in Each Category by Time

Time	N	% Yes	% No
Before School	16	18.8%	81.3%
During School	16	62.5%	37.5%
Lunchtime	16	25.0%	75.0%
After School	16	12.5%	87.5%
Other Time	16	6.3%	93.8%

Responses are only from parents who indicated that their child has indicated that other students have been bullied.

- The time that the highest percentage of Parents indicated their child has seen other students bullied was 'During School' (62.5%). The time that the lowest percentage of Parents indicated their child has seen other students bullied was 'Other Time' (6.3%).

Question: If you have seen students being bullied, please indicate where they have been bullied:

Table 35. Staff - Percent of Responses in Each Category by Place

Place	N	% Yes	% No
Bathroom	17	5.9%	94.1%
Bus/Bus Stop	17	5.9%	94.1%
Classroom	17	35.3%	64.7%
Gym	17	11.8%	88.2%
Hallway	17	58.8%	41.2%
Lunchroom	17	23.5%	76.5%
Outside (on school grounds)	17	11.8%	88.2%
Playground	17	52.9%	47.1%
Internet	17	0.0%	100.0%
Text Message	17	0.0%	100.0%
Other Type	17	5.9%	94.1%

Responses are only from staff who indicated that they have seen students being bullied.

- The place with the highest percentage of Staff indicating that they have seen students being bullied was 'Hallway' (58.8%). The places with the lowest percentage of Staff indicating that they have seen students being bullied were 'Internet' and 'Text Message' (0.0%).

Question: If you have seen students being bullied, please indicate when they have been bullied:

Table 36. Staff - Percent of Responses in Each Category by Time

Time	N	% Yes	% No
Before School	17	23.5%	76.5%
During School	17	76.5%	23.5%
Lunchtime	17	35.3%	64.7%
After School	17	23.5%	76.5%

Other Time	17	0.0%	100.0%
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Responses are only from staff who indicated that they have seen students being bullied.

- The time that the highest percentage of Staff indicated that they have seen students being bullied was 'During School' (76.5%). The time that the lowest percentage of Staff indicated that they have seen students being bullied was 'Other Time' (0.0%).

Question: If you have seen students being bullied, please indicate where they have been bullied:

Table 37. Students - Percent of Responses in Each Category by Place

Place	N	% Yes	% No
Bathroom	116	12.9%	87.1%
Bus/Bus Stop	116	10.3%	89.7%
Classroom	116	14.7%	85.3%
Gym	116	10.3%	89.7%
Hallway	116	13.8%	86.2%
Lunchroom	116	8.6%	91.4%
Outside (on school grounds)	116	13.8%	86.2%
Playground	116	63.8%	36.2%
Internet	116	0.9%	99.1%
Text Message	116	1.7%	98.3%
Other Type	116	4.3%	95.7%

Responses are only from students who indicated that they have seen students being bullied.

- The place with the highest percentage of Students indicating that they have seen other students being bullied was 'Playground' (63.8%). The place with the lowest percentage of Students indicating that they have seen other students being was 'Internet' (0.9%).

Question: If you have seen students being bullied, please indicate when they have been bullied:

Table 38. Students - Percent of Responses in Each Category by Time

Time	N	% Yes	% No
Before School	116	15.5%	84.5%
During School	116	69.0%	31.0%
Lunchtime	116	11.2%	88.8%
After School	116	24.1%	75.9%
Other Time	116	4.3%	95.7%

Responses are only from students who indicated that they have seen students being bullied.

The time that the highest percentage of Students indicated that they have seen other students being bullied was 'During School' (69.0%). The time that the lowest percentage of Students indicated that they have seen other students being bullied was 'Other Time' (4.3%).

Question: My child has been a target of harassment this year.

Table 39. Parents - Percent of Responses in Each Category by Type

Type	N	% Yes	% No
Sexual Harassment	1	0.0%	100.0%
Racial Harassment	1	100.0%	0.0%
Harassment Based on Religion	1	0.0%	100.0%
Harassment Based on Disability	1	0.0%	100.0%
Harassment Based on Other Characteristics	1	0.0%	100.0%

Responses are only from parents who indicated their child has been the target of harassment.

- The type of harassment experienced by students that was most endorsed by Parents was 'Racial Harassment' (100.0%). The type of harassment experienced by students that was least endorsed by Parents were 'Sexual Harassment' and 'Harassment Based on Religion' and 'Harassment Based on Disability' and 'Harassment Based on Other Characteristics' (0.0%).

Question: Students have been a target of harassment this year.

Table 40. Staff - Percent of Responses in Each Category by Type

Type	N	% Yes	% No
Sexual Harassment	6	0.0%	100.0%
Racial Harassment	6	16.7%	83.3%
Harassment Based on Religion	6	0.0%	100.0%
Harassment Based on Disability	6	33.3%	66.7%
Harassment Based on Other Characteristics	6	33.3%	66.7%

Responses are only from parents who indicated that students have been the target of harassment.

- The types of harassment experienced by students that was most endorsed by Staff were 'Harassment Based on Disability' and 'Harassment Based on Other Characteristics' (33.3%). The type of harassment experienced by students that was least endorsed by Staff were 'Sexual Harassment' and 'Harassment Based on Religion' (0.0%).

Question: Students have been a target of harassment this year.

Table 41. Students - Percent of Responses in Each Category by Type

Type	N	% Yes	% No
Sexual Harassment	21	19.0%	81.0%
Racial Harassment	21	23.8%	76.2%
Harassment Based on Religion	21	4.8%	95.2%
Harassment Based on Disability	21	42.9%	57.1%
Harassment Based on Other Characteristics	21	9.5%	90.5%

Responses are only from students who indicated they have been the target of harassment.

- The type of harassment most often experienced by students was 'Harassment Based on Disability' (42.9%). The type of harassment least experienced by students was 'Harassment Based on Religion' (4.8%).

Contextual (school processes/ programs): Scott's BLT reviewed each type of required data information, i.e. Achievement Data—Leading Indicator Report; School AYP data, School Report Card data, Perceptual data, Contextual data and Demographic data. After much discussion on each narrative statement in April 2013, the team coded each statement with colored dots, the narrative statement was a concern, strength, or good information to know. After each narrative statement was coded, each team member was given 10 dots to select the statements they felt were the root cause for the Scott's lack of success. They also selected statements they felt could be improved upon to become part of the goals for Scott.

The ICM Matrix provided valuable insights to the status of school programs and processes as demonstrated below. Highlighted information can be found in the following ICM data report:



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Leadership and Empowerment

Component 1: Effective Leadership Teams				
	Not Implementing	Implementing	Transitioning	Modeling
LE1	No formal leadership teams exist.	Formal leadership is identified by position such as principal, superintendent, department chairs, or other titled positions within the district.	Formal leadership teams exist only at some levels or include representation from some but not all: <ul style="list-style-type: none"> • Administration • Staff • Learners • Families • Community Collaborators 	Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from: <ul style="list-style-type: none"> • Administration • Staff • Learners • Families • Community Collaborators
LE2	There are no identified leadership teams attending to academics and/or behavior.	The leadership team is informally identified to address academics and/or behavioral concerns.	There are separate leadership teams identified to address academic and behavioral success that meet regularly.	The leadership team is known throughout the district/community and meets regularly to address learner academic and behavioral success in an integrated manner.
LE3	No clear role is identified for how each leadership team member will support MTSS.	General roles and responsibilities are identified for each leadership team member.	The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.	The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
LE4	District/building/site level data are not reviewed regularly by the leadership team or shared with others.	District/building/site level data are reviewed by the leadership team, but results are not shared with others.	The leadership team has formal meetings to analyze district/building/site level data, but the data/software system does not provide all the necessary reports for the team to engage in a formal process of problem solving for academics and/or behavior. Data are shared with selected groups/individuals.	The leadership team regularly engages in formal problem solving using district/building/site level data which is supported by an agile data/software system that provides frequent and up-to-date reports that allow data-based decision making to occur for addressing both academics and behavior. Data are shared with district, building and community.
LE5	The only indicator of success is Adequate Yearly Progress (AYP).	The leadership team discusses indicators of progress, although Adequate Yearly Progress (AYP) is the primary indicator of success.	The leadership team has identified multiple indicators of success and is beginning to understand how to use those indicators as measures of learning.	The leadership team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures of learning.
LE6	Professional development focuses on managerial/administrative issues.	The administration plans professional development based on perceived needs. Data and staff input are not used to plan professional development nor is there a plan to build behavior and academic expertise.	The leadership team asks staff and community collaborators for input regarding professional development needs and considers that input in relationship to academic and behavioral data. There is limited focus on developing academic and behavioral expertise at each tier of support.	The leadership team uses data and input from staff and community collaborators to determine professional development needs. The team plans and supports professional development for developing expertise specific to both academic and behavior to meet the needs of learners at each tier of support.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
LE7	No clear or consistent communication plan is in place to support implementation of MTSS.	Communication within the leadership team occurs but is not planned. Communication with community collaborators about MTSS does not occur nor is planned.	Communication within the leadership team and with community collaborators about MTSS is planned but does not occur frequently or as planned.	A communication plan that provides information and data on a formal and frequent basis is developed and utilized to communicate with district, building and community collaborators about MTSS.
Component 2: Creating an Empowering Culture				
	Not Implementing	Implementing	Transitioning	Modeling
LE8	Staff relies on title, special education and other entitlement programs to meet the needs of struggling learners.	Supports for struggling learners beyond entitlement programs are left up to individual or small groups of staff to design and implement.	Supports for struggling learners beyond entitlement programs are designed for the system but are implemented inconsistently.	The system, including staff and families, impacts learning through the intentional design and redesign of the curriculum, instruction and environment.
LE9	There is no acknowledged responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.	The administration has abdicated responsibility to staff for data-based decision making and problem solving to improve academic and behavioral achievement.	The leadership team takes responsibility for data-based decision making and problem solving for improved academic and behavioral achievement without including staff and families in the process.	The leadership team, all staff, and families have a collaborative responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.
LE10	Knowledge about MTSS is gained individually by the staff based on individual interests.	The leadership team has shared information regarding MTSS.	The leadership team has a common understanding of the need to build knowledge and consensus around the implementation of MTSS and has a plan to do so.	The leadership team, all staff, families, and community collaborators have developed knowledge of and come to consensus regarding the implementation of MTSS.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
LE11	Participation in professional development is self-selected by individual staff members.	Professional development is directed by administration to address general topics related to achievement.	Professional development activities for staff members are aligned with the principles and practices of MTSS, but do not include ongoing support and coaching nor opportunities for family involvement.	Professional development for staff members and family involvement opportunities are aligned with the principles and practices of MTSS and include ongoing support and coaching.
LE12	Learners are provided instruction and expected to learn.	Struggling learners are matched to existing programs to receive support.	Learners are provided with content learning experiences which are customized to their interests without regard to learning needs.	Learner experiences are customized in ways that make content relevant and enable learning.
LE13	The data are publicly reported only if it is required by law/regulation to do so.	The data are publicly reported when it is positive.	The data are shared but implications for instruction are not discussed openly.	The data are openly shared and implications for instruction are discussed at all levels within the school, with families, and the community, including the celebration of improved indicators of success.
LE14	There is no parent involvement policy.	The parent involvement policy is developed but is not reflective of the six National Standards for Family School Partnerships.	The parent involvement policy is reflective of the National Standards for Family School Partnerships but does not address all six areas and/or strategies are not implemented.	The leadership team engages families in their child's education through the development of a parent involvement policy that supports the implementation of the strategies contained in the six areas of the National Standards for Family School Partnerships.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Assessment

Component 1: Comprehensive Assessment System				
Not Implementing		Implementing	Transitioning	Modeling
A1	The assessment system does not include tools to measure essential components of academics or behavior.	Some tools are in place, but they are either not available for both academics and behavior or they do not address all the essential components of each.	The assessment system includes tools to measure all essential components of academics and behavior but is not used consistently.	The assessment system includes tools to measure all essential components of academics and behavior and is used consistently.
A2	The assessment system includes assessment tools for outcomes only.	The assessment system includes some of these assessment tools for only academics or behavior: <ul style="list-style-type: none"> • Universal Screening • Diagnostics/ Functional Behavioral Assessment • Progress Monitoring • Outcomes 	The assessment system includes all of these assessment tools for only academics or behavior: <ul style="list-style-type: none"> • Universal Screening • Diagnostics/ Functional Behavioral Assessment • Progress Monitoring • Outcomes 	The assessment system for academics and behavior includes: <ul style="list-style-type: none"> • Universal Screening • Diagnostic /Functional Behavioral Assessment • Progress Monitoring • Outcomes
Component 2: Assessments are Valid and Reliable				
Not Implementing		Implementing	Transitioning	Modeling
A3	Staff members use instruments that are not technically adequate.	Staff members assume technical adequacy but no documentation is available.	Documentation of technical adequacy for each assessment instrument comes only from the publishing company.	Staff members have independently documented technical adequacy of each assessment tool used.
A4	The staff members having responsibility for data collection have not been adequately trained to reliably and validly administer the instruments.	The staff members having responsibility for data collection receive information and have been adequately trained to reliably and validly administer the instruments.	Data are collected by staff members who have been formally trained to reliably and validly administer the instruments but the fidelity of administration is not monitored.	Data are collected by staff members who have been formally trained to reliably and validly administer the instruments and the fidelity of administration is consistently monitored.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Component 3: Adequate Capacity for Assessment System				
Not Implementing		Implementing		Modeling
A5	No universal screening for academics is used.	Universal screening for academics is used.	Universal screening for academics occurs as recommended for content and grade level.	Universal screening for academics occurs as recommended for content and grade level and the fidelity of administration is monitored.
A6	Behavior/office discipline referrals are not tracked in a systematic manner.	Behavioral/office discipline referrals are tracked using only the following variables: learner, grade, date, time, referring staff, problem behavior, and administrative decision.	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision and the fidelity of data collection is monitored.
A7	No diagnostic assessments are administered.	Staff members individually determine when diagnostic assessments are given.	Staff members do not consistently administer diagnostic/functional behavioral assessments following locally documented decision rules.	Staff members consistently administer diagnostic/functional behavioral assessments following locally documented decision rules.
A8	No progress monitoring tools are administered.	Progress monitoring does not regularly occur for learners receiving supplemental and intensive instruction.	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is left up to individual teams or staff members to determine.	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is documented, followed, and based upon research.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Component 4: Decision Making Rules are Clear				
Not Implementing		Implementing	Transitioning	Modeling
A9	No commonly agreed upon or understood decision rules for academics and behavior regarding: <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	Teams have informal or missing decision rules for academics and behavior regarding: <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	Teams have documented decision rules, but they are unknown or inconsistently used by staff members for academics and behavior regarding: <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for learners in both academics and behavior regarding: <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports

Curriculum

Component 1: Curriculum is Evidence Based				
Not Implementing		Implementing	Transitioning	Modeling
C1	Unknown or insufficient evidence base for academic and behavioral curricular materials across tiers.	Academic and behavioral curricular materials assumed to be evidence-based or not evidence-based for all tiers.	Staff members rely on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers.	Staff members have formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers and ensured alignment to learner needs, state standards and the evidence base.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Component 2: Curriculum Addresses Essential Components Appropriate to Grade Level				
Not Implementing		Implementing		Modeling
C2	Academic curricular materials are not available to address essential academic components.	Academic curricular materials address only some essential components.	Academic curricular materials are available that address essential components.	Staff members have formally evaluated and documented that all curricular materials address essential academic components.
C3	There are no clear rules/behavioral expectations for the building/site or rules/behavioral expectations are negatively worded.	There is a code of conduct for the building/site.	Staff members have identified more than 5 rules/behavioral expectations.	Staff members have agreed to and documented 5 or fewer positively stated rules/behavioral expectations.
C4	There is formal curriculum/system for teaching the essential components of academics across some tiers and no formal curriculum to teach behavioral expectations.	There is formal curriculum/system for teaching the essential components of academics across some tiers and the behavioral expectations through correction of problem behaviors.	There is formal curriculum/system for teaching the essential components of academics across all tiers and an informal curriculum /system to teach the behavioral expectations.	There is a formal curriculum/system for teaching the essential components of academics and behavior across all tiers.
C5	All learners receive the same academic curricular materials at the same time and behavior is addressed randomly or not at all regardless of need.	Supplemental and intense curricula for behavior and academics are available but not based on learner need.	Staff members select academic curricula, behavioral instructional materials, and programs/process for supporting behavior that are an appropriate match for the needs of the learner at some tiers.	Staff members select academic curricula, behavioral instructional materials, and programs/processes for supporting learner behavior that are an appropriate match for the needs of the learners at all tiers, based upon data.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Component 3: All Curricula are Implemented with Fidelity				
	Not Implementing	Implementing	Transitioning	Modeling
C6	Staff members receive academic and/or behavioral core, supplemental and intense curricular materials that they are responsible for providing and are expected to implement the curricula according to the teachers' manuals provided.	Staff members receive an overview of the academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing and/or reminders of concepts that must be taught prior to state assessments.	Some staff members are trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. All staff members are provided the scope and sequence for introducing concepts to learners.	Staff members are specifically trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. Coaching is provided as staff members implement the curricula and programs to ensure fidelity of implementation.
C7	It is assumed that all staff members are implementing the academic and behavioral curricula and programs at all tiers with fidelity.	The fidelity of implementation of the academic and behavioral curricula and programs at all tiers is checked only by having staff members turn in samples of lesson plans.	The fidelity of academic and behavioral curricula and program implementation at all tiers is specifically reviewed through the observation of staff members during personnel evaluation and feedback is provided at that time.	A process is in place to check the fidelity of academic and behavioral curricula and program implementation at all tiers with feedback and coaching to staff members provided throughout the year.



Kansas Multi-Tier System of Supports

Innovation Configuration Matrix (ICM)

Instruction

Component 1: All Instructional Practices are Evidence Based				
	Not Implementing	Implementing	Transitioning	Modeling
I	There is an insufficient or unknown evidence base for academic and behavioral instructional practices across tiers. All staff members are expected to read information about evidence-based instructional practices.	General information about evidence-based academic and behavioral instructional practices is disseminated to staff members.	Staff members have participated in discussions about the evidence-base of specific academic and behavioral instructional practices for different tiers.	Staff members have formally evaluated and documented the adequacy of all the academic and behavioral instructional practices used across all tiers.
Component 2: Instructional Practices are Implemented with Fidelity				
	Not Implementing	Implementing	Transitioning	Modeling
II	The learning instructional practices/strategies are left up to individual staff members.	Selected staff members (e.g., reading coach, special education staff, title teacher, counselor, etc.) receives training in use of evidence-based instructional practices/strategies.	Some staff members are trained in the use of evidence-based instructional practices/strategies for academics and behavior and "take the information back" to their colleagues via Professional Learning Communities, etc.	All staff members are specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff members understand the critical features and application in all settings. Ongoing support and coaching is provided as staff members implement the instructional practices/strategies.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
I3	Staff members use the same behavioral and academic instructional practices/strategies for all learners in all settings regardless of individual need.	The administration selects a set of behavioral and academic instructional practices/strategies for use with all learners in all settings regardless of individual need.	Staff members select instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.	Staff members select evidence-based instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.
I4	It is assumed that all staff members are implementing instructional practices/strategies with fidelity. Practices/strategies related to social/behavioral needs are not a concern.	The fidelity of instructional practices/strategies for academics is checked only by having staff members note example instructional practices on sample lesson plans turned into their supervisor. A plan is being developed to check for fidelity of implementation of practices related to social/behavioral needs of learners.	The fidelity of instructional practices/strategies for behavior and academics is specifically reviewed through observation of staff members during personnel evaluation, and feedback is provided at that time.	A process is in place to check the fidelity of instructional practices/strategies for behavior and academics across all settings with feedback and coaching to staff members provided throughout the year.
Component 3: Schedule Allows for Protected Instruction Time				
	Not Implementing	Implementing	Transitioning	Modeling
I5	The schedule does not include specific time for core, supplemental and intensive instruction.	The schedule provides sufficient time for core, supplemental and intensive instruction and it's left up to individual staff members to ensure that planned time is actualized.	The schedule provides sufficient time for core, supplemental and intensive instruction but it is not protected from interruptions nor monitored to ensure that planned time is actualized.	The schedule provides sufficient time for core, supplemental and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Component 4: Flexible Grouping Allows for Appropriate Instruction				
	Not Implementing	Implementing	Transitioning	Modeling
I6	Supplemental and intensive instruction is provided in groups.	Some attempts are made to lower group size for supplemental and/or intensive instruction.	Recommendations for instructional group sizes are met but instruction is not delivered by highly trained staff members.	Recommendations for instructional group sizes are met and instruction is delivered by highly trained staff members.

Data-Based Decision Making

Component 1: Structures for Data-Based Decision Making				
	Not Implementing	Implementing	Transitioning	Modeling
DBDMI	No identified team conducts data-based decision making at any level.	Informal teams meet as time allows to conduct data-based decision making at some levels: <ul style="list-style-type: none"> • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction 	Teams are identified and conduct data-based decision making at some levels: <ul style="list-style-type: none"> • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction 	Clearly identified teams conduct data-based decision making at each level: <ul style="list-style-type: none"> • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction
DBDM2	There is no common understanding of the roles and responsibilities of teams reviewing data.	The teams have vague understanding of their roles and responsibilities in reviewing and analyzing data at each level.	All teams have an understanding of their roles and responsibilities to make decisions about the effectiveness of curriculum and instruction but do not have a forum to influence changes.	All teams have a clear and consistent understanding of their roles and responsibilities to make decisions about the implementation, sufficiency and effectiveness of the curriculum and instruction, and have a forum to influence changes.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
DBDM3	The team does not use the problem solving process to guide decision making.	The team informally uses a problem solving process but has no decision rules.	Some staff members are involved and have been trained in the problem solving process and are beginning to formally implement, but inconsistently apply, decision rules.	All staff members are actively involved and have been trained in the problem solving process and use it consistently to guide decisions related to academics and behavior, including following clearly documented decision rules.
DBDM4	Staff members do not understand how to analyze data or how to interpret the results.	Staff members can analyze some of the simplest data elements but don't know how to interpret the results.	Most staff members can analyze much of the data and interpret the results but do so inconsistently and information shared with families is limited.	All staff members have a full and complete understanding of how to analyze collected data and how to interpret and report the results accurately and consistently, including helping families understand the meaning and use of the data.
Component 2: Data-Based Decision Making for Improving the System				
	Not Implementing	Implementing	Transitioning	Modeling
DBDM5	System-wide data-based decision making does not occur for academics or behavior.	The administration reviews system-wide academic data. A plan is being developed to review behavioral data.	An informal team meets to review system-wide data academic and behavioral data.	A clearly identified team meets at regularly scheduled times to analyze system-wide data for academic and behavioral decision making.
DBDM6	System level decision making is based on outcome data only.	The administration makes system level decisions based on: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings 	The team conducting system level decision making uses data from: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings 	The team conducting system level decision making uses data from: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings • Progress Monitoring



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
DBDM7	The team does not review effectiveness of or make adjustments in system.	The team analyzes: <ul style="list-style-type: none"> • Sufficiency of instructional procedures 	The team analyzes: <ul style="list-style-type: none"> • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners 	The team makes recommendations for adjustments to the system by analyzing: <ul style="list-style-type: none"> • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Effectiveness in engaging learners, families and communities • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners
Component 3: Data-Based Decision Making for Improving Supplemental Instruction				
	Not Implementing	Implementing	Transitioning	Modeling
DBDM8	Supplemental instruction data-based decision making does not occur.	The administration reviews intervention data for academics and/or behavior for learners receiving supplemental instruction.	An informal team meets to analyze academic and behavioral intervention data for learners receiving supplemental instruction.	A clearly identified team meets at regularly scheduled times to analyze academic and behavioral data from groups receiving supplemental instruction.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
DBDM9	Decision about supplemental instruction is based on universal screening data only.	The administration makes decisions for learners receiving supplemental instruction based on: <ul style="list-style-type: none"> • Universal Screenings • Progress Monitoring 	The team conducting decision making for learners receiving supplemental instruction uses data from: <ul style="list-style-type: none"> • Universal Screenings • Diagnostic Assessments • Progress Monitoring 	The team conducting decision making for learners receiving supplemental instruction uses data from: <ul style="list-style-type: none"> • Universal Screenings • Diagnostic Assessments • Progress Monitoring
DBDM10	The team looks at the general effectiveness of supplemental instruction.	The team analyzes data to make grouping decisions.	The team analyzes intervention data from supplemental instruction regarding grouping decisions and sufficiency of supplemental instruction.	The team analyzes intervention data from supplemental instruction regarding grouping decisions, sufficiency of supplemental instruction, fidelity of implementation of supplemental instruction and curriculum, effectiveness in engaging families and makes recommendations for adjustments to the system for curriculum and instruction and programs used for supplemental instruction.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Component 4: Data-based Decision Making for Improving Intensive Instruction		Not Implementing	Implementing	Transitioning	Modeling
DBDMI1	Data-based decision making addressing intensive instruction does not occur.	The process to conduct decision making addressing intensive instruction for academics and behavior is informal and does not meet regularly.	The team meets regularly to give suggestions for improving intensive instruction for academics and behavior. The team sometimes includes the family or utilizes input from the family.	A clearly identified team meets at regularly scheduled times to conduct decision making, addressing intensive instruction for academic and behavioral program decision making. This team includes the family or utilizes input and feedback from the family.	
DBDMI2	No team meets to conduct decision making for academic and/or behavior at the intensive level.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening and diagnostic assessments.	The teams conducting decision making for academic and/or behavior at the intensive level use data from diagnostic assessments and progress monitoring.	
DBDMI3	The team discusses need to refer for evaluation for entitlement.	The team analyzes individual learner intervention data regarding: <ul style="list-style-type: none"> • Develop individual plans • Need to refer for evaluation for entitlement 	The team analyzes individual learner intervention data regarding: <ul style="list-style-type: none"> • Customization of individual intervention plans • Progress of individual learners • Need to refer for evaluation for entitlement 	The team analyzes individual learner intervention data regarding: <ul style="list-style-type: none"> • Customization of individual intervention plans • Effectiveness of customized intervention plans • Fidelity of implementation of intervention plans • Need to carry individual intervention plans forward into further evaluation 	



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

Integration and Sustainability

Component 1: Policies and Resources are Aligned within the System				
Not Implementing		Implementing	Transitioning	Modeling
IS1	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are inconsistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level and are consistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level with input from individual building/site staff members and are consistent with current evidence regarding effective practices.	Policies and decisions (including curriculum, instruction, scheduling, staffing, and family involvement) are mutually determined based upon current evidence regarding effective practices.
IS2	The implementation of MTSS has no action plan.	The implementation of MTSS is guided by a plan for general or special education only.	The implementation of MTSS is guided by an informal action plan. The administrative and building/site staff members are working on making academics and behavior the top goals including having policy documents and a plan for dissemination.	The implementation of MTSS is guided by a formalized multi-year action plan and has resulted in both academics and behavior becoming the top goals.
IS3	No policy documents have been developed.	Policy discussions focus on emphasizing MTSS within existing policy documents.	Development of policy documents has been initiated but not completed.	Policy documents are available describing the vision and implementation of MTSS.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
IS4	No change has occurred in the allocation of resources.	The realignment of resources and practices has occurred in a few programs.	The realignment of resources and practices has occurred in most but not all programs.	The realignment of resources and changes in educational practices within the entire educational system (including all state and federal programs and local resources) is occurring.
Component 2: Systems are Self-Correcting and Achieve Positive Outcomes for Learners				
	Not Implementing	Implementing	Transitioning	Modeling
IS5	There is no process in place to review decisions made as a result of data-based decision making.	The building/site leadership team has a process to review implementation of decisions made as a result of data-based decision making.	All leadership teams have an informal process in place to annually review implementation of decisions made as a result of data-based decision making and new evidence/research.	All leadership teams have a formal process in place to annually review the implementation of decisions made as a result of data-based decision making and new evidence/research and to make changes as necessary.
IS6	There is no process in place to review and improve the data-based decision making process.	The building/site leadership team has a process to review data-based decision making process.	All leadership teams have an informal process in place to review all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	All leadership teams have a formal process in place to review learner data across all tiers from all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.



Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

	Not Implementing	Implementing	Transitioning	Modeling
IS7	There is no monitoring of the implementation of MTSS.	The implementation of MTSS principles and practices are monitored through initial implementation.	Implementation of core components of MTSS is monitored through full implementation.	There is a formal process to monitor fidelity of implementation, outcomes and sustainability of all principles and practices of MTSS to ensure that changes are positive for learner progress.
Component 3: Leadership Provide Staff Members Ongoing Support				
	Not Implementing	Implementing	Transitioning	Modeling
IS8	Professional development activities are not tied to a multi-tier system.	Professional development addresses multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices.	The professional development plan only addresses teachers, with all activities directly tied to instructional practices that support the implementation of a multi-tier system based upon local data.	There is a formal, long term professional development plan for all staff members and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data.
IS9	There are no activities or time allocated for group decision making.	The administration promotes leadership skills within staff but retains decision making authority at the administrative level.	Leadership informally involves the staff in decision making.	The leadership team actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within.

Demographic Data: Scott is located in Topeka, Kansas. The school is located on the east side of downtown. The school is in a neighborhood traditionally associated with poverty, high crime, and immigration issues. Walking along the streets of the neighborhood you'll see a wide variety of nationalities reflected in the faces of the parents, grandparents and children living there. Children in this neighborhood are often exposed to crime, violence, and unsafe conditions. These challenges affect student learning and academic achievement.

Yet, students in the school feel safe and are generally well behaved. They feel supported and recognize there are many adults within the school setting to whom they can turn in case of need. Scott has established a variety of partnerships within the local community. Goods and services are provided which reduce many external barriers to living and learning experienced by students and their families. Staff attempt to reach out to parents, but an ineffective communication chasm continues to appear between parents and staff. Many staff members now volunteer onsite and actively participate/ lead school committees. Scott's community is culturally diverse and many families have strong values focused around their religious beliefs, cultural identification, and common language.

Scott is currently in Year 5 on program improvement. Of the 545 students enrolled, 97.2% of the students are qualified for free or reduced priced meals. English Learners represent 9.6% of the school population with 100% of English Learners speaking Spanish as their primary home language. Students with disabilities make up 10.3% of the school population. Scott has four predominate ethnicities/ races: Hispanic 50.5%, White/ Caucasian 16.2%, African American 21.6% and 9% Multiracial.

During the FY 2011 school term, Scott, consisting of 6 grade levels (Pre-K through Grade 5) was in urgent need of substantial changes. The school's academic performance placed Scott in the lowest 5% of schools in Kansas with similar demographics, as well as the lowest 5% percent of schools nationwide. Students had not met all AYP targets since FY 2009. The school lacked a vision and educational plan. There was no shared understanding of school-wide expectations, norms and procedures in place to successfully raise student achievement.

The district in the fall of 2011 launched a series of school accountability initiatives designed to create a continuous cycle of improvement that will increase the rate of student learning and transformation under-performing campuses. Through the assistance of KSDE and KLN, details have been outlined and used in the design and implementation of a FY 2013 School Improvement Plan [SIP] to create school goals for the year in terms of working towards becoming the ideal. The data inquiry process created a "shared way" for Scott to construct their SIP, and monitor progress towards becoming better and focus on continuous improvement. The Superintendent's Priority Schools Program is a district centerpiece to close achievement gaps by improving low-performing schools.

TPS's District Superintendent, Dr. Julie Ford, with the assistance of representatives from KSDE and KLN, identified four district schools as Superintendent's Priority Schools, schools that would become incubators for innovation in the district's three focus areas of teaching and learning, family/ community engagement and equity and organizational transformation. All schools shared certain commonalities in their student populations – they were all high poverty, predominantly minority and academically low-achieving. Scott is identified as a Priority School.

Summary: In 2012, the total enrollment at Scott was 545 students. Total enrollment at the school has increased by 17.7% since FY 2008. Ninety-seven point two percent (97.2%) of the school's enrollment was on lunch support in FY 2012. This was an increase of 6.0% since FY

2008. Ten point three percent (10.3%) of the school's total enrollment was in special education in FY 2012. This was an increase of 11.2% since FY 2008. The following groups have had an increase in the number of students by more than 5% since FY 2008: ALL, F/R Lunch, SPED, Amer. Indian, Hispanic, White, Female, Male. The attendance rate for all students at Scott in 2012 was 94.5%, a decrease of -1.0% from 2011.

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

Through the completion of the ICM Matrix in spring 2013, the Scott Building Leadership Team [BLT] identified root causes that create challenges for improved student achievement in reading and mathematics for students. Student vocabulary is a major contributing factor of their reading comprehension deficiencies. The low socio economic status, English language acquisition needs and the high minority of students are factors that continue to contribute to low student achievement. Low staff expectations, use of data to drive instruction and instructional (teaching and learning) accountability were also found to be challenges that effect student achievement.

Strengths in student achievement were identified through the root causes analyzed by the school team. The strengths included the quality of data that included assessment information found through the use of the Scantron Performance and Scantron Achievement testing cycles, the use of the DIBELs at all grade levels, the administration of the KELPA with English learners and other formative, interim and summative assessments. The data reflected that attendance was good at Scott (95%) indicating that students were present to receive the content. Also, mobility did not seem to be a factor.

The BLT identified root causes creating challenges for student achievement in the area of continually low mathematics performance of students. Student computational skills and the inability to solve multiple step programs and solve language based math problems are major contributing factors of their mathematics deficiencies. Again, the low socio economic status, English language acquisition and the high minority of students is a challenge that factors into low student achievement. Low staff expectations regarding student math performance, along with inconsistent use of progress monitoring and other data to drive instruction and accountability were found to be challenges that effect student achievement. The low test scores discovered during the data analysis confirmed the need for reform in the areas of reading, mathematics, writing and how to handle student behaviors effectively at all grade levels.

Furthermore, through the collaborative work of the KSDE, KLN, district and school staff and community involvement and the compiling of data and information gleaned from the ICM in October 2012 through January 2013, the following root causes are as follows: During classroom observations, many teachers demonstrated a lack of skills/ strategies that engaged students with a high level of concentration, nor were the type of questions/ problem-solving strategies used effectively. As such, strategies that increase learning time is warranted and professional development and accountability standards need to be set for this to occur effectively and efficiently.

Family engagement is a factor for overall low student achievement. While high numbers of parents attended the spring 2013-parent/ teacher conferences (88%), follow-through to support their child and staff appears minimal. This same trend has held true for an extended period of time. To develop mechanisms to support family and community engagement, Scott needs to conduct a community-wide assessment to identify the major factors that significantly affect the

academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. Scott should try to ensure that it aligns the family and community engagement programs it implements to support common goals for students over time and for the community as a whole.

When the BLT was queried about how they were measuring changes in instructional practices resulting from professional development, data had not been collected to determine its effectiveness.

A major thrust of TPS and its purpose for seeking approval for SIG funds is providing and investing in quality professional development for all instructional support staff. This SIG application is grounded heavily in providing professional development for the purpose of providing staff with technical assistance in the use data and assessment processes with high levels of effectiveness, designing and implementing core and tiered levels of curriculum and interventions for students based on students' identified learning needs and teaching using research-based/ best practices/ strategies and using them well, and investing in student learning that results in productive citizens for the state and the nation.

While professional development training has occurred for the purpose of implementing both the LEAD 21 reading program and the Everyday Math anthologies, some teachers, especially the new teachers on staff, lack a sound understanding of how both instructional programs are vertically aligned from one grade to the next as well as aligned with State academic standards. Furthermore, they do not grasp the rigor required by students in order to demonstrated proficiencies on the Kansas Assessments.

Scott is just beginning to implement the TTSS model of intervention supports for its students in three areas: reading, mathematics and student behavior. During the FY 2014 school term, PBIS—positive behavioral intervention supports—will be a new initiative for Scott. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment is needed. Tiers 2 and 3 interventions for both reading and math will be refined over the next couple of years and serve as a continued focus of instructional enhancements for all students. Using and integrating technology-based supports and interventions as part of the instructional/ intervention model is warranted.

Through the review of existing data regarding walk-throughs, a lack of consistent, periodic reviews to ensure that the curriculum and instruction is being implemented with fidelity is evident.

As per the spring 2013 survey completed by staff, providing additional supports and professional development to teachers and the administration in order to implement effective strategies to support students with disabilities or for those who are English learners to ensure that limited English proficient students acquire language skills to master academic content in the least restrictive environment is also warranted.

No consistent application of student data exists to determine the impact Tiers 2 and 3 interventions are having on students. As such, establishing evaluative criteria for the existing extended day or restructuring the school day so as to add results-based time for such strategies is needed.

Extra time or opportunities for teachers and other school staff to create and build relationships with students is evident. Staff have talked about the development and implementation of “Porch Visits”—where staff go to parents homes to interact, dialog about the needs of their child, the needs of the community, and see meaningful input about how to collaborate for the success of all students. This will be initiated in FY 2014.

A longstanding trend is evident regarding the role of the district office in establishing the calendar, budget, professional development, and the securing of human resources for each school. This somewhat firm stand has resulted in limited operational flexibility to implement fully a comprehensive approach to substantially improve Scott student achievement outcomes. Therefore, the district will work with Scott in determining possible additional days for staff, flexibility in calendar development and implementation and ensure the involvement of the principal in the selection of all highly qualified classified and certified personnel.

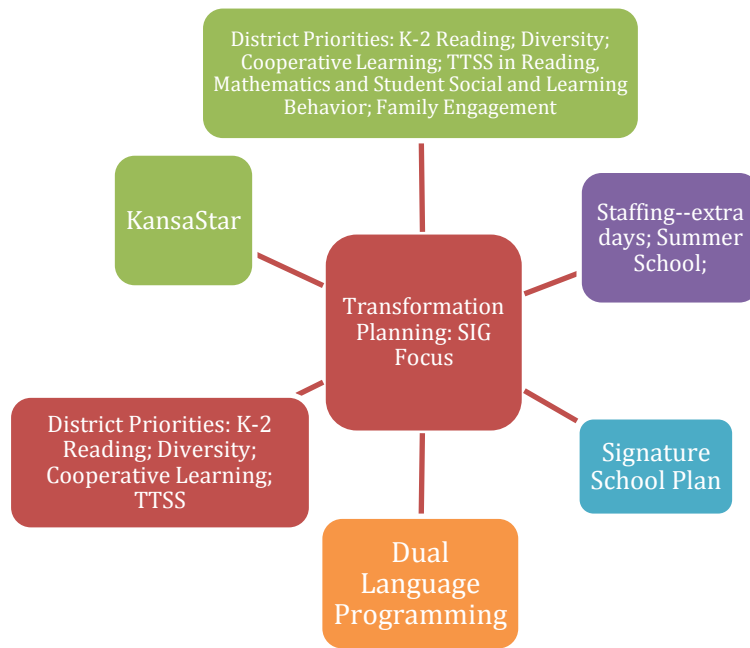
The Scott BLT believes that ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies is very much needed. The newly secured principal, Ms. Sarah Lucero, acknowledges that there was still a great deal of work that needed to be done in order to boost student achievement. Scott’s job-embedded professional development is characterized by the following:

- PLCs and Collaboration Time will occur every week with every instructional teacher, content and grade level groups of teachers and support staff. During 1.5 hours set aside each week with all instructional staff for collaborations, a variety of professional development content-based activities will occur; that is, and not limited to: how to implement targeted lessons for students and asking students essential questioning to ascertain levels of understanding and application of new learning, how to use of progress monitoring, formative, interim and summative assessment to drive the design and deliver instruction, how to establish and sustain parent engagement programming, how to appropriately address both individual student and classroom achievement/ academic performance indicators, how to analyze PBIS data and create positive learning environments for all students, how to determine the impact interventions are having on students, acquiring skills content and instructional strategies that are grounded in research, how to effectively collaborate, how to design practice that is differentiated, and how to implement effective dual language programming for English learners during core instruction in reading and mathematics.
- Job embedded professional development will be aligned with district performance indicators, academic standards and address the School Improvement goals over the next three years.
- Coaches—literacy coach, math coach and the behavioral coach will collaborate to provide active professional development during PLC/ Collaboration times and during district/ building sponsored staff development days on topics pertinent to the student and staff needs of the school and ensuring that academic standards, school curricula, and school improvement goals are all aligned.
- Educators will work collaboratively and will be often facilitated by school instructional leaders (coaches) or mentors;
- Each type of professional development for staff will be designed for active engagement by the participants rather than any type of passive learning; and
- Professional development for Scott staff will focus also on understanding what and how students are learning and on how to address students’ learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

In addition, in April 2013, Scott's BLT met to examine current instructional practices, assessment school-wide systems for instruction and assessment, review district-adopted curriculum, and studied the most up-to-date research on literacy development. As such, Scott staff identified the following site-specific needs:

- Instruction must be purposeful, high value, and meaningful to students.
- The academic progress of students must continue to improve.
- Measurable learning objectives must be set for each lesson.
- The instructional day must be filled with higher order and higher level thinking.
- More connections to students' day-to-day lives must exist.
- A collective understanding of what high quality instruction / learning looks like needs to be established and implemented.
- Students need greater opportunity to take responsibility, show initiative, and develop their own leadership skills.
- Opportunities must be provided for students to assess their own work.
- Teachers need to use assessment data from multiple sources to plan instruction, plan for ability grouping of students, and make adjustments in their teaching based upon the learning needs at any given time.
- Students need opportunities to be collaborative learners.
- Teachers need to recognize student assets and build upon them.
- Teachers need to provide a rigorous, balanced curriculum that provides a wide range in realistic learning experiences.
- Instruction needs to be differentiated to address multiple and varied student learning styles.
- The curriculum needs to include a variety of technologies and seek to develop twenty-first century skills in teachers and their students.
- The school needs to show high academic and personal expectations by posting rubrics and grade expectations and celebrating exemplary work.
- The curriculum needs to enable students to work in depth on projects to develop a wide range of skills to understand complex concepts and to solve problems.
- There needs to be both understanding and know-how for teaching students how to read.
- There needs to be both understanding and know-how for supporting second language students in their acquisition of English.
- School staff must embrace innovation and change.
- School staff must understand the value of establishing close working relationships with students and their families.
- Co-teaching practices must be accelerated to allow all students to experience rigorous learning.
- A common understanding of academic rigor is necessary.
- More attention must be paid to grouping students according to instructional level. Groups must be reconfigured frequently in response to the changing learning needs of individual students.
- Common core standards must be the anchor that grounds all instructional planning.

Taking these identified expectations and pairing them with TPS's priorities (**Figure 1 below**), the following steps and strategies will be instituted in Years 1 through 3:



Priority 1: Develop common instructional practices designed to support all students achieving at high levels. Highlighted strategies include:

- Teaching understanding and respect for racial, cultural and linguistic diversity. This is accomplished through the Dual Language Educational Program which emphasizes the acquisition of a second language, high academic standards, cooperation with others and the appreciation of each individual's uniqueness.
- Implementing Six Trait writing strategies at all grade levels.
- Implementing TTSS Positive Behavioral Supports (PBIS) for all students.
- Implementing, with fidelity, reading instruction in every classroom using Lead 21 language arts programs, paired with Kagan Cooperative structures and differentiated learning, including the establishment and implementation of rigor-focused, differentiated work stations that allow students to practice previously taught skills.
- Implementing, with fidelity, math instruction in every classroom using Everyday Math and supplemental math supports/ manipulatives to that focus on district and state standards
- Collaboratively developing a series of tasks and mini-tasks directly linked to the learner-centered problem and the problem of practice.
- Developing common understanding of essential elements within a lesson with the full implementation of “I Can” targets and Essential Lesson Questions.
- Developing high-level instructional practices designed to elevate student achievement.
- Implement and expanded dual language programming that is research-based and results in students demonstrating biliteracy and bilingual proficiencies after 4 to 5 years within the program.
- Develop and implement a structure that allows for every grade level teacher, support team member and administrator to participate in weekly Common Planning Time (CPT) meetings.
- Focus work on building a culture of inquiry guided by the TTSS Data Wise inquiry methodology.

- Develop and implement a structure that allows for regular grade level and vertical articulation time that focuses on the support needed to allow all students to thrive academically.
- Develop themed, high-impact, adjunct cluster duty teams. These teams will focus on Student Achievement and Recognition, Family Engagement, Dual Language Programming, Literacy, and other site initiatives, as needed.
- Develop and train a group of “Parent as Partners Room” parents to provide regular support within the classroom and establish an effective “Porch Visiting” program between families and Scott staff.
- Continue to embed purposeful writing instruction through research-grounded professional development, collaboration team planning and daily classroom instruction.
- Build classroom libraries / instructional practices for the dual language EL program built around integrated literacy and genre study.
- Provide purposeful push-in intervention support accessible to all students needing this support and provide comprehensive Tier 2 and Tier 3 effective interventions supports for all students in three areas: reading, mathematics and behavior.
- Access training from specialists to expand teachers’ instructional capacity and provide support to all students
- Redesign and implement the TTSS model that fosters increased EL student interventions for EL students based on KELPA, progress monitoring of core instruction, and the differentiated learning needs of culturally diverse students.
- Establish school-wide expectations for essential lesson components.

Priority 2: Create high functioning collaborative teams. Highlighted strategies include:

- Develop structure for every grade-level teacher and support staff to receive 45 minutes of daily individual lesson planning time and a minimum of 1.5 hours of Collaboration time each week during the regular school term.
- Work among grade level and vertically among teams to discuss common assignments, checklists, rubrics, and supplies/materials needed to assess student progress. Examine content/ teaching and learning scope and sequence to develop grade-appropriate lessons designed to meet the learning needs of all students.
- Work with school partners to develop collaborative partnerships designed to increase student achievement.
- Implement an effective student, school-wide positive behavioral support system for all students.

Priority 3: Create meaningful learning opportunities for students. Highlighted strategies include:

- Create classrooms that are culturally and linguistically responsive to student learning needs—especially focusing on the needs of English learners through the continued development, enhancement and implementation of a two-way immersion program for all Scott students.
- Develop instructional practices that emphasize rigor, meaning, higher-level thinking, relevance and establishes rapport between the family and the staff.
-

Priority #4: Develop practices that enhance positive school-home relationships. Highlighted strategies include:

- Increase participation of families and staff through the implementation of the “Porch Visit” program.
- Conduct “Porch Visit” professional development as part of inservice training before the school year begins.
- Set expectation that all staff will have completed “Porch Visits” with at least half of their students by the FY 2014 winter break.
- Develop and implement a positive student / parent engagement log where teachers and support staff update up-date, discuss, and turn in monthly logs.
- Develop, implement, and monitor practices designed to strengthen relationships with the school community.
- Develop, encourage and implement the “Room Parents” program for all classrooms.
- Establish and implement a “Porch Visit” calendar for all families and all staff.

Specific SIP goals, improvement strategies and types of professional development in the area of reading, mathematics, writing and student engagement are found below:

Area of Reading Comprehension:

Improvement Goal 1		Improve all students' reading comprehension
Rationale and Supporting Data: Students in grades 3-5 overall achieved a 54.3% on the Kansas State Reading Assessment, a decrease of 14.2% over last year. 64.3% of students in grades K-2 performed at benchmark on DIBELS composite score.		
Improvement Strategies		
Use the components of reading (Comprehension, Vocabulary, Fluency, Phonics, Phonemic Awareness) to implement a balanced literacy program (guided, shared, read-aloud, independent reading, and literacy workstations)		
Direct Vocabulary Instruction		
Building Background Knowledge		
Topeka Tiered System of Support		
Schoolwide Indicators of Improved Learning		
KRA grades 3-5		
K-2 DIBELS Benchmark Composite		
District Benchmark Reading Assessment Grades 3-5		
Scantron Performance Grades 3-5		
Implementation Activities With Students		Professional Development Activities With Staff
Provide instruction to support the five components of a balanced reading program. <ul style="list-style-type: none"> • Shared reading • Read alouds • Independent reading • Differentiated guided reading groups • Differentiated literacy workstations focusing on targeted literacy skills 		Receive staff development for balanced literacy Collaboration C& A implementation
Students will be involved in direct vocabulary instruction. <ul style="list-style-type: none"> • Vocabulary picture cards • Direct vocabulary lesson • Tier 2 words • Technology 		Collaboration Teacher curriculum work summer 2013
Students will be involved in activities designed to increase background		Collaboration

<p>knowledge.</p> <ul style="list-style-type: none"> • Front-loading • Lead 21 Building Background • Graphic Organizers • Technology • Real-world objects 	Teacher curriculum work summer 2013
<p>Ongoing progress monitoring is performed on all students.</p> <ul style="list-style-type: none"> • At risk (int. & str.) students receive 30 or 60 minutes of additional small group instruction daily • Groups are adjusted in response to data • Instruction is based on specific deficiencies of students 	<p>Topeka Tiered System of Support Monthly district interventionist staff development Collaboration/ PLC</p>

Area of Written Communication:

Improvement Goal 2	Improve all student's written communication
<p>Rationale and Supporting Data: The results of the district wide writing assessments for grades K-5 showed that the Scott students fell into the following areas of proficiency: Organization 2.3, Ideas & Content 2.5, Sentence Fluency 2.3, Word Choice 2.4, Conventions 2.3, and Voice 2.4, as measured by a rubric scoring from 1 to 4 (4 being highest). These scores were slightly lower when compared to those of other elementary schools throughout the district. 61% of Scott students in grades K-5 scored 2.5 or better on the assessment.</p>	
Improvement Strategies	
Implementation of the Six-Trait Writing process using the Powerful Writing Tree structure.	
Schoolwide Indicators of Improved Learning	
District Writing Assessment	
K-5 District Writing Assessment % Proficient	
Implementation Activities With Students	Professional Development Activities With Staff
<p>30-50 minutes daily of direct writing instruction using:</p> <ul style="list-style-type: none"> • Six-Trait + 1 writing model components • Powerful Writing Tree • Toying with Writing • Appropriate rubric 	<p>Provide staff development in Powerful Writing Revisit Scott's scope & sequence of writing skills and expectations Collaboration Provide "Toying with Writing" staff development Monthly analysis of selected student writing samples using appropriate rubrics</p>

Area of Mathematical Concepts:

Improvement Goal 3	Improve all students' understanding of mathematical concepts	
Rationale and Supporting Data: In grades 3-5, 64.2% of our students passed the state math assessment. This is nearly a 10% decrease over last year's performance. On the math fact fluency grades 1-5, approximately 32% of our students scored at the proficient level. In grades K-2 on the math benchmarks, 63% scored at the proficient level. On the District Benchmark Assessments for grades 3-5, 55% of our students met standard.		
Improvement Strategies		
Use manipulatives, drawings, models, and concrete objects to promote conceptual understanding.		
Communicate mathematical ideas.		
Schoolwide Indicators of Improved Learning		
KMA Grades 3-5		
District Benchmark Math Assessment Grades 3-5		
Scantron Performance Math Assessment Grades 3-5		
Math LPM's Grades K-5 Fact Fluency (percent proficient)		
Math LPM's Grades K-2 Math Concepts (percent proficient)		
Implementation Activities With Students	Professional Development Activities With Staff	
Students learn and use multiple representations and strategies for <ul style="list-style-type: none"> • Math concepts • Math computation • Fact fluency • Problem solving 	Everyday Math CCSS Edition for all teachers Collaboration	
Students communicate their mathematical thinking by discussing, drawing, modeling, explaining and writing.	Everyday Math CCSS Edition for all teachers Collaboration	
Students participate daily in differentiated math groups.	Collaboration C&A Implementation	
Students communicate about and make real-life connections with math on the calendar, when playing games, during class projects, and data collection.	Collaboration C&A Implementation	

Area of Student Engagement And Achievement Across The Curriculum:

Improvement Goal 4	Improve student engagement and achievement across the curriculum using interdisciplinary strategies	
Rationale and Supporting Data: Students in grades 3-5 will improve by 10% the number of students meeting standard on both the KRA and the KMA. Students in grades K-2 will increase by 10% the number of students at benchmark on the composite score of the DIBELS. Students in grades K-2 will increase by 10% the number of students at benchmark on the math concepts. Students in grades K-5 will show a .2 increase on the overall score on the district writing assessment.		
Improvement Strategies		
100% engagement structures		
Non-linguistic representations		
Student goal setting and feedback/recognition		
Positive Behavior Intervention Supports		
Schoolwide Indicators of Improved Learning		
KRA (3-5)		
KMA (3-5)		
DIBELS (K-2)		
Math Concepts K-2		
District Writing Assessment (Kindergarten – 5)		
School Suspensions		
Implementation Activities With Students	Professional Development Activities With Staff	
Kagan Cooperative Learning <ul style="list-style-type: none"> • Team Builders at least twice a week • Class builders at least once a week • Daily Kagan structure in both reading and math 	New staff attend 5 day LETR training in July 2013 Coach staff on Kagan expectations Identify, with staff input, focus structures for each month All staff participate in cooperative learning coaching once per quarter Quarterly share success stories, ideas, lesson plans or videos during staff meetings or collaboration	
Non-linguistic representation (representing information in ways other than language) <ul style="list-style-type: none"> • Picture vocabulary • Graphic organizers 	Curriculum summer work in 2013 Collaboration/staff meetings Toying With Writing Coaching	

<ul style="list-style-type: none"> • Gestures • Concrete objects • Video clips • Manipulatives • Kinesthetic movements • Music • Model drawing • Etc. 	
<p>Setting individual goals and monitoring student progress.</p> <ul style="list-style-type: none"> • DIBELS • End of Selection from Lead21 • Fact Fluency/Number Recognition • Bi-Unit Writing Assessment 	<p>Collaboration discussions by grade level for which data to collect and how to best utilize the data folders</p>
<p>Positive Behavior Intervention Support (PBIS)</p> <p>Teach and Model</p> <ul style="list-style-type: none"> • Character traits • Common area expectations • Classroom expectations 	<p>All Staff</p> <ul style="list-style-type: none"> • Introduction • Social, Emotional, and Character Development • Common Areas <p>All Staff</p> <ul style="list-style-type: none"> • Classroom Management • Teach and Model Critical Behaviors <p>All Staff</p> <ul style="list-style-type: none"> • Family Involvement

Scott staff, families, and community partners involved in the process of transforming the school and its learning for students are taking great pride in the design and future implementation of this SIG proposal. The school's Building Leadership Team [BLT] is set to focus on assisting all students reach proficiency on state assessments in English Language Arts/ Reading, Writing and Mathematics. Also, through the ongoing refining and expansion of two-way immersion/ dual language program and implementation of TTSS, Scott is set to implement highly effective common practices across all grade levels, across the entire building where a culture of data inquiry thrives. As such, teachers, support personnel, and administrators will sit down regularly (daily through teacher inquiry/ coaching and weekly through collaborations) to examine student work and outcomes.

Step 1b: The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and effectively the required activities of the school intervention model it has selected.

Using the needs assessment results, select the Appropriate Intervention Model, elaborate on how the school utilized the School Innovation Configuration Matrix (ICM) Rubrics to choose a model. (Highlights are found below).

The BLT was provided the School Intervention Model Selection Rubrics to complete (Data findings found earlier in this application). Each team member reviewed each indicator and selected a rating of Scott's performance level. The team then reviewed and openly discussed each indicator and came to a consensus on the status of implementation at Scott.

Leadership and Empowerment: In the Leadership standard, the team determined that the district had replaced the principal who led the school prior to the model being implemented, rating this as already in transitioning. Relating to the notion that a clear role is identified for how each leadership team member will support the TTSS, the BLT indicated that this too was in a transitioning stage. The BLT also noted that district/ building/ site levels data is not reviewed regularly or shared with others, noting that further work is needed in this area. Finally, the leadership team indicated that no clear or consistent communication plan is in place to support TTSS implementation effectively. Again, this is an area of need improvement.. One of the strongest reasons for not selecting Turnaround Model as an option was the status of leadership change already completed in April 2013 with a new principal formally coming on board in July 2013.

Creating An Empowering Culture: In the area of technical assistance, the team indicated that the school was in a transitioning process regarding the building of an empowering culture and that a common understanding of the need and consensus around the implementation to create an empowering culture was warranted.

Assessment: In the area of assessment, the BLT indicated that Scott is also in a transitioning stage of development, as further understanding and application of assessments associated with universal screenings, diagnostic and functional behavioral assessments, referrals and progress monitoring expectations are needed.

Curriculum: The BLT noted that staff members rely heavily on the publishing company for documentation of evidence for all tiers of supports to students. Because the school is in the transitioning stage of development and implementation, further work associated with transforming the school in this area is warranted.

Instruction: Again, the BLT cited that all subcomponents (all instructional practices are evidence-based; instructional practices are implemented with fidelity; staff select instructional materials that are an appropriate match for the needs of all learners; schedule allows for protected instruction time; flexible grouping allows for appropriate instruction) are found to be also in the transitioning stage of development. This indicator has been a focus for the school and district but continues to be a priority for improvement. Increased learning time has been revised at Scott for FY 2014 and will continue to be a focal point of concerted change effort.

Data-based Decision Making: Again, the BLT found that the school is at the transitioning level of implementation, as further work is needed in the area of conducting data-based decision making at all Tier 1, Tier 2 and Tier 3 levels of instructional support for students.

Integration and Sustainability: The BLT noted that the policies and decisions—including curriculum, instruction, scheduling, staffing and family involvement primarily at the administrative level and are consistent with current evidence regarding effective practices—are at the non-implementation or implementation levels. Staff perceive that no change has occurred in the allocation of resources and that they have had little say regarding the allocation of supports or resources. Further work is needed in this area as well.

As indicated above, most ICM matrix rubric results indicate that the school is at the implementation and transition levels. Because of numerous staff and administrative changes for FY 2014, the best model fit for Scott is the Transformational Model.

Model that Supports School: Describe why the model will be an appropriate fit for the school.

The building administration, the BLT and the district central office personnel took into account the numerous interventions that Scott has implemented within the last couple of years, specifically starting with FY 2011 school term to begin dialog about the type of intervention model that would best benefit the students and staff. After conducting a number of needs assessments (KLN 2 times; ICM Matrix analysis, SIP development and implementation, TTSS needs assessment) and looking at the requirements of the intervention models, the team determined the Transformational Model meets best fits Scott for the following reasons:

1. Results Based Professional Development has already started:

- a. Lead 21 Training—in place and ongoing
- b. Everyday Math Training—in place and ongoing
- c. Kagan Structures/ Strategies for Engagement—in place and ongoing
- d. Teacher Collaboration Time/ Professional Learning Communities—in place and ongoing
- e. Role of Literacy Coaches and Math Coaches—in place and ongoing
- f. Reflective Coaching—initiating in FY 2014
- g. Sheltered Instruction Observation Protocol (SIOP)—initiating more formally in FY 2014
- h. TTSS Intervention/ Implementation—Tiers 1, 2 and 3, SIT training—in place and ongoing
- i. K through 2 Literacy Initiative—including such components as differentiated literacy workstations, Language Essentials for Teachers of Reading and Spelling [LETRS], increasing instructional learning rigor, using data to design and implement tiered instruction—in place and ongoing

- j. Guided Reading—in place and ongoing
- k. Sheltered Instruction (SIOP)—initiated through the existing ESL programming
- l. Late Start Collaboration Time for Teachers (one day a week school will begin late starting in FY 2014)

2. Data Analysis

- a. Formative Assessment—in place and ongoing
 - b. Benchmark Assessment—in place and ongoing
 - c. Scantron Performance Data—in place and ongoing
 - d. Scantron Achievement Data—in place and ongoing
 - e. KELPA Data—in place and ongoing
 - f. DIBELS Data—Kindergarten through Grade 2—in place and ongoing
 - g. Progress Monitoring—in place and ongoing
- 4. Selection of New Principal/ Administrative Leadership FY 2014—in place
 - 5. Identify and retain effective teachers—in place and ongoing
 - 6. KLN Implementation Coach – Technical Assistance—in place and ongoing

The transformation model will allow the district to continue to execute and enhance the strategic plan that was similarly implemented in August of 2010 with Highland Park High School; so district familiarity with the processes and procedures regarding the transforming of a school is already known. The strict guidelines that serve as parameters of the transformational model ensure that all school staff members are held accountable for students making AYP.

Using the Needs Assessment and the Selected School Intervention Model, Assess the District and School Capacity, elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools.

The BLT was provided the ICM to complete. Each team member reviewed each indicator and selected a rating of Scott’s performance level. The team then reviewed and openly discussed each indicator and came to a consensus on the status of implementation at Scott. This information was shared with the district leadership team. The ICM matrix information will now be incorporated into the new Priority School Plan to be completed in June 2013.

Strengths and Weaknesses: Discuss the strengths and weaknesses identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM) for Schools.

Strengths and weaknesses in the appraisal process is found in the Root Causes section of this proposal. In addition, ICM results are found with the ICM Matrix Rubric results found also earlier in this report. Also, as cited immediately above, analysis of levels of implementation are delineated.

Use of Improvement Funds: 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.

Superintendent Ford established the TPS priority schools to ensure that intensive intervention would occur at the sites even before KSDE released the list of persistently lowest performing schools in the State of Kansas. The TPS Board of Education is highly supportive of improving these schools and recognizes that all resources and support should be directed to them.

The newly secured Principal, Ms. Sarah Lucero, has started the transformation processes for the school by working with external providers and meeting with parent groups, teachers, and community partners. Scott is presently working with KLN, an implementation coach, Dr. Patricia Smiley and other internal district level staff (Director of Teaching/ Learning, the Title 1 Coordinator, the district's ESL Director, the district's Early Childhood Coordinator, the district's Director of Administration and others) to assist with transformational efforts.

Staff participated in a FY 2012 summer, fall and spring professional development (Data Wise inquiry methodology, Six Trait Writing, Lead 21 reading instruction, inclusive practices, dual-language programming, culturally responsive teaching and learning, Kagan Cooperative Structures, Diller's work station development and implementation and others), and received other types of support/ technical assistance from other consultants and partners.

Principal Lucero has already demonstrated that she is capable of organizing and implementing systematic changes at the school through the implementation of the priority schools strategies, as she presently serves as the Assistant Principal at Scott.

Each of the required elements in the Transformation Model has already or is being addressed through the priority schools intervention efforts (*described in section ii*) or will be addressed using SIG funding.

SIG-funded activities include:

District Transformational Coordinator: .5 FTE: Years 1 through 3: A liaison between Scott and the district will be secured to assure that SIG goals, objectives, activities, timelines, and evaluation outcome measures are effectively and efficiently met. The Coordinator will work directly with the administration at Scott and keep the school focused on the goals set forth in the plan while allowing the principal to continue to be an instructional leader in the school environment.

Family Involvement Liaison: 5 FTE: Years 1 through 3: Hiring a Family Involvement Liaison to promote parental involvement and become a central, integral part of building level decision-making is needed. The bilingual/ bi-literate Family Involvement Liaison acts as a go between parents and the school to enhance the student's educational process. His/ Her roles consist of serving as a direct link between school personnel and the family, attending "Porch Visits," arranging for or providing translator services, and serving on the PTO.

Bilingual/ bi-literate, Dual Language Coordinator/ Supervisor: 1.0 FTE: Years 1 through 3: The Coordinator will hold preferably an administration and/or teaching certification in a 10.5 month position. He/ She will conduct reflective walkthroughs with teachers, assist with recruitment of students from the district desiring to become bilingual/ bi-literate and serve as a representative on community and district committees regarding equity access, planning and addressing equity school and district issues.

Bilingual/ bi-literate Teachers: Years 1 through 3: Scott is implementing a two-way Spanish/ English instructional program for its students. The program started in August 2009 for preschool children. The dual language immersion program will expand over the next 3 to 5 years. As such, additional highly qualified staff will be needed to implement this program to its fullest. Two classroom teachers—one teaching in English and one teaching in Spanish will be needed for each grade, with a goal of 50% native English speakers and 50% native Spanish speakers found in each dual language classroom. Two grade level classrooms added each year

vertically and horizontally through Grade 5. The following positions are requested for each of the years of operation: Year 1: 1 Pre-K teacher; Year 2: 1 Continuing Pre school K teacher and add 1 new Preschool teacher; Year 3: Sustaining the position of 2 Pre-K teachers.

Math Interventionist: 1.0 FTE: An additional math interventionist will allow Scott to have smaller, more intensive, intervention class sizes. By adding this position, a total of 2.8 FTE math interventionists will be secured for the school for the next three years, addressing the significant gap in expected math performance outcomes. This position will assist with the implementation of smaller group instruction, thus allowing more direct teaching instruction, allowing students to respond more frequently and assist with effective, ongoing progress monitoring to address content not mastered by students in Tier 2 and Tier 3 levels of intervention support.

Social Worker: .5 FTE for Years 1 through 3: Scott will be implementing in Year 1 a new PBIS program as a part of the TTSS model being utilized by the district. PBIS is designed to establish a student and staff behavioral accountability system, specifically addressing Core Instruction student social learning expectations and unfolding Tier 2 and Tier 3 levels of social, emotional and behavioral intervention supports for all students. He/ She will assist with the daily implementation of PBIS and work with surrounding community and social agencies to provide support to families, as needed.

Behavioral Interventionist: 1.0 FTE: 190 day contract: The Behavioral Interventionist will assist in the design, delivery and daily operation of the school's PBIS/ TTSS program. Specifically, the Interventionist will design and implement the data system of behavioral referrals, provide individual and small group support for students in Tiers 2 and 3, conduct in-class observations and gather pertinent information from parents, students and staff regarding perceived needs and evaluate the effectiveness of the interventions employed. He/ She will work closely with the administration and the PBIS Coach to determine schedule and further expectations.

Summer School: 2 Summer School Teachers; 10 Besitos Students: Years 1 through 3: Students who performed in Levels I and II on the Kansas Assessments will be provided additional instruction on indicators not mastered by them during summer programming. Ten Kansas State University students (Junior/ Seniors/ those who have passed the PSDT in education or needing practicum experience) will be secured to provide instruction on a half-day basis to Scott students. KSU "Besitos" students (bilingual/ bi-literate) will implement indicator based curriculum and instruction designed by Scott teachers and specifically focusing on language acquisition, reading skill proficiency development and math skill proficiency performance.

Dual Language Teacher Incentive/Duty Recognition: All dual language teachers, coaches and administration will be trained annually to keep current on best practices, research-based instructional techniques to meet the academic needs of all students through the implementation of the SIG plan, TTSS model and Priority School efforts. Such areas of training will include a focus on equity issues, LETRS (literacy) and BUBBA (Math) training that might include Saturday trainings throughout the regular school term. Specifically the additional days of professional development and the continual added responsibilities often found in dual language programming (for example, assessments in two language, coordination of instruction/ curriculum in two language, and parent conferences and reports in two languages. Furthermore, retention is a big issue as the turnover rate is high: The request for dual language teacher incentives is made as follows: Year 1: 14 teachers; Year 2: 20 teachers, and Year 3: 25 teachers.

Intensive Professional Development: All Scott teachers, coaches and administration will be trained annually to keep current on best practices, research-based instructional techniques to

meet the academic needs of all students through the implementation of the SIG plan, TTSS model and Priority School efforts. Such areas of training will include a focus on equity issues, LETRS (literacy) and BUBBA (Math), equity training that might include Saturday trainings throughout the regular school term. Specifically the additional days of professional development are as follows: Year 1: 5 half-day trainings for 70 staff; Year 2: 5 half-day trainings for 70 staff; and, Year 3: 4 half-day trainings for 70 staff.

Retention Staff Incentive: To better address teacher absence rates and yearly retention of staff, an incentive program will be established that recognizes staff who diligently strive to meet his/her individual teacher professional plan each year, who demonstrates growth in student achievement and rapport outcomes and who assists in building a culture of success schoolwide. As such, a reward incentive process will be established that is tied to teacher retention, and one that is also tied to the AMO’s at the individual and school level. Staff will design and implement an incentive rubric to ensure accountability for outcomes. Recognition processes and rewards to attend a national conference or the acquisition of latest technology (iPad) or provide a bonus to classroom or library materials will serve as reward examples to be received by individual staff members.

Home/ Porch Visits: Incentive Daily Rate for Scott Staff: Professional development for staff preparing themselves for effective family engagement and understanding expectations associated with Porch Visits will occur. The “Porch Visit” program is designed to raise academic achievement of all Scott students. The program is designed to establish meaningful communication and rapport/ relationships between school personnel, parents and families. The expected outcomes are to improve student academic achievement and test scores, decrease discipline referrals, increase attendance at school for students and at conferences for at the parents, and create community resource awareness. Additional pay will be provided to 70 staff members to conduct and complete porch visits in the fall with all families of all Scott students.

School Interpreter / Translator—Spanish: 1.0 FTE: 200 day contract: Certified/ Classified Qualifications: This individual will be bilingual/ bi-literate proficient. The number of English learners and families where the primary home language is that other than English will continue to grow, so a value added component to the school will be the accessing of highly qualified school interpreter/ translator. This individual will effectively dialog with parents and students, assist with classroom instruction, provide translation—either through oral language or written expression—as needed. This individual will possibly work a “non-traditional” workday to better align with the needs of the parents/ families and the school.

2. The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

Interventions Consistent with Final Requirements: Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant. (*Using the appropriate table for model selected – complete only one chart.*)

Turnaround Model Requirements: Refer to Appendix B, p. 33-36.

(Fill out this box ONLY if you are choosing the Turnaround Model.)

Write a brief narrative explaining how this school will address each of the Required Activities listed below. (Required Activities)

A. Replace the principal and grant the principal sufficient operational	
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<p>flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</p>	
<p>B. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,</p> <ol style="list-style-type: none"> 1) Screen all existing staff and rehire no more than 50 percent; and 2) Select new staff; 	
<p>C. 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 the turnaround school;</p>	
<p>D. Provide staff ongoing, high-quality, job-embedded professional development 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;</p>	
<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p>	
<p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one</p>	

grade to the next as well as aligned with State academic standards;	
G. Promote the continuous use of student data (such as from formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;	
H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and	
I. Provide appropriate social-emotional and community-oriented services and supports for students.	

**Restart Model Requirements: Refer to Appendix B, p. 37-39.
(Fill out this box ONLY if you are choosing the Restart Model.)**

<i>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed below. (Required Activities)</i>	
A. The LEA creates a “rigorous review process” and examines prospective restart operator’s reform plans and strategies. The prospective operator demonstrates that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.	
B. The LEA allows former students, within the grades it serves, to attend the schools.	
C. The LEA requires all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, and other commitments related to academic performance.	
D. The LEA provides the operator with considerable flexibility, not only with respect to the school improvement activities it will undertake, but also	

with respect to the type of program it will offer.	
E. The LEA includes accountability agreements for meeting final requirements with the operator and can terminate the contract if performance measures are not met.	
F. The LEA reviews and meets fee and service requirements as defined by guidance in grant.	

**Closure Model Requirements: Refer to Appendix B, p. 39-40.
(Fill out this box ONLY if you are choosing the Closure Model.)**

<i>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed below. (Required Activities)</i>	
A. Families and Communities are engaged by the LEA in the process of selecting the appropriate school improvement model. The data and reasons to support the decisions to close the school are shared with families and the school community and they have a voice in exploring quality options.	
B. The families and communities are allowed to help plan for a smooth transition for students and their families at the receiving schools.	
C. The LEA determines whether higher-achieving schools are within reasonable proximity to the closed school and whether any students are unduly inconvenienced by having to travel to the new location.	
D. Leadership will devise a school closure plan to address all Kansas Learning Network Correlates (Leadership, Culture and Human Capital, Curriculum and Assessment, and	

<p>Professional Development). The plan would include:</p> <ul style="list-style-type: none">✓ Personnel placement✓ Policy✓ Board decisions✓ Student Assignment✓ Transfer of Records✓ Transportation✓ Resource Reassignment✓ Transfer of equipment✓ Building numbers✓ Facility issues✓ Community PR✓ Parent Communication✓ Special Education Issues✓ Title I Issues✓ Records✓ Fiscal Services✓ Accreditation Issues✓ Safety and Security Considerations.✓ Communication with state	
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Transformation Model Requirements: Refer to Appendix B, p. 40-45.

(Fill out this box ONLY if you are choosing the Transformation Model.)

<p><i>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed under the numbered strategies.</i></p>	
<p>(1) Developing and increasing teacher and school leader effectiveness. (Required Activities)</p>	
<p>A. Replace the principal who led the school prior to commencement of the transformation model; (Note: USDE will accept 2 years of previous experience if the transformation has begun.)</p>	<p>The first step in transforming Scott was to replace the principal with a proven leader dedicated to change. New principal, Ms. Sarah Lucero, was selected in spring 2013 and will assume full administrative leadership in July 2013. She has led efforts in the design and implementation of “cutting-edge student intervention programs” which has led to significant gains in narrowing the achievement gaps in other schools. Prior to the start of the FY 2013 school year, Ms. Lucero has met with teachers, parents, and the community that support Scott to determine the current status of the school site and will focus on the strengths and needs through the various perspectives of key stakeholders at the building and at the district level.</p>
<p>B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <ul style="list-style-type: none"> 3) 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 4) Are designed and developed with teacher and principal involvement; 	<p>Topeka’s district administrative team, including the Superintendent, Dr. Julie Ford, have had many discussions and planning sessions with KSDE, KLN and the BOE to develop a new state/ district adopted evaluation tool for both teachers and administration. It is USD 501’s intent to work with KSDE in the development and implementation of the evaluation measures upon final review and ratification with the local teachers union, the support of the principal and the Topeka Board of Education. Presently, the district is unfolding Danielson’s research-based evaluation process regarding teacher effectiveness. Disaggregation of teacher performance data and teacher performance indicators will be completed in June 2013.</p> <p>Our implementation coach from KLN, Dr. Patricia Smiley, has given reports to the Superintendent and district administration team on the successful implementation of a literacy coach efforts and the school administration when supervising teachers on a consistent basis. She has also indicated</p>

<p>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;</p>	<p>the support for the district administration team has been instrumental the changes that have already taken place at Scott.</p> <p>All dual language teachers, coaches and administration will be trained annually to keep current on best practices, research-based instructional techniques to meet the academic needs of all students through the implementation of the SIG plan, TTSS model and Priority School efforts. Such areas of training will include a focus on equity issues, LETRS (literacy) and BUBBA (Math) Training that might include Saturday trainings throughout the regular school term.</p> <p>Additional days of professional development and the continual added responsibilities often found in dual language programming (for example, assessments in two languages, coordination of instruction/ curriculum in two language, and parent conferences and reports in two languages. Furthermore, retention is a big issue as the turnover rate is high: The request for dual language teacher incentives is made as follows: Year 1: 14 teachers; Year 2: 20 teachers, and Year 3: 25 teachers.</p> <p>To better address teacher absence rates and yearly retention of staff, an incentive program will be established that recognizes staff who diligently strive to meet his/her individual teacher professional plan each year, who demonstrates growth in student achievement and rapport outcomes and who assists in building a culture of success schoolwide. As such, a reward incentive process will be established that is tied to teacher retention, and one that is also tied to the AMO's at the individual and school level. Staff will design and implement an incentive rubric to ensure accountability for outcomes. Recognition processes and rewards to attend a national conference or the acquisition of latest technology (iPad) or provide a bonus to classroom or library materials will serve as reward examples to be received by individual staff members.</p>
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<p>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</p>	<p>Specific information pertaining to high-quality professional development is found in the narrative section of this application. Highlights of this PD are found below:</p> <p>PLCs and collaboration time will occur every week with every instructional teacher, content and grade level groups of teachers and support staff. During these weekly 1.5 hour sessions, a variety of professional development content will occur; that is, and not limited to: how to implement targeted lessons effectively, the use of progress monitoring, formative, interim and summative assessment to drive the design and delivery of instruction, parent engagement, a review of both individual student and classroom achievement and academic performance, a review of student PBIS results, the impact interventions are having on students, content and instructional strategy implementation grounded in research, collaborative planning, differentiating instruction, dual language programming components.</p> <p>PD will be aligned with district performance indicators, academic standards and address the School Improvement goals over the next three years.</p> <p>Coaches—literacy coach, math coach and the Behavioral Interventionist will collaborate to provide active professional development during PLC times and during district/ building sponsored staff development days on topics pertinent to the student and staff needs of the school.</p> <p>All PD will be aligned with academic standards, school curricula, and school improvement goals that will involve the active engagement of educators working collaboratively and often facilitated by school instructional coaches or teacher mentors.</p>
<p>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</p>	<p>As cited above, teacher retention initiatives will be implemented, rewarding teachers for accomplishments associated with individual and school-based AMAO accomplishments, teachers who remain in the school each year, thus reducing teacher loss to the school.</p>

<p>the needs of the students in a transformation school.</p>	<p>Furthermore, dual language teachers will receive additional compensation for responsibilities to associated with extra types of duties associated with the daily responsibilities of their job—again providing opportunities for recruitment of new staff, promotion, and career growth.</p>
<p>(2) Comprehensive instructional reform strategies. (Required Activities)</p>	
<p>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</p>	<p>A variety of data will be used to identify and implement instructional programs and TTSS intervention services to students. The types of data for ongoing review and analysis are: 1) updating yearly needs assessment information and data, updating and using the school leading indicator report, thorough analysis of student and classroom data on the Kansas Assessment process, reviewing PBIS data on student referrals, analyzing the data from TTSS levels of support for students, bi-weekly review of progress monitoring of students during core instruction—keeping in mind that alignment and thinking pertaining to the analysis of data must be aligned with the State academic standards. Strategies for this review will occur during individual coaching times, during collaboration meetings/ PLC times for each teacher and groups of teachers, during P/T conferences, during reflective coaching sessions, walkthrough data reports and findings associated with teacher evaluation processes.</p>
<p>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.</p>	<p>See comments above.</p>
<p>(3) Increasing learning time and creating community-oriented schools. (Required Activities)</p>	
<p>A. Establish schedules and strategies that provide increased learning time (as defined in this notice); and</p>	<p>Scott will establish a 20-30 minute intervention block of TTSS intervention times each day for all students needing Tier 2 and Tier 3 intervention supports in the areas of reading, mathematics and behavior. Small group instruction, based up data collected during core instruction, through progress monitoring data, through the review and analysis of Scantron Performance and Achievement data, and the use of Unit reviews will serve as the basis for determining the level, type and content of support needed by students. Teachers/ Interventionists will receive professional</p>

	<p>development by the Coaches to lead this process and to ensure that high levels of expectations and accountability measures are in place as intervention supports are provided. An intervention log will be maintained at all times regarding the performance of students to ascertain areas of growth and skills/ indicators that need further reinforcing. Formal reviews of the accomplishments or the status of student intervention performance will occur on a 6-week basis.</p> <p>In addition, all Scott students will be able to access the “Before school – YWCA” program, where specifically designed activities that foster relationships, dialog and address social and emotional well-being/ rapport building will occur. This program will be offered for 45 minutes prior to the beginning of each school day.</p> <p>An After school program with 50% academic / 50% enrichment activities will be designed and implemented throughout the school year. Enrichment activities include such activities as cooking, gardening, soccer, and dance.</p> <p>An After school Communities in Schools Latin Dance Group will occur each afternoon for those students desiring to be involved in this type of activity.</p> <p>A Before school program that offers tutoring to students will be established four days a week. This Community In Schools program will be manned by school personal and students will be referred by core classroom teachers for the support or students themselves may access programming on their own accord.</p>
<p>B. Provide ongoing mechanisms for family and community engagement.</p>	<p>Extra time or opportunities for teachers and other school staff to create and build relationships with students is evident. Staff have talked about the development and implementation of “Porch Visits”—where staff go to parents homes to interact, dialog about the needs of their child, the needs of the community, and see meaningful input about how to collaborate for the success of all students. This will be initiated in August 2014 and continue throughout the life of the SIG grant and after.</p>

	<p>The school will develop, encourage and implement the “Room Parents” program for all classrooms.</p> <p>The Family Engagement Liaison will serve on a number of Topeka community agencies boards to create effective connections between the school and those agencies that can provide meaningful support for the student and the local community.</p> <p>Members of the TTSS—PBIS school leadership committee will explore during Year 1 the adoption and implementation of a research-based Family Literacy Model. Such considerations will be the use of the Boy’s Town Model, Love and Logic, or Madeline’s Steels Model for Family Engagement. Adoption of a PBIS model will be obtained in year with full implementation to occur in Years 2 and 3.</p>
<p>(4) Providing operational flexibility and sustained support. (Required Activities)</p>	
<p>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</p>	<p>The District will work with Scott in finalizing the additional days for staff (for whom, what purpose, expected outcomes), flexibility in calendar development (additional days will be added each year for professional development) and implementation and ensure the involvement of the principal in the selection of all highly qualified classified and certified personnel over the next three years. This component is already in place as the principal selects new staff for the FY 2014 school term.</p>
<p>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).</p>	<p>The school’s literacy and math coaches will provide ongoing technical support for staff as they implement effective reading and math instruction.</p> <p>A new Behavioral Coach will be added to lead efforts with the implementation of the PBIS model beginning in FY 2014.</p> <p>Dr. Debra Omns, an expert with the University of Florida, will be secured to assist with instruction and curriculum planning including achievement assessment understanding in both languages. She will be contracted each year for a minimum of 8 days.</p>

	<p>In addition, Dr. Patricia Smiley will continue to provide intensive feedback and onsite visitation to the school each year for three years. She is presently serving in the school as a KLN consultant. Holding a doctorate degree in the area of English As A Second Language, with further emphasis in school leadership and curriculum and development, she is well suited to continue her work in the school as Scott continues to unfold and expanding program for dual language learners. She has previously served as an elementary and intermediate school principal in Kansas for over 30 years.</p>
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External Providers: Describe the actions the school will take to recruit, screen and select external providers, if applicable to ensure their quality. The district and school will utilize consultants from the KLN as well as the implementation coach to provide support to continue the current efforts as well as expanding into new initiatives.

In addition, since the student makeup of the school will change over the next couple of years due to Scott being a dual language school, two consultants will be secured each year during the operation of the SIG grant. Dr. Deborah Omns, an expert with the University of Florida will be secured to assist with instruction and curriculum planning including achievement assessment understanding in both languages. She will be contracted each year for a minimum of 8 days. She has previous experience in the design and implementation of TWI programs, has demonstrated outstanding outcomes with the school she leads in Kissimmee, Florida and has provided numerous training and professional development to elementary school staff regarding the educational needs of English language learners.

In addition, Dr. Patricia Smiley will continue to provide intensive feedback and onsite visitation to the school each year for three years. She is presently serving in the school as a KLN consultant. Holding a doctorate degree in the area of English As A Second Language, with further emphasis in school leadership and curriculum and development, she is well suited to continue her work in the school as Scott continues to unfold and expanding program for dual language learners. She has previously served as an elementary and intermediate school principal in Kansas for over 30 years.

Resources Aligned to Interventions: Describe how the school will align other resources with the interventions.

As a TPS Priority School, Scott has outlined specific activities the school is/ and/ or will be doing to close the achievement gap and improve student performance. Many of these activities are part of what is required in the Transformational Model. Most of the practices described under the essential elements have been funded with site and district Title 1 and Title 1 ARRA funding, federal Special Education, and State LEP/ ESL funds. Title 1 funds provided support for the literacy and math coaches and interventionist’s positions and for providing materials and non-consumable items, including technology for intervention times and extending the school day for students not meeting state standards.

Scott receives Title 1, LEP/ ESL, and 4-year old at risk categorical funds, as well as general funds from TPS.

SIG funds will be essential in helping Scott invest in its high quality support staff and programs created over the last year to keep the momentum of deep learning moving forward. The SIG funds are solely intended to address student educational needs above and beyond the existing level of fiscal, human and material supports presently found at the school.

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

Scott has developed a daily 20-30 Intervention Block (I-Block) to ensure that all students are receiving instruction at their zone of proximal development. The staff has also implemented collaboration time (PLC) each week to analyze data, receive professional development and create lessons to enhance student achievement. Scott, with the assistance of the district, will be refining its comprehensive evaluation system to assure student achievement is achieved.

Scott staff will be responsible for the daily implementation of the transformational plan, however, the district leadership team will, as part of the planning process, discuss how the plan will be implemented and monitored. Presently, the district is under further district leadership reorganization with final provisions for these changes to occur no later than July 1, 2013. However, through the securing of a Transformational Coach on a part-time basis through SIG funds, ongoing technical support will be provided on a daily basis.

Data Driven Instructional Notebooks will be implemented throughout the year so teachers can keep track of their 25-30 minute daily intervention block and/or reading/math student data and adapt their teaching based on reflections from the data. The data will be housed on Excel tables generated by the Literacy, Math and Behavioral Coaches. This will allow school members to create instant tables as teachers input the data and monitor data overtime. Teachers will print the data every 4 weeks after their Common Assessments for documentation.

Quarterly Success Meetings (QSMs) will be conducted after each 4-6 weeks using Common Assessments. QSMs consist of individual teacher and reading/ math and behavioral coaches/ interventionists meeting to discuss data table findings. Teachers will interpret individual student data, data patterns and will create goals based on the need of the class during core instruction and the types of supports needed for students in Tier 2 and Tier 3 interventions. Each teacher will answer questions based on the data and interventions they plan to put in place and the modalities they plan to implement to meet the need of their students. The Quarterly Success Meetings, Data Driven Instructional Notebook and the Student Data tables (student planner) will keep teachers focused on the data and will provide support in keeping students accountable for their learning.

Collaborative Meetings will be held a minimum of two times per week during content team or grade level team plan time for 45 minutes. Teachers will use a district-generated Data Insights system to collaborate about the data. It also contains the actual formative assessments which allow teachers to see the indicator number, indicator descriptor, and what those particular questions look like. The Data Insights helps teachers better understand the indicators, guides teachers in asking for supports from their colleagues and instructional coach.

Through the use of the Lead 21 standardized reading program, paired with training in LETRS, along with the use of Everyday Mathematics and the PBIS behavioral model of support for students, administrators and coaches will complete walkthroughs in the building each day

monitoring for effective instruction and student outcomes. Teachers will implement lesson plans in which the design and use with students of: 1) Activating prior knowledge; 2) Effectively using Lesson Targets at the beginning, middle and end of each lesson, along with addressing the essential questions that are aligned with the lesson targets; 3) Teacher input; 4) Student active participation/ engagement; and 5) Individual student success.

Professional Development building in-services will continue to take place to support teachers with the implementation of Lead 21, Everyday Math, Six Trait Writing and PBIS. Again, through this process, the administration and coaches will provide support, guidance and accountability through daily walk throughs.

A new Teacher Evaluation tool will be implemented during the FY 2014 school term for all of Topeka's teachers and administrators, including the Superintendent. These performance evaluation tools are being designed, in collaboration with the KSDE, during the FY 2013 school term and finalization and expected approval of the evaluation system will be garnered by the Board of Education in summer 2013.

Sustainability: Explain how the school will sustain the reforms after the funding period ends.

Teaching and learning that fosters the full fidelity implementation of the district's reading (Lead 21), Math (Everyday Math) and behavioral intervention supports require a three-year commitment for professional development that will be funded by the grant. Professional development to support these efforts will be secured through the SIG funding programs. However, sustained professional development will be provided the coaches and through the district-level support of other school leaders. The school will be provided the materials and other necessary non-consumable items through the grant; thus allowing them to continue the process after the grant has been completed..

TPS will continue to support and fund State Performance Plan targets once the funding period ends. Currently IDEA funds, as well as TIP grant funds for Special Education teachers, are utilized to purchase support materials that are used within Special Education classrooms.

Special Education teachers, paid with IDEA funds, and the newly acquired Dual Language Teachers (who will be paid after three years from weighted ELA state funding) will be supported through their involvement in professional development within the areas of Special Education, ESOL and TTSS.

Our teachers are involved in State initiatives that include: 1) A behavior support team through Project STAY; 2) An autism team has worked diligently to provide the best services with the collaboration from local pediatricians and through the Kansas Instructional Support Network, (KISN) University of Kansas Medical Center; 3) A Traumatic Brain Injury Team that is currently working with Dr. Janet Tyler from (KISN) within our district on specific student needs; 4) A school-based MANDT crisis prevention team, as this training is aligned with Year 1's implementation of TTSS/ PBIS in Year 1; 5) Targeted Improvement Plan (TIP) grant funds allowing TPS to choose the targeted areas of focus around indicator three of the State Performance Plan (SPP); 6) Collaboration times already occur within the general education classroom and through PLC's, thereby, strategies and interventions are shared within the building creating knowledge for all involved and success for both identified and non-identified students.

Another way the school will sustain the reforms after the funding period ends is by continuing a Family Liaison Coordinator position using general funds after the life of the

project. Having this position will become crucial to establish family engagement within our community—especially as the school unfolds its dual language programming for all students. Many times contacts and notes are translated by whoever is available within the office. What is needed is that liaison that will be able to establish a relationship with our parents; many who do not speak English as their first language. Many who are hesitant to contact the school will have an established relationship with someone who will be able to assist in answering any questions they may have about their school, their IEP or other specialized assistance to help bridge the gap between parents, the community and the school.

Furthermore, TPS will continue to support the reforms after the completion of the funding period in the following ways:

General Fund: Services and expenses necessary to support the school wide program

- Staff Salaries
- General Operating Expenses
- Professional Development

Special Education Fund: Services provided by highly qualified staff responsible for the inclusion and instruction of students identified with special needs

- Staff Salaries
- Professional Development

Title I A Economically Disadvantaged: Services and expenses necessary to support the school wide program

- Instructional Salaries—interventionists providing in-class services for students identified in need of additional academic support
- Support Staff Salaries—paraprofessional staff to support student learning and increase parent involvement
- Instructional support services, supplies, and materials
- Professional Development

Title I C Migrant: Services and expenses necessary to support the school wide program

- Instructional/support salaries—staff dedicated to addressing the educational needs of migrant children and families
- Instructional supplies and materials
- Professional Development

Title II A Highly-Qualified Teachers: Funds to provide the avenues for all teachers to become highly qualified and promote teacher retention activities

- Professional Development—improving instructional practices, improving quality of principals and district administration, improving student achievement
- Retention – Mentor program and support for staff in their non tenure years

Title II D Technology: Services and expenses necessary to support the school wide program

- Integration of Technology—developing enhancing, and/or implementing technology resources available for teachers and students
- Development of Systems—obtaining and/or updating existing applications of technology to aid in teaching, learning, and the collection, management and analysis of data
- Professional Development

Title III Limited English Proficient: Services and expenses necessary to support the school wide program

- Instructional/support staff salaries—staff providing English language instruction to limited English proficient students in order to meet state standards
- Instructional supplies and materials
- Professional Development

State At-Risk: Services and expenses necessary to support the school wide program

- Instructional/support salaries—staff focusing on serving the needs of students meeting

- any one of the at-risk criteria as defined by the Kansas Department of Education
- Instructional supplies and materials

- State ESOL (Bilingual):** Services and expenses necessary to support the school wide program
- Instructional/support salaries—staff dedicated to ensure that limited English proficient students receive a high-quality education and reach proficiency on state academic standards and assessments
 - Instructional supplies and materials
 - Professional Development

3. The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Priority school identified in the LEA’s application.

Implementation Steps	SEA Timeline	LEA Timeline and Explanation
<p><u>Exploration and Adoption</u></p> <ol style="list-style-type: none"> Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools <ul style="list-style-type: none"> Achievement Data <ul style="list-style-type: none"> ○ School Leading Indicator Report ○ School AYP Data ○ School Report Card Data Perception Data Contextual (school processes/ programs) Demographic Data Selection of Model <ul style="list-style-type: none"> School Improvement Model Selection Rubrics Capacity of District <ul style="list-style-type: none"> Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts Systemic Coherence and Capacity Addendum to the District Effectiveness 	<p>SEA grant application is submitted in January 2013.</p> <p>LEAs receive notification of identified Tier I, Tier II and Tier III schools in August 2012.</p> <p>SEA grant application and LEA grant application is approved in March 2013.</p> <p>LEA grant application is distributed in March 2013.</p> <p>KSDE offers technical assistance to LEAs on grant competition in March and April 2013.</p> <p>LEA grants due May 1, 2013.</p> <p>LEA grants evaluated and site visits May 2013.</p> <p>LEA grants awarded at KSDE meeting June 2013.</p>	<p>Data from KLN Root Cause Analysis 2011</p> <p>Data from KLN Root Cause Analysis January 2013</p> <p>Data from ICM Matrix April 2013—including findings from the School Leading Indicator Report, the School AYP Data Report, School Report Card of FY 2011, the Capacity Appraisal Data from the ICM, Spring 2013</p>

<p style="text-align: center;">Appraisal</p> <ul style="list-style-type: none"> • Sustainability Plan <ol style="list-style-type: none"> 7. Budget Negotiation 8. Approval of LEA Application by KSDE 		
<p><u>*Program Installation and Initial Implementation – PRE-IMPLEMENTATION</u></p> <ol style="list-style-type: none"> 1. Family and Community Engagement Meetings 2. Rigorous Review of External Providers 3. Staffing 4. Instructional Programs (remediation and enrichment programs begin) 5. Professional Development 6. Aligning Accountability Measures for Reporting <p>(*See Pre-Implementation information in SIG Guidance on School Improvement Grants, November 1, 2010, p. 75-80.)</p>	<p>Funds available to LEAs in June 12, 2013.</p> <p>Pre-Implementation activities begin at school site in June 12, 2013.</p>	<p>Family Engagement planning and program implementation August 2013</p> <p>Final selection of external evaluators July 2013 by Building Leadership Team, School and District Administrators</p> <p>Professional Development calendar and content of all PD for FY 14 completed and ready for implementation August 1, 2013 for Year 1.</p> <p>Finalizing goal and activities expectations and timelines for status review completed August 2013 for Year 1.</p>
<p><u>Full Operation</u></p> <ol style="list-style-type: none"> 1. Beginning of School Year – Back to school kick-off 2. Continuation of School Staff Training 3. IC’s Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan 4. Bi-Monthly and technical assistance monitoring by KSDE Staff 5. Student Orientation Sessions on School Changes 6. Family and Community Orientation Sessions on School Changes Continue 	<p>August 2013</p>	<p>Back to School/ Porch Visits initiated—August 2013.</p> <p>Ongoing Professional Development following established PD calendar, PLC meetings and Collaboration Times—initiated August 2013.</p> <p>Biweekly meeting of SIP review by the BLT—initiated and ongoing September 1, 2013.</p> <p>Student Orientation initiated July 2013 and ending August 2013.</p> <p>Bi-weekly review of SIG implementation with Implementation Coach, School Administrators and the BLT, initiated and ongoing throughout FY 2013 school term August 2013.</p> <p>Monthly Family and</p>

		Community Sessions calendar established with tentative content initiated August 2013 and ongoing throughout entire school term. Agenda's and minutes taken and disseminated to appropriate stakeholders.
<p><u>Innovation</u></p> <ol style="list-style-type: none"> 1. Analysis of Year One Data 2. Revisions to School Improvement Plan 3. Continuation of School Staff Training 	June 2014	<p>Formal review of status of Year 1 implementation with District representatives, KSDE representatives, KLN representatives November, 2013, February 2014, April 2014 and June 2014.</p> <p>PD calendar implemented as expected with formal analysis of changes as a result of Professional Development.</p> <p>Review of student results—core instruction, interventions and changes in student performance analyzed formally by Building Leadership Team, Teachers and Support staff. Completed formally every 2 months.</p>
<p><u>Sustainability</u></p> <ol style="list-style-type: none"> 1. Evaluation 2. Resource Alignment 3. Abandonment and Redesign 	August 2014	<p>Comprehensive annual analysis of program effectiveness evaluation, resource alignment and programmatic redesign completed b-yearly, beginning January 2014.</p>

4. The LEA must describe the annual goals for student achievement on the State's assessment in both reading/language arts and mathematics that it has established in order to monitor its Priority schools. Additional goals may be provided based on the root cause analysis findings.

Completion of the Priority School Plan and the finalization of goals will be completed in for Year 1 in June 2013. Nevertheless, the following goals will serve as the initial goals for the school under the SIG effort; they are:

1) Improve all students' reading comprehension. Rationale: Students in grades 3-5 overall achieved a 54.3% on the Kansas State Reading Assessment, a decrease of 14.2% over last year. 64.3% of students in grades K-2 performed at benchmark on DIBELS composite score;

2) Improve all students written communication. Rationale and Supporting Data: The results of the district wide writing assessments for grades K-5 showed that the Scott students fell into the following areas of proficiency: Organization 2.3, Ideas & Content 2.5, Sentence Fluency 2.3, Word Choice 2.4, Conventions 2.3, and Voice 2.4, as measured by a rubric scoring from 1 to 4 (4 being highest). These scores were slightly lower when compared to those of other elementary schools throughout the district. 61% of Scott students in grades K-5 scored 2.5 or better on the assessment;

3) Improve all students' understanding of mathematical concepts. Rationale and Supporting Data: In grades 3-5, 64.2% of our students passed the state math assessment. This is nearly a 10% decrease over last year's performance. On the math fact fluency grades 1-5, approximately 32% of our students scored at the proficient level. In grades K-2 on the math benchmarks, 63% scored at the proficient level. Fifty-five percent of the students met the standard on the District Benchmark Assessments for grades 3-5;

4) Improve student engagement and achievement across the curriculum. Rationale and Supporting Data: Students in grades 3-5 will improve by 10% the number of students meeting standard on both the KRA and the KMA. Students in grades K-2 will increase by 10% the number of students at benchmark on the composite score of the DIBELS. Students in grades K-2 will increase by 10% the number of students at benchmark on the math concepts. Students in grades K-5 will show a .2 increase on the overall score on the district writing assessment.

5. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority schools.

As delineated earlier, the district will continue its contacts and consult with a variety of stakeholders. These stakeholders include district and building-specific administrators, teachers, students, families, local community agencies, KLN and contracted consultants—thus ensuring that an effective communication plan and a common direction for school improvement is forged through joint, collaborative relationships.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve. Refer to Appendix F, p. 80 & Appendix G, p. 81-82.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Priority school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.
- The LEA must include a budget and budget narrative to support each line item.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA;s three-year budget plan.

An LEA's budget for each year may not exceed \$2,000,000 per school per year it commits to serve or no more than \$6,000,000 over three years.

KANSAS STATE DEPARTMENT OF EDUCATION

**Title I School Improvement Grant
ESEA 1003(g)**

PROJECTED BUILDING BUDGET FOR JUNE 12, 2013 TO JUNE 30, 2014

Year 1

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	331,220
200 Employee Benefits	60,360
300 Purchased Professional and Technical Services	119,800
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	98,419
700 Property	282,860
2000 Support Services	
2100 Support Services—Students	58,350
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	47,550
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$998,559

The TOTAL includes 5% indirect costs.

KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED BUILDING BUDGET FOR JULY 1, 2014 TO JUNE 30, 2015
Year 2

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	376,170
200 Employee Benefits	72,735
300 Purchased Professional and Technical Services	115,800
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	64,200
700 Property	5,900
2000 Support Services	
2100 Support Services—Students	59,796
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	34,630
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$729,231

The TOTAL includes 5% indirect costs.

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED BUILDING BUDGET FOR JULY 1, 2015 TO JUNE 30, 2016
Year 3**

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	389,930
200 Employee Benefits	75,928
300 Purchased Professional and Technical Services	77,800
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	62,200
700 Property	5,000
2000 Support Services	
2100 Support Services—Students	61,278
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	33,507
2400 Support Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$704,643

The TOTAL includes 5% indirect costs.

Scott Budget Narrative

100 Personnel Services – Salaries

District Transformational Coordinator: .5 FTE \$35,000: Years 1 through 3: A liaison between Scott and the district will be secured to assure that SIG goals, objectives, activities, timelines, and evaluation outcome measures are effectively and efficiently met. The Coordinator will work directly with the administration at Scott and keep the school focused on the goals set forth in the plan while allowing the principal to continue to be an instructional leader in the school environment. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

Bilingual/ bi-literate, Dual Language Coordinator: 1.0 FTE \$55,000 Years 1 through 3: The Coordinator will hold preferably an administration and/or teaching certification in a 10.5 month position. He/ She will conduct reflective walkthroughs with teachers, assist with recruitment of students from the district desiring to become bilingual/ bi-literate and serve as a representative on community and district committees regarding equity planning and addressing equity school and district issues. With administration certification, this coordinator will assist with supervision and evaluation of staff. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

Bilingual/ bi-literate Teachers: \$45,000; Year 1 (1 Teacher), Year 2 (2 Teachers), Year 3 (2 Teachers): Scott is implementing a two-way Spanish/ English instructional program for its students. The program started in August 2009 for preschool children. The dual language immersion program will expand over the next 3 to 5 years. As such, additional highly qualified staff will be needed to implement this program to its fullest. Two classroom teachers—one teaching in English and one teaching in Spanish will be needed for each grade, with a goal of 50% native English speakers and 50% native Spanish speakers found in each dual language classroom. Two grade level classrooms added each year vertically and horizontally through Grade 5. The following positions are requested for each of the years of operation: Year 1: 1 Pre-K teacher; Year 2: 1 Continuing Pre-K teacher and add 1 new Preschool teacher; Year 3: Sustaining the position of 2 Pre-K teachers. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

Math Interventionist: 1.0 FTE \$40,000 Years 1 through 3: An additional math interventionist will allow Scott to have smaller, more intensive, intervention class sizes. By adding this position, a total of 2.8 FTE math interventionists will be secured for the school for the next three years, addressing the significant gap in expected math performance outcomes. This position will assist with the implementation of smaller group instruction, thus allowing more direct teaching instruction, allowing students to respond more frequently and assist with effective, ongoing progress monitoring to address content not mastered by students in Tier 2 and Tier 3 levels of support. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

School Interpreter / Translator—Spanish: 1.0 FTE \$40,000: Years 1 through 3: Demonstrated proficiencies in being bilingual/ bi-literate: The number of English learners and families where the primary home language is that other than English will continue to grow. In order to effectively dialog with parents and students, the request for a school interpreter who is able to assist with classroom instruction, provide translation—either through oral language or written expression—is needed. The cost is calculated at a rate of \$40,000 for 200 days of employment in Years 1 through 3. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

Behavioral Interventionist: 1.0 FTE \$45,000 Years 1 through 3: 190 day contract The Behavioral Interventionist will assist in the design, delivery and daily operation of the school's PBIS/TTSS program. Specifically, the Interventionist will design and implement the data system of behavioral referrals, provided individual and small group support for students in Tiers 2 and 3, conduct in class observations and gather pertinent information from parents, students and staff regarding perceived needs and evaluate the effectiveness of the interventions employed. He/ She will work closely with the administration and the Social Worker to determine schedule and further expectations. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

Summer School: 2 Summer School Teachers; 10 Besitos Students: Years 1 through 3: Students who performed in Levels I and II on the Kansas Assessments will be provided additional instruction on indicators not mastered by them during summer programming. Ten Kansas State University students (Junior/ Seniors/ those who have passed the PSDT in education or needing practicum experience) will be secured to provide instruction on a half-day basis to Scott students. KSU "Besitos" students (bilingual/ bi-literate) will be secured to implement curriculum and instruction designed by Scott teachers, the research-based learning modules designed in the spring by Scott teachers/ interventionists, specifically focusing on language acquisition, reading skill proficiency development and math skill proficiency performance. Per the district's negotiate agreement, the cost for the 2 Summer School Teachers is calculated at a rate of \$17 per hour for a total of 16 half days (4 hours) for a total of \$2,000. The cost for the 10 Besitos students is calculated at a rate of 16 days times 4 hours each day at an hourly rate of \$10. The total cost for the Besitos students \$6,400.

Dual Language Teacher Incentive/Duty Recognition: Contract addendums for teachers in dual language classrooms will be secured to address their additional work—double testing requirements, Parent/Teacher conferences, filling "critical need" assignments, demonstrating oral language and written language proficiency in two languages, and cooperative teaching assignments. Furthermore, retention is a big issue as the turn-over rate is high: The request for dual language teacher addendums is made as follows: Year 1: 14 teachers; Year 2: 20 teachers, and Year 3: 25 teachers. The request is for each teacher to receive addendums for four (4) additional days on their standard contract. These addendums will be paid at the teachers' average daily rate for work completed beyond the contract term. A 2% increase in salary for Years 2 and 3 has also been calculated with this request. Year1 cost is \$13,160; Year 2 cost is \$19,200; and, Year 3 cost is \$24,500.

Intensive Professional Development: All Scott teachers, coaches and administration will be trained annually to keep current on best practices, research-based instructional techniques to meet the academic needs of all students through the implementation of the SIG plan, TTSS model and Priority School efforts. Such areas of training will include a focus on equity issues, and critical literacy and math instruction. Professional development sessions might include Saturday trainings throughout the regular school term. Specifically the additional days of professional development are as follows: Year 1: 6 half-day trainings for 52 staff; Year 2: 6 half-day trainings for 53 staff; and, Year 3: 6 half-day trainings for 53 staff. The request is for every certified instructional staff to receive addendums for three (3) additional days on their standard contract. These addendums will be paid at the teachers' average daily rate for attendance to intensive professional development sessions outside of the contract terms. A 2% increase in salary for Years 2 and 3 has also been calculated with this request. Year 1 cost is estimated at \$36,660; Year 2 cost is \$38,160; Year 3 cost is \$38,955.

Retention Staff Incentive: \$25,000 in Years 1 through 3: To better address teacher absence rates and yearly retention of staff, an incentive program will be established that recognizes staff who diligently strive to meet his/her individual teacher professional plan each year, who demonstrates growth in student achievement and rapport outcomes and who assists in building a culture of success school-wide. As such, a reward incentive process will be established that is tied to teacher retention, and one that is also tied to the AMO's at the individual and school level. Staff will design and implement an incentive rubric to ensure accountability for outcomes. Recognition processes and rewards to attend a national conference or the acquisition of latest technology (iPad) or provide a bonus for classroom or library materials will serve as reward examples to be received by individual staff members.

Home/ Porch Visits: Incentive Daily Rate for Scott Staff: Professional development for staff preparing themselves for effective family engagement and understanding expectations associated with Porch Visits will occur. The "Porch Visit" program is designed to raise academic achievement of all Scott students. The program is designed to establish meaningful communication and rapport/ relationships between school personnel, parents and families. The expected outcomes are to improve student academic achievement and test scores, decrease discipline referrals, increase attendance at school for students and at conferences for at the parents, and create community resource awareness. Additional pay will be provided to 52 staff members to conduct and complete porch visits in the fall with all families of all Scott students. The request is for each teacher to receive addendums for one (1) additional day on their standard contract. These addendums will be paid at the teachers' average daily rate for work completed beyond the contract term. A 2% increase in salary for Years 2 and 3 has also been calculated with this request. Cost is estimated at \$12,000 in Year 1; \$12,700 in Year 2; and, \$13,000 in Year 3.

200 Employee Benefits

Insurance for 5 FTE in Year 1 - \$31,000

Insurance for 6 FTE in Year 2 with a 5% increase calculated - \$39,060

Insurance for 6 FTE in Year 3 with a 5% increase calculated - \$41,013

Position	Year 1	Year 2	Year 3
District Transformational Coordinator	.5 FTE	.5 FTE	.5 FTE
Dual Language Coordinator	1.0 FTE	1.0 FTE	1.0 FTE
Bilingual/biliterate Teachers	1.0 FTE	2.0 FTE	2.0 FTE
Math Interventionist	1.0 FTE	1.0 FTE	1.0 FTE
Interpreter/Translator	1.0 FTE	1.0 FTE	1.0 FTE
Insurance Cost	\$31,000	\$39,060	\$41,013

Taxes are calculated at 9% of salaries.

Purchase Professional Services

300

Dual Language Consultants: Ongoing, embedded professional development will need to occur for all staff as the TWI program is implemented. Dr. Deborah Ohms, Dual Language Resource Specialist with the Oscealo School District in Kissimmee, Florida will be secured to conduct 5 days of PD each year in Years 1 through 3. The daily rate for professional development is \$1,600.

A highly recognized consultant will be secured for 20 days. Dr. Patricia Smiley has implemented effectively dual language programs in numerous schools in numerous Kansas' districts. Dr. Smiley will provide 20 days of technical support/ coaching and advise regarding the implementation of instruction, curriculum, evaluation, assessment and program effectiveness with dual language programming at Scott. The daily rate for professional on-site consultation is \$1,000.

Literacy and Math Work Station Development: Dr. Diller & Associates, Educational Consulting, conducts research-based onsite workshops, coaching and provides recommendations for classroom makeovers. Dr. Diller will be secured to provide 3 days of training each year in the following areas: 1) Math Work Stations—K through 2 and for Grades 3-5; 2) Spaces and Places—Using Classrooms More Effectively; 3) Effective Literacy and Math Coaching; 4) Literacy Work Stations—Making Centers Work For K-2 Teachers; 5) Practice with Purpose—Using Literacy Work Stations in Grades 3-5; 6) Next Steps with Literacy Work Stations—Adding Rigor and Relevance; and 7) Making the Most of Small Group Reading Instructions—K through 5. The daily rate for professional development is \$2,600.

Leadership and Learning Center Consultation: Staff will participate in a series of professional development sessions in Year 1. Decision Making for Results and Data Teams are systematic processes educators use to make decisions on a continuous basis to improve instructional practices. Decision Making for Results is a systematic process for making decisions that impact teaching, learning, and leadership. This six-step process will help staff analyze data to make decisions on a continuous basis that improve instructional practices. Staff will learn the process of data analysis through the development of Data Teams. Data Teams are small, grade-level department, course, content, or organizational teams that collaboratively analyze data and select instructional strategies in order to drive instruction and improve professional practice. Monthly consultation with observation and feedback of Data Team sessions are included in the contracted fee. Training, books, and materials for 52 staff members, as well as monthly on-site consultation in Year 1 is calculated at \$84,000. In Year 2, staff will participate in a two-day professional development centering on use of Power Strategies for Effective Teaching. Power Strategies for Effective Teaching: Staff will learn the “Power” strategies that are highly likely to dramatically increase student achievement. Staff will learn a specific “unwrapping” protocol that identifies the links between the analysis of student work, selection of strategies, and gains in student achievement. Monthly consultation with classroom observation and feedback of instructional strategies use are included in the contracted fee. Training, books, materials and monthly on-site consultation for 52 staff members in Year 2 is calculated at \$80,000.

Supplies and Materials

600

Bilingual Print Resources: Print resources such as books, magazines, and posters will be secured for each classroom. These are calculated as follows: Year 1 \$8,000, Year 2, \$11,000, and Year 3 \$13,000. Spanish Guided Reading Materials for Imagine It and Spanish Library Books/ Reference Materials: A complete set of guided reading materials will need to be secured for the

dual language program at each K-3 grade level. The cost is \$2,136. Additional costs for Spanish Library Books are calculated at a cost of \$10,000 each year in Years 1 through 3.

Parent Bilingual Communication: Bilingual Signage and PBIS Materials To Supplement The District's TTSS Initiative: Scott staff will be implementing Year 1 of the Positive Behavioral Intervention Supports for students during Years 1 through 3. As such, common area and classroom signs will be needed in both Spanish and English for parents and students throughout the school year. The PBIS Center offers this to schools as follows: 1) Base package \$1999; 2) Mission Boards \$99.95; 3) Parent Sign \$80.00; 4) 4 hallway signs (\$16.95 each) for a total of \$67.80; and 5) Shipping and handling \$45.00. The total cost is \$2,292.

Materials for Flex Groups: Curriculum materials will be needed to focus on specific dual language program/ language development skills. These materials will be utilized in the small/flex groups in all content areas. These materials will reinforce skills students have been introduced to by the teacher. Materials are needed for a wide range of academic levels to meet the need of all students. The cost is calculated at a rate of \$14,000 in Year 1, \$10,000 in Year 2; and \$10,000 in Year 3.

Supplemental Reading Materials in Spanish:

One of the goals is to ensure that all classrooms are literacy rich and provide students with books of all types and across a wide verity of levels—in both Spanish and English. Each room will have leveled books that will provide appropriate reading materials that meet the students' needs. Each room will contain a wide range of books to meet the needs of student's interest levels. Providing a variety of books to choose from will allow teachers the resources needed to move a reader through the developmental process of learning to read. The cost is calculated at a rate of \$20,000 in Year 1, \$14,000 in Year 2; and \$10,000 in Year 3.

Estrellita Intervention: Estrellita serves as a bridge to English by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. Test results from many schools and districts using dual language programs indicate that children who have been through the Estrellita program in the primary grades are surpassing their English-only peers in English reading scores in later grades. Estrellita is especially effective for response-to-intervention (RtI)/ MTSS students to get them back on track in Spanish literacy and their transition to English. The costs is calculated for Grades K through 1 Packet (2 copies at \$795 each) \$1590. A full upgrade is also needed at a cost of \$345. Games & Activities will need to be secured—7 copies for classroom teachers and interventionist at \$275 each for a cost of (\$1925).

Coordinate Plane Board: Students in the upper elementary grades are expected to plot points given the coordinates, to graph lines from equations in both standard and slope- intercept form. The coordinate plane boards would be beneficial for math teachers to have because it would allow teachers to quickly check the work of the entire class when the boards are held up. Without these boards, it is difficult for teachers to assess the students' understanding throughout the learning process. The cost is calculated in Year 1 as \$ 1,500.

SplashTopApp: This technology allows teachers to control their Promethean Boards from their iPads – thus they may move around and actively monitor while teaching. The cost is \$20 per an app for a total of 30 classrooms. The total cost is \$600.

BrainPOP: BrainPOP® creates animated, curricular content that engages students, supports educators, and bolsters achievement. The online educational resources include [BrainPOP Jr.](#)® (K-3), [BrainPOP](#), [BrainPOP Español](#)™, and, for English language learners, [BrainPOP ESL](#)™. In

traditional, blended, and "flipped" learning settings, BrainPOP supports individual, team, and whole-class learning. At school and in informal learning environments, characters help introduce new topics and illustrate complex concepts. the Mixer tool lets users tailor their assessments to meet all students' needs. A great fit for mobile learning and BYOD classrooms, BrainPOP's educational applications have been downloaded millions of times and lauded in countless reviews. The cost for BrainPOP is calculated in Year 1 as \$5,028.

Science Resources--Spanish

The science class provides opportunities to teach the technical and expository reading—in Spanish and English. This will help students create more meaning of their reading by becoming more aware of the way literacy transfers across different contents. Science is also a subject that creates high interest for many students. Updating the resources in science classrooms will allow teachers to work with updated material for more effective instruction. The cost is calculated at a rate of \$8,800 in Year 1, \$2,200 in Years 2 and 3.

Equipment

700

Technology will play a big role in how the classrooms and instruction will look. Scott is going to put into place a variety of research-based strategies to increase the capacity of the students to meet AYP. Some of those strategies will involve the use of technology. With the increase of technology at the classroom level and the use of video streaming it will necessitate that the infrastructure, backbone, of the network be expanded to handle the increased demand.

Active Expression: This technology works with the Promethean board to provide instant feedback to the student. The cost is \$2,500 a set one per Grades 2-5 for a total of \$10,000.

Active Voters: This technology works with the Promethean board to provide instant feedback to students in K through 1. The cost is \$1,500 a set one per a grade level K-1 for a total of \$3,000.

Promethean 378 Boards: Interactive whiteboard has built-in speakers and a discreet but powerful amplifier that adds stereo sound to any lesson. Fixed mount or motorized height-adjustable stands, short-throw projectors and a durable, classroom-ready surface mean everyone can come to the board—and the board can come to any classroom. Dual-User capability is built in. Includes ActivInspire Professional Edition software and access to tens of thousands of free lessons and resources at www.PrometheanPlanet.com. The request is for 4 boards at a cost of \$1,500 each for a total of \$6,000 in Year 1.

Family Involvement Liaison Laptop: Parent Coordinator will require a laptop to provide portable access to student information when visiting with parents and students, in many cases outside of the school setting. Year 1 cost is \$750.

Wireless Airport for PC Laptop: Parent Coordinator will require a wireless access on the laptop to provide access when visiting homes or in locations not connected to USD 501 wireless access. \$400 annually in Years 1, 2, and 3.

Interactive White Boards: Three boards are needed for the music teachers and multipurpose room. These boards allow teachers to teach and students to learn using a variety of different modalities to enhance learning. The district currently has curriculum-based software that utilizes the Interactive White Boards. The cost of the Interactive White Boards and connections is calculated in Year 1 as \$7,500.

LED Projectors: Updated LED projectors are needed at Scott, as the existing projectors either work effectively with the new technology or don't work at all. Five projectors are requested from grant funds. The cost for the five new projectors is \$4,000.

Mobile iPads, Covers, and Charging Carts: Scott is implementing a wireless technology program designed for students to have iPads as a part of their resource for instruction. As such, a 1 to 1 ratio of iPad to student is needed. These tablets allow the teacher to move about the room and continue the instruction at the front of the classroom. This also allows for the teacher to give the tablet to individual students at their desk to illustrate something for the whole class. 500 iPads needs for students. The cost for this technology enhancement is \$205,000 for 500 iPads and \$8,000 for Charging Carts in Year 1.

Mac Laptop and Synching Cart for iPads: A Mac laptop and cart for iPad synching of Apps will be housed in the media center. Cost for laptop, cart, and applications in Year 1 is estimated at \$236,000. Apple vouchers for apps in Year 2 and 3 are estimated at \$15,000 each year.

HP Color Laser Printer: Colored printers will provide staff development, collect data that is easy to read, provide teaching and learning opportunities for the core subject teachers through research, for presentations in elective classes and for parent nights and parent coordinator purposes. Year 1 cost is \$1,600. Cost for ink supplies is \$1,200 in Year 2 and \$1,200 in Year 3.

Large TV in Data Room—6 for hallway usage and in the Pods design of the school: Place in each data room a 52" flat panel TV in order to view data, updated daily school activities, reinforcing PBIS components by providing ongoing visual cues to students and staff, etc.. The TVs will be placed on an easy to see platform. The cost for the 6 LED TVs is calculated at \$9,600 in Year 1 only.

Video Camcorders: Math and Language Arts instructors will create lessons on video for teachers to use during the intervention block. These lessons will also be available on the web for students and parents to access to assist them with lessons. The cost is calculated in Year 1 as \$800; Year 2 \$400 and Year 3 \$400.

Poster Machine/ Banner Maker—paper banner:

The Poster machine will allow staff to advertise teaching strategies being implemented, support academic and behavior expectations, and communicate special events to students, parents and staff. The poster machine would also reduce the time required to make posters. This would also allow our staff to spend more direct time with students instead of spending a large amount of time making posters. The cost of the machine and supplies is calculated in Year 1 as \$7,000.

Color Copy Machine: There are resources that can be recreated for staff development, delivering instruction, data collection, organization and other educational purposes. A colored copy machine would allow us to use more resources and would help in utilizing time more efficiently. The cost is calculated in Year 1 as \$3,000.

Storage Cabinets and Shelving: More storage space will be needed for the new resources. Teachers will also need to store resources needed to reinforce concepts during mathematics and reading intervention times. The storage space will help with efficient use of time, organization and with the structure that helps students be successful. Shelving for print materials will be library-quality shelving. The cost is calculated in Year 1 as \$5,000.

Datavideo SE-500 Digital A + V Switcher, Composite & S-Video Switcher - 4 Inputs
Videonics MX-1: Video Mixer MX1 has a 4-Input synchronized video switcher, digital synchronizer mixes video images from virtually any two sources: cameras, VCRs, live feeds, etc. Dual-field Time Base Correction (TBC) automatically corrects time base to RS-170A standard, over 200 video effects, including fade wipes, slides, dissolve (mix), zoom, picture-in-picture, picture flip, luminance and chroma key, superimpose, mosaic, strobe, picture freeze, strobe, posterization (paint), solarization, negative, color inverse, zoom, filter. The cost is calculated at \$960 in Year 1. **2100 Support Services - Students**

Family Involvement Liaison: .5 FTE \$15,000 Years 1 through 3: Hiring a Family Involvement Liaison to promote parental involvement and become a central, integral part of building level decision-making is needed. The budget for this person(s) is set at \$18 per hour for 40 hours each week for 10 months each year. The bilingual/ bi-literate Family Involvement Liaison acts as a go between parents and the school to enhance the student's educational process. His/ Her roles consist of serving as a direct link between school personnel and the family, attending "Porch Visits," arranging for or providing translator services, and serving on the PTO. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

Social Worker: .5 FTE \$30,000 Years 1 through 3: Scott will be implementing in Year 1 a new PBIS program as a part of the TTSS model being utilized by the district. PBIS is designed to establish a student and staff behavioral accountability system, specifically addressing Core Instruction student social learning expectations and unfolding Tier 2 and Tier 3 levels of social, emotional and behavioral intervention supports for all students. He/ She will assist with the daily implementation of PBIS and work with surrounding community and social agencies to provide support to families, as needed. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

2329 Other Executive Administration Services: Indirect costs are calculated at approximately 5% annually.

Details	Year 1	Year 2	Year 3
100 - Salaries			
2% annual increase			
District Transformational Coordinator .5 FTE 12 month	35,000	35,700	36,414
Dual Language Coordinator 1.0 FTE 10.5 month	55,000	56,100	57,222
Bilingual/biliterate Teachers year 1 = 1; Year 2 = 2; Year 3 = 2	45,000	91,800	93,636
Math Interventionist	38,000	38,760	39,535
Interpreter/Translator	40,000	40,800	41,616
Behavioral Interventionist	45,000	47,250	49,612
Summer School Teachers	2,000	2,000	2,000
Besitos - Summer Tutors	6,400	6,400	6,400
Contract Addendums for additional teacher days - Dual Language - 4 days	13,160	19,200	24,500
Contract Addendums for additional teacher days --All teachers - 3 days	36,660	38,160	38,995
Contract Addendums for additional teacher day - Home/Porch visits - 1 day	15,000	0	0
Total Salaries	331,220	376,170	389,930
200 - Benefits			
Insurance	31,000	39,060	41,013
Taxes 9%	29,360	33,675	34,915
Total Benefits	60,360	72,735	75,928
300 - Purchase Professional Services			
Deborah Ohms	8,000	8,000	8,000
Patricia Smiley	20,000	20,000	20,000

Debbie Diller	7,800	7,800	7,800	7,800
Leadership & Learning Center - Data Teams	84,000	0	0	0
Leadership & Learning Center - Powerful Strategies	0	80,000	0	0
Leadership & Learning Center - Quarterly Implementation Visits	0	0	0	42,000
Total Prof Services	119,800	115,800	77,800	77,800
600 - Supplies & Materials				
Bilingual Print Resources	10,136	11,000	13,000	13,000
Spanish Library Books	10,000	10,000	10,000	10,000
Spanish English Signage	2,295	0	0	0
Flex Group Materials	14,000	10,000	10,000	10,000
Supplemental Reading - Spanish	20,000	14,000	10,000	10,000
Estrellita Intervention	3,860	0	0	0
Coordinate Boards	1,500	0	0	0
BrainPOP	5,028	0	0	0
SplashTop App for iPads - 30	600	0	0	0
Science Resources - Spanish	8,800	2,200	2,200	2,200
iPad Apps (500)	20,000	15,000	15,000	15,000
Computer Software	200	0	0	0
Printer/poster ink, paper	1,000	1,000	1,000	1,000
Printing	500	500	500	500
Postage	500	500	500	500
Total Supplies	98,419	64,200	62,200	62,200
700 - Equipment				
Active Expression	10,000	0	0	0
Active Voters	3,000	0	0	0
Promethean 378 Boards	6,000	0	0	0
PC Laptop and Wifi card	1,250	400	400	400

Interactive Whiteboards (3)	7,500	0	0
500 iPads	214,000	2000	2000
Charging Carts for iPads	8,200	0	0
LED TVs	9,600	0	0
Color Laser Printer	1,600	1,200	1,200
Video Camcorders	800	400	400
Poster Machine	7,000	500	500
Color Copy Machine	3,000	500	500
Datavideo Switcher	960	0	0
Shelving	5,000	900	0
Communications Radios	4,950	5900	5000
Total Equipment	282,860	5900	5000
2100 - Support			
Services - Students			
Family Involvement Liaison 1.0			
FTE 10.5 month	15,000	15,300	15,600
Social Worker .5 FTE	30,000	30600	31212
200 - Benefits Insurance	9,300	9,765	10,253
Taxes	4,050	4,131	4,213
Total	58,350	59,796	61,278
2329 Other			
Executive			
Administration			
Services			
Indirect Costs 5%	47,550	34,630	33,507
	951,009	694,601	672,136
TOTAL YEAR	998,559	729,231	705,643
			2,433,433

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will --

- X Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- X 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 Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- X If it implements a restart model in a Priority, 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;
- X Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- X Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.; and
- X Report to the SEA the school-level data required under section III of the final requirements.

APPENDICES		
APPENDIX A:	General Grant Information	p. 26-32
APPENDIX B:	Requirements for Four Intervention Models – Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 – November 1, 2010, p. 26-42. To access the entire guidance document use the following link: http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf	p. 33-45
APPENDIX C:	Intervention Models Rubrics	p. 46-76
APPENDIX D:	ESEA Turnaround Principles	p. 77
APPENDIX E:	School Leading Indicator Report	p. 78-79
APPENDIX F:	SEA Allocations to LEAS and LEA Budgets	p. 80
APPENDIX G:	Explanation of Budget Line Items	p. 81-82
APPENDIX H:	LEA Application Scoring Form	p. 83-112

APPENDIX A

GENERAL INFORMATION ABOUT THE GRANT:

Please read this before beginning the application on p. 3.

Purpose:

The School Improvement Grants under the Elementary and Secondary Educational Act (ESEA) are grants awarded to State Educational Agencies (SEAs), to Local Educational Agencies (LEAs) for assisting their Title I schools identified as Priority schools. The Kansas State Department of Education (KSDE) will ensure the funds will be granted to those schools that demonstrate the greatest need and have the strongest commitment toward providing the resources necessary to raise substantially the achievement of their students.

Eligible Schools and Districts:

Districts that have schools identified as Priority schools and are requesting funds must utilize this application.

Eligibility Criteria

The School Improvement Grant (SIG) Section 1003 (g) Amended Final Requirements and Guidance published in the Federal Register in January 2010, states that school improvement funds are to be focused on persistently lowest-achieving schools. Further guidance was provided on November 1, 2010. As identified by the Local Education Agency (LEA) as a Priority school, the LEA must implement one of the four school intervention models: Turnaround Model, Restart Model, School Closure, or Transformation Model.

Kansas
Revised Definition of Persistently Lowest Achieving Schools (PLA)
For
Section 1003(g) School Improvement Grants (SIG)

Kansas revised its definition of the Persistently Lowest Achieving Schools (PLA) for the Section 1003(g) School Improvement Grants (SIG) to be compatible with the ESEA Flexibility Waiver approved by the US Department of Education in July 2012. The revised definition of PLA is the definition used to identify Priority Schools. Kansas was required to identify 5% or 33 Title I schools as Priority Schools.

The Priority Schools are the Title I schools with the lowest levels of achievement and lack of progress. The identification of these schools is based on the “All Students” group on the state reading and mathematics assessments. Only students enrolled for the full academic year (by September 20) are included in the calculations. The reading and mathematics assessment results for the most recent 4 years are combined using the Assessment Performance index (API). The API is the measurement tool used for determining the lowest 5% of Title I schools.

In the API, each performance level is assigned points. The number of test results (students) in each performance level is multiplied by the assigned points. The total points for each school are divided by the total number of students assessed. This becomes the index score for the school. The Title I schools are ranked based on API scores with the lowest 5% identified as Title I Priority Schools.

Calculating Assessment Performance Index (API) – Example

Performance Category	Points per Category	# Students (Tests)	% of Students	Total Points
Exemplary	1000	55	21%	55,000
Exceeds Standard	750	90	35%	67,500
Meets Standard	500	82	31%	41,000
Approaching Standard	250	30	11%	7,500
Academic Warning	0	4	2%	0
Totals				171,200

Assessment Performance Index $171,000 \div 261 = 655$

Selection of a Model

For each Priority school that the LEA commits to serve, the LEA must demonstrate that –

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

The Intervention Model Selection Rubrics, which is in Appendix C, should be used by the district when selecting a model. In the LEA application the district will be asked to provide answers to specific questions about the model they have selected.

A. TURNAROUND MODEL

The following information comes from Guidance from School Improvement Grants on Turnaround Models, Appendix B, p. 26-31.

A turnaround model is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
- (3) 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 the turnaround school;
- (4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

- (6) 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;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and
- (9) Provide appropriate social-emotional and community-oriented services and supports for students.

B. RESTART MODEL

The following information comes from Guidance from School Improvement Grants on Restart Model, pg. 31-34.

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

- A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.
- An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.

C. SCHOOL CLOSURE MODEL

The following information comes from Guidance from School Improvement Grants on School Closure Model, pg. 34-35.

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

D. TRANSFORMATION MODEL

The following information comes from Guidance from School Improvement Grants on Transformational Model, pg. 36-42.

An LEA implementing a transformation model must:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
 - (a) Take into account data on student growth 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
 - (b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school 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;
- (4) Provide staff ongoing, high-quality, job-embedded professional development 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
- (5) 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 model.

ADDITIONAL REQUIREMENTS WHEN ADOPTING A MODEL

Capacity:

The LEA must demonstrate the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the application.

Goal Setting and Reporting:

An LEA must set annual goals for student achievement related to their results on the Kansas assessments (i.e., reading/language arts and mathematics).

The annual goals for the LEA need to be approved by the State Educational Agency.

For each Priority school the following will be reported:

- identity of the school;
- the interventions adopted, and
- the amount of funding awarded.

In addition,

- Achievement measures must be reported annually (i.e., improvements in student performance) and leading indicators (e.g., student and teacher attendance rates) for each identified school.

- Funding awards for years two and three will be determined from data received from the LEA receiving funding in year one.

Evaluation Criteria:

The actions listed are required by the LEA and must be completed prior to submitting the application for a School Improvement Grant.

Based on the analysis of the Priority schools the LEA will:

- a) Describe the need for each school identified and what interventions have been selected for each school.
- b) Describe how capacity was determined.
- c) Describe how the LEA plans to use school improvement funds to provide adequate resources and related support to each Priority school(s) identified in the application in order to implement, fully and effectively, the selected intervention in each of those schools.
- d) Include a budget to sufficiently implement the funds for the selected interventions named in each Priority school(s) as identified in the application.

The Role of the SEA:

- 1) Identify Priority schools;
- 2) Establish criteria to evaluate the quality of applications;
- 3) Analyze the needs and selected intervention(s) for each Priority school(s) identified in the LEA application;
 - a. demonstrated their capacity to use the funds to provide adequate resources and
 - b. to support each Priority school identified in the application in order to implement fully and effectively the selected intervention in each school; and
 - c. developed a budget with sufficient funds to implement the selected interventions fully and effectively in each Priority school identified.
- 4) Establish criteria to assess LEA commitment to:
 - a. design and implement the interventions; recruit, screen, and select external providers, if applicable, to ensure their quality;
 - b. align other resources with the interventions;
 - c. modify their practices or policies, if necessary, to be able to implement the interventions fully and effectively; and
 - d. sustain the reforms after the funding period ends.
- 5) Award SIG funds to eligible LEAs in amounts of sufficient size and scope to implement the selected interventions;
- 6) Monitor LEA implementation of the selected interventions.
- 7) Hold each LEA accountable annually for meeting, or making progress toward meeting, student achievement goals and leading indicators in each Priority School.
- 8) Post on its website, within 30 days of awarding SIG grants, all final LEA applications and a summary of the grants.

- 9) Report school-level data on student achievement outcomes and leading indicators in Priority schools.

APPENDIX B

Intervention Model Requirements November 1, 2010 Guidance

B. TURNAROUND MODEL

B-1. What are the required elements of a turnaround model?

A turnaround model is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in FY 2010 Guidance 27 order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
- (3) 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 the turnaround school;
- (4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new —turnaround office in the LEA or SEA, hire a —turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (6) 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;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and
- (9) Provide appropriate social-emotional and community-oriented services and supports for students.

B-2. In addition to the required elements, what optional elements may also be a part of a turnaround model?

In addition to the required elements, an LEA implementing a turnaround model may also implement other strategies, such as a new school model or any of the required and permissible activities under the transformation intervention model described in the final requirements. It could also, for example, implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children or replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM). The key is that these actions would be taken within the framework of the FY 2010 Guidance 28 turnaround model and would be in addition to, not instead of, the actions that are required as part of a turnaround model. (Modified for FY 2010 Guidance)

B-3. What is the definition of —staff as that term is used in the discussion of a turnaround model?

As used in the discussion of a turnaround model, —staff includes all instructional staff, but an LEA has discretion to determine whether or not —staff also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of —staff as all members of a school’s staff contribute to the school environment and are important to the success of a turnaround model. In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only 90 of which are filled at the time the model is implemented, the LEA may rehire 50 staff members; the LEA is not limited to rehiring only 45 individuals (50 percent of the filled staff positions). (See G-1c for additional information on how an LEA should determine the number of staff members that must be replaced when taking advantage of the flexibility to continue or complete interventions that have been implemented within the last two years.) (Modified for FY 2010 Guidance)

B-3a. The response to B-3 states that —staff includes —all instructional staff. Does —all instructional staff mean only teachers of core academic subjects or does it also include physical education teachers and teachers of other non-core academic subjects?

—All instructional staff includes teachers of core academic subjects as well as teachers of non-core academic subjects. Section I.A.2(a)(1)(ii) of the final requirements requires an LEA to measure the effectiveness of —staff who work within the turnaround environment. As is stated in B-3, an LEA has discretion to determine whether or not to include non-instructional staff, in addition to instructional staff, in meeting this requirement. An LEA may decide it is appropriate to include non-instructional staff in the definition of —staff|| as all members of a school’s staff contribute to the school environment and are important to the success of a turnaround model.

B-4. What are —locally adopted competencies?

A —competency, which is a skill or consistent pattern of thinking, feeling, acting, or speaking that causes a person to be effective in a particular job or role, is a key predictor of how someone will perform at work. Given that every teacher brings a unique skill set to the classroom, thoughtfully developed assessments of such competencies can be used as part of a rigorous recruitment, screening, and selection process to identify educators with the unique qualities that equip them to succeed in the turnaround environment and can help ensure a strong match between teachers and particular turnaround schools. As part of a rigorous recruitment, screening and selection process, assessments of turnaround teachers’ competencies can be used by the principal or district leader to distinguish between very high performers and more typical or lower-performing teachers in a turnaround setting. Although an LEA may already have and use a

set of tools to screen for appropriate competencies as part of its normal hiring practices, it is important to develop a set of FY 2010 Guidance 29 competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success. While each LEA should identify the skills and expertise needed for its local context, in addition to reviewing evidence of effectiveness in previous teaching positions (or other pre-service experience) in the form of recommendations, portfolios, or student outcomes, examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking. The value and utility of turnaround competencies for selection are dependent on the process by which an LEA or school leader or team uses them. In addition to assessing a candidate's subject knowledge and mastery of specific instructional practices that the turnaround school uses, using a robust and multi-tiered selection process that includes interviews that ask about past practice in the classroom or situational scenarios, reviewing writing samples, observing teachers in their classrooms, and asking teachers to perform job-related tasks such as presenting information to a group of parents, are all common techniques used to screen candidates against turnaround competencies. Note that these are merely examples of a process and set of competencies an LEA might measure and use in screening and selecting staff to meet the unique needs of the schools in which it will implement a turnaround model.

B-5. Is an LEA implementing the turnaround model required to use financial incentives, increased opportunities for promotion and career growth, and more flexible conditions as strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround model?

No. The specific strategies mentioned in this requirement (see B-1(3)) are merely examples of the types of strategies an LEA might use to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a school implementing the turnaround model. An LEA is not obligated to use these particular strategies, so long as it implements some strategies that are designed to recruit, place, and retain the appropriate staff.

B-6. What is job-embedded professional development?

Job-embedded professional development is professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (*e.g.*, daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals; FY 2010 Guidance 30
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with

outside experts, and observations of classroom practice. When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

B-7. Does the requirement to implement an instructional program that is research-based and aligned (vertically and with State standards) require adoption of a new or revised instructional program?

Not necessarily. In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department expects that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

B-8. What are examples of social-emotional and community-oriented services that may be supported with SIG funds in a school implementing a turnaround model?

Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. If funds are not reasonably available from other public or private sources to support the planning and implementation of the services and the LEA has engaged in a comprehensive needs assessment, SIG funds might be used to hire a coordinator or to contract with an organization to facilitate the delivery of health, nutrition, and social services to the school's students in partnership with local service providers. SIG funds also might be used for (1) professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of students, and (2) as a last resort when funds are not reasonably available FY 2010 Guidance 31 from other public or private sources, the provision of basic medical equipment, such as eyeglasses and hearing aids. An LEA should examine the needs of students in the turnaround school to determine which social emotional and community-oriented services will be appropriate and useful under the circumstances. Further, like all other activities supported with SIG funds, any services provided must address the needs identified by the needs assessment the LEA conducted prior to selecting the turnaround model for the school and must be reasonable and necessary. (See I-30.) (Modified for FY 2010 Guidance)

B-9. May an LEA omit any of the actions outlined in the final requirements and implement its own version of a turnaround model?

No. An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the final requirements. As discussed in B-2, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.

C. RESTART MODEL

C-1. What is the definition of a restart model?

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school (see C-6).

C-2. What is a CMO?

A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.

C-3. What is an EMO?

An EMO is a for-profit or non-profit organization that provides —whole-school operation|| services to an LEA.

C-4. Prior to submitting its application for SIG funds, must an LEA know the particular EMO or CMO with which it would contract to restart a school?

No. Prior to submitting its application, an LEA need not know the particular EMO or CMO with which it would contract to restart a school, but it should at least have a pool of potential partners that have expressed an interest in and have exhibited an ability to restart the school in which the LEA proposes to implement the restart model. An LEA does not need to enter into a contract prior to receiving its SIG funds, but it must be able to provide enough information in its application for the SEA to be confident that, if awarded SIG funds, the LEA would in fact enter into a contract with a CMO or EMO to implement the restart model. (FY 2010 Guidance 32)

C-5. What is the purpose of the —rigorous review process|| used for selecting a charter school operator, a CMO, or an EMO?

The —rigorous review process permits an LEA to examine a prospective restart operator's reform plans and strategies. It helps prevent an operator from assuming control of a school without having a meaningful plan for turning it around. The purpose of the rigorous review process is to provide an LEA with an opportunity to ensure that the operator will use this model to make meaningful changes in a school. Through the rigorous review process, an LEA might, for example, require a prospective operator to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.

C-6. Which students must be permitted to enroll in a school implementing a restart model?

A restart school must enroll, within the grades it serves, all former students who wish to attend the school. The purpose of this requirement is to ensure that restarting the school benefits the population of students who would be served by the school in the absence of —restarting the school. Accordingly, the obligation to enroll any former student who wishes to attend the school includes the obligation to enroll a student who did not actually previously attend the school — for example, because the student was previously enrolled in grade 3 but the school serves only grades 4 through 6 — but who would now be able to enroll in the school were it not implementing the restart model. If the restart school no longer serves a particular grade or grades that previously had been served by the school, the restart school is not obligated to enroll a student in the grade or grades that are no longer served.

C-6a. May an EMO or CMO with which an LEA contracts to implement a restart model require students or parents to agree to certain conditions in order to attend the school?

Yes, under the restart model, a provider may require all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, or other commitments related to academic performance. In other words, a decision by a student or parent not to sign such an agreement amounts to an indication that the student does not wish to attend the school implementing the restart model. A provider may not, however, require students to meet, for example, certain academic standards prior to enrolling in the school.

C-7. May a restart school serve fewer grades than were previously served by the school in which the model is being implemented?

Yes. An LEA has flexibility to work with providers to develop the appropriate sequence and timetable for a restart partnership. Thus, for example, an LEA could allow a restart operator to take over one grade in the school at a time. If an LEA allows a restart operator to serve only some of the grades that were previously served by the school in which the model is being implemented, the LEA must ensure that the SIG funds it receives for the school are used only for the grades being served by the restart operator, unless the LEA is implementing one of the other SIG models with respect to the other grades served by the school. For example, if the school in question previously served grades K-6 and the LEA allows a FY 2010 Guidance 33 restart operator to take over the school only with respect to grades K-3, the LEA could use SIG funds to serve the students in grades 4-6 if it implements a turnaround model or school closure, consistent with the final requirements, with respect to those grades.

C-8. May a school implementing a restart model implement any of the required or permissible activities of a turnaround model or a transformation model?

Yes. A school implementing a restart model may implement activities described in the final requirements with respect to other models. Indeed, a restart operator has considerable flexibility not only with respect to the school improvement activities it will undertake, but also with respect to the type of school program it will offer. The restart model is specifically intended to give operators flexibility and freedom to implement their own reform plans and strategies.

C-9. If an LEA implements a restart model, must its contract with the charter school operator, CMO, or EMO hold the charter school operator, CMO, or EMO accountable for meeting the final requirements?

Yes. If an LEA implements a restart model in a Tier I or Tier II school, the LEA must include in its contract or agreement terms and provisions to hold the charter school operator, CMO, or EMO accountable for complying with the final requirements. An LEA should bear this accountability requirement in mind at the time of contracting with the charter school operator, CMO, or EMO, and should consider how best to reflect it in the contract or agreement.

C-10. May an LEA use SIG funds to pay a fee to a CMO or EMO to operate a restart model?

Yes, but only to the extent the fee is reasonable and necessary to implement the restart model. An LEA, thus, has the responsibility, in entering into a contract with a CMO or EMO, to ensure that any fee that is part of the contract is reasonable and necessary. *See* Office of Management and Budget Circular A-87, Attachment A, C.1.a (to be allowable under a Federal grant, costs must be —necessary and reasonable for proper and efficient performance and administration of [the Federal grant]). In making this determination, the LEA must ensure that there is a direct relationship between the fee and the services that the CMO or EMO will provide using SIG funds and that those services are necessary to implement the SIG model in the school being restarted. It may not be reasonable, for example, for a CMO or EMO to charge a flat percentage of the SIG funds available, irrespective of the services to be provided, particularly in light of the significant amount of SIG funds that would be available to a school for three years. For example, if a CMO or EMO normally charges a fee of five percent of gross receipts to operate a school, it

may not be reasonable to calculate that percentage on the additional \$6 million in SIG funds that could be available, absent a very strong demonstration that its costs for providing services increase commensurately with the large amount of SIG funds available. Moreover, the LEA must be able to demonstrate, as part of its commitment to obtain SIG funds, that it can sustain the services of the CMO or EMO and any attendant fee after the SIG funds are no longer available (Sections I.A.4(a)(vi) and II.A.2(a)(iv)) and include a budget for each school it intends to serve that identifies any fee (Section II.A.2(a)(vi)). In addition, an SEA has the responsibility, in reviewing and approving an LEA's application to implement the restart model in one or more of its Tier I or Tier II schools, to consider the LEA's capacity to implement the model, including the reasonableness of its SIG budget and its ability to FY 2010 Guidance 34 sustain the model after SIG funds are no longer available, and may approve the LEA's application only if the SEA determines that the LEA can implement fully and effectively the model. See Sections I.A.4(b) and II.B.2(b)(ii) and (iv). (New for FY 2010 Guidance)

D. SCHOOL CLOSURE

D-1. What is the definition of —school closure?

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

D-1a. How important is it for an LEA to engage families and the community in the LEA's decision to close a persistently lowest-achieving school?

It is extremely important to engage families and the school community early in the process of selecting the appropriate school improvement model to implement in a school (see H-4a), but doing so is particularly important when considering school closure. It is critical that LEA officials engage in an open dialogue with families and the school community early in the closure process to ensure that they understand the data and reasons supporting the decision to close, have a voice in exploring quality options, and help plan a smooth transition for students and their families at the receiving schools. (New for FY 2010 Guidance)

D-2. What costs associated with closing a school can be paid for with SIG funds?

An LEA may use SIG funds to pay certain reasonable and necessary costs associated with closing a Tier I or Tier II school, such as costs related to parent and community outreach, including, but not limited to, press releases, newsletters, newspaper announcements, hotlines, direct mail notices, or meetings regarding the school closure; services to help parents and students transition to a new school; or orientation activities, including open houses, that are specifically designed for students attending a new school after their prior school closes. Other costs, such as revising transportation routes, transporting students to their new school, or making class assignments in a new school, are regular responsibilities an LEA carries out for all students and generally may not be paid for with SIG funds. However, an LEA may use SIG funds to cover these types of costs associated with its general responsibilities if the costs are directly attributable to the school closure and exceed the costs the LEA would have incurred in the absence of the closure.

D-3. May SIG funds be used in the school that is receiving students who previously attended a school that is subject to closure in order to cover the costs associated with accommodating those students?

No. In general, the costs a receiving school will incur to accommodate students who are moved from a closed school are costs that an LEA is expected to cover, and may not be paid for with SIG funds. However, to the extent a receiving school is a Title I school that increases its

population of children from low-income families, the school should receive additional Title I, Part A funds through the Title I, Part A funding formula, and those Title I, Part A funds could be used to cover FY 2010 Guidance 35 the educational costs for these new students. If the school is not currently a Title I school, the addition of children from low-income families from a closed school might make it an eligible school.

D-4. Is the portion of an LEA’s SIG sub grant that is to be used to implement a school closure renewable?

Generally, no. The portion of an LEA’s SIG sub grant for a school that is subject to closure is limited to the time necessary to close the school — usually one year or less. As such, the funds allocated for a school closure would not be subject to renewal.

D-5. How can an LEA determine whether a higher-achieving school is within reasonable proximity to a closed school?

The school to which students who previously attended a closed school are sent should be located —within reasonable proximity to the closed school. An LEA has discretion to determine which schools are located within a reasonable proximity to a closed school. A distance that is considered to be within a —reasonable proximity in one LEA may not be within a —reasonable proximity|| in another LEA, depending on the nature of the community. In making this determination, an LEA should consider whether students who would be required to attend a new school because of a closure would be unduly inconvenienced by having to travel to the new location. An LEA should also consider whether the burden on students could be eased by designating multiple schools as receiving schools. An LEA should not eliminate school closure as an option simply because the higher-achieving schools that could be receiving schools are located at some distance from the closed school, so long as the distance is not unreasonable. Indeed, it is preferable for an LEA to send students who previously attended a closed school to a higher-achieving school that is located at some distance from, but still within reasonable proximity to, the closed school than to send those students to a lower-performing school that is geographically closer to the closed school. Moreover, an LEA should consider allowing parents to choose from among multiple higher-achieving schools, at least one of which is located within reasonable proximity to the closed school. By providing multiple school options, a parent could decide, for example, that it is worth having his or her child travel a longer distance in order to attend a higher-achieving school. Ultimately, the LEA’s goal should be to ensure that students who previously attended a closed school are able to enroll in the highest performing school that can reasonably be offered as an alternative to the closed school.

D-6. In what kinds of schools may students who previously attended a closed school enroll?

The higher-achieving schools in which students from a closed school may enroll may include any public school with the appropriate grade ranges, including public charter schools and new schools for which achievement data are not yet available. Note that a new school for which achievement data are not yet available may be a receiving school even though, as a new school, it lacks a history of being a —higher-achieving|| school. FY 2010 Guidance 36

E. TRANSFORMATION MODEL

E-1. With respect to elements of the transformation model that are the same as elements of the turnaround model, do the definitions and other guidance that apply to those elements as they relate to the turnaround model also apply to those elements as they relate to the transformation model?

Yes. Thus, for example, the strategies that are used to recruit, place, and retain staff with the skills necessary to meet the needs of students in a turnaround model may be the same strategies that are used to recruit, place, and retain staff with the skills necessary to meet the needs of

students in a transformation model. For questions about any terms or strategies that appear in both the transformation model and the turnaround model, refer to the turnaround model section of this guidance.

E-2. Which activities related to developing and increasing teacher and school leader effectiveness are required for an LEA implementing a transformation model?

An LEA implementing a transformation model must:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
 - (a) Take into account data on student growth 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
 - (b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school 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;
- (4) Provide staff ongoing, high-quality, job-embedded professional development 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
- (5) 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 model. FY 2010 Guidance 37

E-3. Must the principal and teachers involved in the development and design of the evaluation system be the principal and teachers in the school in which the transformation model is being implemented?

No. The requirement for teacher and principal evaluation systems that —are designed and developed with teacher and principal involvement|| refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.

E-4. Under the final requirements, an LEA implementing the transformation model must remove staff —who, after ample opportunities have been provided for them to improve their professional practice, have not done so. Does an LEA have discretion to determine the appropriate number of such opportunities that must be provided and what are some examples of such —opportunities to improve?

In general, LEAs have flexibility to determine both the type and number of opportunities for staff to improve their professional practice before they are removed from a school implementing the transformation model. Examples of such opportunities include professional development in such areas as differentiated instruction and using data to improve instruction, mentoring or partnering with a master teacher, or increased time for collaboration designed to improve instruction.

E-5. In addition to the required activities, what other activities related to developing and increasing teacher and school leader effectiveness may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as:

- (1) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school;
- (2) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (3) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

LEAs also have flexibility to develop and implement their own strategies, as part of their efforts to successfully implement the transformation model, to increase the effectiveness of teachers and school leaders. Any such strategies must be in addition to those that are required as part of this model.

E-6. How does the optional activity of —providing additional compensation to attract and retain certain staff differ from the requirement to implement strategies designed to recruit, place, and retain certain staff?

There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The FY 2010 Guidance 38 more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

E-7. Which activities related to comprehensive instructional reform strategies are required as part of the implementation of a transformation model?

An LEA implementing a transformation model must:

- (1) 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
- (2) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

E-8. In addition to the required activities, what other activities related to comprehensive instructional reform strategies may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

- (1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (2) Implementing a schoolwide —response-to-intervention|| model;
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (4) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (5) In secondary schools—
 - (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies

that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

- (b) Improving student transition from middle to high school through summer transition programs or freshman academies; FY 2010 Guidance 39
- (c) Increasing graduation rates through, for example, credit recovery programs, reengagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
- (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

E-9. What activities related to increasing learning time and creating community-oriented schools are required for implementation of a transformation model?

An LEA implementing a transformation model must:

- (1) Establish schedules and strategies that provide increased learning time; and
- (2) Provide ongoing mechanisms for family and community engagement.

E-10. What is meant by the phrase —family and community engagement and what are some examples of ongoing mechanisms for family and community engagement?

In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

E-10a. How should an LEA design mechanisms to support family and community engagement?

To develop mechanisms to support family and community engagement, an LEA may conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA should try to ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole. (New for FY 2010 Guidance)

E-11. In addition to the required activities, what other activities related to increasing learning time and creating community-oriented schools may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as FY 2010 Guidance 40:

- (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

- (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

E-11a. What are examples of services an LEA might provide to create safe school environments that meet students' social, emotional, and health needs?

Services that help provide a safe school environment that meets students' social, emotional, and health needs may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. (New for FY 2010 Guidance)

E-12. How does the optional activity of extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff differ from the requirement to provide increased learning time?

Extra time or opportunities for teachers and other school staff to create and build relationships with students can provide the encouragement and incentive that many students need to work hard and stay in school. Such opportunities may be created through a wide variety of extra-curricular activities as well as structural changes, such as dividing large incoming classes into smaller theme based teams with individual advisers. However, such activities do not directly lead to increased learning time, which is more closely focused on increasing the number of instructional minutes in the school day or days in the school year.

E-13. What activities related to providing operational flexibility and sustained support are required for implementation of a transformation model?

An LEA implementing a transformation model must:

- (1) 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
- (2) 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). FY 2010 Guidance 41

E-14. Must an LEA implementing the transformation model in a school give the school operational flexibility in the specific areas of staffing, calendars/time, and budgeting?

No. The areas of operational flexibility mentioned in this requirement are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

E-15. In addition to the required activities, what other activities related to providing operational flexibility and sustained support may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:

- (1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

E-16. In implementing the transformation model in an eligible school, may an LEA gather data during the first year of SIG funding on student growth, multiple observation based assessments of performance, and ongoing collections of professional practice reflective of student achievement, and then remove staff members who have not improved their professional practice at the end of that first year?

Yes. Although we expect an LEA that receives FY 2010 SIG funds and/or FY 2009 carryover SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model fully at the start of the 2011–2012 school year, we recognize that certain components of the model may need to be implemented later in that process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process. (See E-3, E-4, and F-2.) (Modified for FY 2010 Guidance)

E-17. May an LEA implement the transformation model in a high school that has grades 9-12 by assigning the current principal to grades 10-12 and hiring a new principal to lead a 9th-grade academy?

No. The final requirements for the SIG program are intended to support interventions designed to turn around an entire school (or, in the case of the school closure model, provide better educational options to all students in a Tier I or Tier II school). Removing a single grade from a Tier II high school to create a new school for that grade as part of a strategy to improve the performance of feeder schools would not meet this requirement for whole-school intervention. Similarly, to meet the requirement that a principal be replaced, the new principal must serve all grades in a school, not just one particular grade.

Appendix C

Intervention Models Rubrics



EARLY CHILDHOOD, SPECIAL EDUCATION AND TITLE SERVICES TEAM

Intervention Model Rubrics for Four Intervention Models

- Transformation Model
- Turnaround Model
- Restart Model
- School Closure Model

1003(g) TRANSFORMATION MODEL

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal who led the school prior to commencement of the transformation model.	The district has replaced the principal.			The district has not replaced the principal.
Use rigorous, transparent, and equitable evaluation systems* for teachers and principals, designed and developed with teacher and principal involvement, that take into account <ul style="list-style-type: none"> ✓ Data on student growth; ✓ Multiple observation-based assessments of performance; ✓ Ongoing collections of professional practice; ✓ Increased high school graduation rates. 	The school has adopted and implemented evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and principals.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and principals.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.**	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.***	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
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 school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
*The requirement for teacher and principal evaluation systems that “are designed and developed with teacher and principal involvement” refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.				
**In addition to the required activities for implementing the transformation model, an LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as: (1) provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in the transformation school; (2) institute a system for measuring changes in instructional practices resulting from professional development; or (3) ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.				
***In general, LEAs have flexibility to determine both the type and number of opportunities for staff to improve their professional practice before they are removed from a school implementing the transformation model. Examples of such opportunities include professional development in such areas as differentiated instruction and using data to improve instruction, mentoring or partnering with a master teacher, or increased time for collaboration designed to improve instruction.				

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: ✓ Staffing, ✓ Calendars/time, ✓ Budgeting, To implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.*	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and is in the process of implementing a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

*The areas of operational flexibility mentioned in this requirement (staffing, calendars/time, and budget) are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational achievement outcomes and increase high school graduation rates.

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:
 (1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 (2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

STANDARD: CULTURE AND HUMAN CAPITAL

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Implement strategies that will recruit, place and retain staff* with the skills necessary to meet the needs of the students in the transformational school, which may include, but are not limited to: <ul style="list-style-type: none"> ✓ Financial incentives, ✓ Increased opportunities for promotion and career growth, ✓ Flexible work conditions. 	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.
Provide ongoing mechanisms for family and community engagement.**	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

*There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

**In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

***In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:

- (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Extra time or opportunities for teachers and other school staff to create and build relationships with students can provide the encouragement and incentive that many students need to work hard and stay in school. Such opportunities may be created through a wide variety of extra-curricular activities as well as structural changes, such as dividing large incoming classes into smaller theme-based teams with individual advisers. However, such activities do not directly lead to increased learning time, which is more closely focused on increasing the number of instructional minutes in the school day or days in the school year.

STANDARD: CURRICULUM AND ASSESSMENT				
Indicator	Rating of Performance			
	4	3	2	1
	Exemplary level of development and implementation	Full function and operational level of development and implementation	Limited development and partial implementation	Little or no development and implementation
Use data to identify and implement an instructional program that is* <ul style="list-style-type: none"> ✓ Aligned with State academic standards, ✓ Vertically and horizontally aligned, ✓ Research-based. 	The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.	The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.	The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.	The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: <ul style="list-style-type: none"> ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments. 	Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

- (1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (2) Implementing a schoolwide "response-to-intervention" model;
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

- (4) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (5) In secondary schools –
 - a. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including but providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - b. Improving student transition from middle to high school through summer transition programs or freshman academies;
 - c. Increasing graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - d. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT

Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development 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.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and strategies that provide increased learning time.***	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

1003(g) - TURNAROUND MODEL

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal with a visionary, instructional leader.	The district has hired a new principal.			The district has not hired a new principal.
Adopt a new governance structure which may include, but is not limited to: <ul style="list-style-type: none"> ✓ The school reports to a new “turnaround office” in the LEA. ✓ Hire a “turnaround leader” who reports directly to the superintendent. ✓ Enter into a multi - year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability. 	The school has adopted a new governance structure; the new governance structure has been implemented and is fully functioning	The school has adopted a new governance structure and is in the process of implementation.	The school is in the process of investigating a new governance structure.	The school has not started the process of adoption and implementation of a new governance structure.

STANDARD: CULTURE AND HUMAN CAPITAL

Indicator	Rating of Performance			
	<p style="text-align: center;">4</p> <p style="text-align: center;">Exemplary level of development and implementation</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Full function and operational level of development and implementation</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Limited development and partial implementation</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">Little or no development and implementation</p>
<p>Grant the new principal sufficient operational flexibility in staffing*.</p> <ul style="list-style-type: none"> ✓ Screen all existing staff and rehire no more than 50 percent. ✓ Select new staff. 	<p>The new principal was hired before the staffing process began and was involved in making decisions at every level of the staffing process.</p>	<p>The new principal was actively involved in making decisions during the hiring process but was not hired before the actual process began.</p>	<p>The new principal had limited involvement and/or decision-making authority in the hiring process or was involved in only parts of the process.</p>	<p>The new principal was not involved in the hiring process.</p>
<p>Implement strategies that will recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school, which may include, but are not limited to**:</p> <ul style="list-style-type: none"> ✓ Financial incentives, ✓ Increased opportunities for promotion and career growth, ✓ Flexible work conditions 	<p>The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.</p>	<p>The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.</p>	<p>The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.</p>	<p>The school has made no changes in their strategies to help recruit, place, and retain staff.</p>

*As used in the discussion of a turnaround model, “staff” includes all instructional staff, but an LEA has discretion to determine whether or not “staff” also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of “staff,” as all members of a school’s staff contribute to the school environment and are important to the success of a turnaround model.

In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only 90 of which are filled at the time the model is implemented, the LEA may rehire 50 staff members; the LEA is not limited to rehiring only 45 individuals (50 percent of the filled staff positions).

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the principal sufficient operational flexibility in calendars/time.	The new principal was hired before the process began and was involved in making decisions at every level of the calendar/time process.	The new principal was actively involved in making decisions during the calendar/time process but was not hired before the actual process began.	The new principal had limited involvement and/or decision-making authority in the calendar/time process or was involved in only parts of the process.	The new principal was not involved in the calendar/time process.
Grant the principal sufficient operational flexibility in budgeting.	The new principal was hired before the process began and was involved in making decisions at every level of the budget process.	The new principal was actively involved in making decisions during the budget process but was not hired before the actual process began.	The new principal had limited involvement and/or decision-making authority in the budget process or was involved in only parts of the process.	The new principal was not involved in the budget process.
Grant the principal sufficient operational flexibility in implementing fully the Turnaround Model.	The new principal was hired before the process began and was involved in making decisions at every level the reform process.	The new principal was actively involved in making decisions during the reform process but was not hired before the actual process began.	The new principal had limited involvement and/or decision-making authority in the reform process or was involved in only parts of the process.	The new principal was not involved in the reform process.
Provide appropriate social-emotional services* and supports to students.	The school has adopted and implemented appropriate social-emotional services and supports to students.	The school has adopted and is in the process of implementing appropriate social-emotional services and supports to students.	The school is investigating appropriate social-emotional services and supports to students.	The school offers no social-emotional services and supports to students.

STANDARD: CULTURE AND HUMAN CAPITAL

Indicator	Rating of Performance			
	<p style="text-align: center;">4 Exemplary level of development and implementation</p>	<p style="text-align: center;">3 Full function and operational level of development and implementation</p>	<p style="text-align: center;">2 Limited development and partial implementation</p>	<p style="text-align: center;">1 Little or no development and implementation</p>
<p>Provide community-oriented services* and supports to students.</p>	<p>The school has adopted and implemented community-oriented services and supports to students.</p>	<p>The school has adopted, and is in the process of implementing, community-oriented services and supports to students.</p>	<p>The school is investigating community-oriented services and supports to students.</p>	<p>The school offers no community-oriented services and supports to students.</p>

**A “competency,” which is a skill or consistent pattern of thinking, feeling, acting, or speaking that causes a person to be effective in a particular job or role, is a key predictor of how someone will perform at work. Given that every teacher brings a unique skill set of the classroom, thoughtfully developed assessments of such competencies can be used as part of a rigorous recruitment, screening, and selection process to identify educators with the unique qualities that equip them to succeed in the turnaround environment and can help ensure a strong match between teachers and particular turnaround schools. As part of a rigorous recruitment, screening and selection process, assessments of turnaround teachers’ competencies can be used by the principal or district leader to distinguish between very high performers and more typical or lower-performing teachers in a turnaround setting. Although an LEA may already have and use a set of tools to screen for appropriate competencies as part of its normal hiring practices, it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in crucial areas to transform the school’s wide-scale failure into learning success. (See pg. 17 of the guidance document for further information.)

An LEA is not obligated to use these particular strategies, so long as it implements some strategies that are designed to recruit, place, and retain the appropriate staff.)

*Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include health, nutrition, or social services that may be provided in partnership with local service providers, or services such as a family literacy program for parents who need to improve their literacy skills in order to support their children’s learning. An LEA should examine the needs of students in the turnaround school to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.

STANDARD: CURRICULUM AND ASSESSMENT

Indicator	Rating of Performance			
	<p style="text-align: center;">4</p> <p style="text-align: center;">Exemplary level of development and implementation</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Full function and operational level of development and implementation</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Limited development and partial implementation</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">Little or no development and implementation</p>
<p>Use data to identify and implement an instructional program that is*:</p> <ul style="list-style-type: none"> ✓ Aligned with State academic standards; ✓ Vertically and horizontally aligned; ✓ Research-based. 	<p>The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.</p>	<p>The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.</p>	<p>The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.</p>	<p>The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.</p>
<p>Promote the continuous use of student data to inform and differentiate instruction, such as:</p> <ul style="list-style-type: none"> ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments. 	<p>Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.</p>	<p>The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.</p>	<p>The school is investigating different forms of assessment to inform and differentiate instruction.</p>	<p>The school does not use student data to inform and differentiate instruction.</p>

*In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department of Education expects that most LEAs with Tier I and Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and implement strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.
*Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.				
<i>An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the amended final guidance requirements. As discussed in B-2 of the final requirements, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.</i>				

1003(g) RESTART MODEL

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
LEA converts or closes and reopens a school under a charter school operator, charter organization or education management organization	The district has converted or reopened the school as a charter school.			The district has not made a decision to convert or reopen as a charter school.
Flow of leadership organization is determined:	Leadership flow determined by selecting Option 1, 2 or 3			Leadership flow is not determined
Option 1 – District –Local Board- School Leader	<ul style="list-style-type: none"> ✓ District is governed by a Local board ✓ District hires leader(s) to run or operate school ✓ School Leader is held accountable for performance 	Two of the three components are implemented and operational	One component is implemented and operational	Option 1 is not operational or being implemented as agreed.
Option 2 – District- Local Board – Management Organization – School Leader	<ul style="list-style-type: none"> ✓ District is governed by the Local Board ✓ Local Board hires a Management Organization ✓ Management Organization hires a School Leader 	Two of the three components are implemented and operational. A Management Organization may be involved with more than one school	One components is implemented and operational	Option 2 is not operational or being implemented as agreed.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Option 3 – District – Management Organization – School Leader	<ul style="list-style-type: none"> ✓ District charters or contracts directly with a Management Organization ✓ Management Organization hires a School Leader to manage the school. ✓ There is no decision made by the local board ✓ The management organization uses their board. 	Three of the four components are implemented and operational	Two of the four components are implemented and operational	Option 3 is not operational or being implemented as agreed.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Application Process - Quality Indicators Are evident in the LEA's application/petition as indicated: Educational Need, Mission, Purpose, Enrollment and Recruitment, Educational Philosophy, Support for Learning, Staffing Plan, Measurable Goals/ Assessment, Governance, LEA Responsibilities, Financial Management including budget with implementation detail.	All Quality Indicators are addressed and clearly described to meet SEA requirements.			Quality Indicators are missing or not evident. Description lacking in detail.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Quality Authorizing - Organizational structures, human resources, and financial resources including the following:</p> <ul style="list-style-type: none"> ✓ Intent to improve quality, ✓ Support the State Charter School law, ✓ A catalyst for Charter school development, ✓ Clarity, consistency, and transparency in developing and implementing policies and procedures ✓ Flexibility for performance based opportunities ✓ Hold schools accountable for academic performance ✓ Determine objective and verifiable 	<ul style="list-style-type: none"> ✓ Implements plans, policies, processes that streamline and systematize the work to be accomplished. ✓ Evaluates work against national and state standards ✓ Recognizes the SEA as the authorizer ✓ Strive for higher critical thinking, cognitive and problem solving skills ✓ Prepare for career ready 21st century skills 			Does not adhere to the authorizing elements, organizational structures and financial resources as defined by the application process led by the SEA.

measures for performance ✓ Build parent and				
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STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
student communication ✓ Decisions centered around student needs.				
Use rigorous, transparent, and equitable evaluation systems for teachers and school leaders, designed and developed with teacher and principal involvement, that take into account: ✓ Data on student growth, ✓ Multiple observations, ✓ -based assessments of performance; ✓ Ongoing collections of professional practice, ✓ Increased high school graduation rates.	The school has adopted and implemented evaluation systems for teachers and school leaders that are rigorous, transparent, equitable, and developed with teacher and school leader involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and school leaders that are rigorous, transparent, and equitable and developed with teacher and school leader involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and school leaders.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and school leaders.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

STANDARD: LEADERSHIP				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external partner/ organization such as an EMO.	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: <ul style="list-style-type: none"> ✓ Staffing, ✓ Calendars/time, ✓ Budgeting, to implement fully a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school adopted and implemented a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school is in the process of implementing a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement and/or increase graduation rates.
Implement strategies that will recruit, place and retain staff with the skills necessary to meet the needs of the students in the Charter school, which may include, but are not limited to: <ul style="list-style-type: none"> ✓ Incentives, ✓ Increased career opportunities, ✓ Instructional flexibility 	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide ongoing mechanisms for family and community engagement.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

STANDARD: CURRICULUM AND ASSESSMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Use data to identify and implement an instructional program that is* <ul style="list-style-type: none"> ✓ Aligned with State academic standards , ✓ Vertically and horizontally aligned, ✓ Research-based. 	The school used data to identify and implement a research-based instructional program that aligned to State academic standards, horizontally and vertically aligned program and included 21 st Century Skills.	The school is in the process of implementation, used data to identify a research-based instructional program, aligned to State standards, horizontally and vertically aligned program and included 21 st Century Skills.	The school is investigating a research-based instructional program, that ensures horizontally, vertically, and State alignment to academic standards.	The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: <ul style="list-style-type: none"> ✓ Project based formats ✓ Formative assessments, ✓ Progress monitoring, and ✓ Summative assessments. 	Across the building, the school continuously utilizes student data in such forms as project based formats, formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments to include project based, progress monitoring assessments, summative assessments and is in the process of differentiating instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development aligned with a school's comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school is investigating high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	Professional development is not high-quality, job-embedded and/or aligned with a comprehensive instructional program.
Establish schedules and strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

1003(g) SCHOOL CLOSURE MODEL

STANDARDS: LEADERSHIP, CULTURE AND HUMAN CAPITAL, CURRICULUM AND ASSESSMENT, PROFESSIONAL DEVELOPMENT				
Indicator	Rating of Performance			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
<p>Leadership will devise a plan to address all standards (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development) that could include:</p> <ul style="list-style-type: none"> ✓ Personnel placement ✓ Policy ✓ Board decisions ✓ Student Assignment ✓ Transfer of Records ✓ Transportation ✓ Resource Reassignment ✓ Transfer of equipment ✓ Building numbers ✓ Facility issues ✓ Community PR ✓ Parent Communication ✓ Special Education Issues 	The district has a written plan on how all these issues will be dealt for closing the school.	The district has dealt with most of these issues in a written plan for closing the school.	The district has a written plan for some of these issues for closing the school.	The district has no written plan and has not addressed these issues for closing the school.

✓ Title I Issues ✓ Records ✓ Fiscal Services ✓ Accreditation Issues ✓ Communication with state				
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Appendix D

ESEA Turnaround Principles

Turnaround Principles: Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following “turnaround principles” and selected with family and community input:

1. providing strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
2. ensuring that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
3. redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
4. strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
5. using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
6. establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and
7. providing ongoing mechanisms for family and community engagement.

A priority school that implements one of the four Section 1003(g) School Improvement Grant (SIG) models is implementing an intervention that satisfies the turnaround principles.

Appendix E
School Leading Indicator Report

USD Number & Name: USD 501 Topeka **Name of School:** Scott School **Grade Span:** **Building Number:**

Indicator	Year 1 (Baseline)	Year 2	Year 3	Year 4
12. Number of minutes within the school year.	68,598			
13. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup	0			
14. Students proficient or above in reading	0			
15. Students proficient or above in math	0			
16. Dropout rate	0			
17. Student attendance rate	0			
18. Number and percentage of students completing advanced course work				
AP	NA	/	/	/
IB	NA	/	/	/
Early College High Schools	NA	/	/	/
Dual enrollment classes	NA	/	/	/
19. Discipline Incidents				

✓ Weapon Incidents-OSS	0			
✓ Weapon Incidents-Exp	0			
✓ 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	4			
✓ Violent Incidents without injury Exp	0			
20. Truants	8			
21. Distribution of teachers by performance level on the LEA's teacher evaluation system				
22. Teacher Attendance Rate				

APPENDIX F

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Priority schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Priority school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
4. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
5. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Priority schools.
6. The number of Priority schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
7. The maximum funding available to the LEA each year is determined by multiplying the total number of Priority schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Priority schools.
2. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served and the overall quality of LEA applications.
3. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Priority schools may approve an LEA's application with respect to only a portion of the LEA's Priority schools to enable the SEA to award school improvement funds to Priority schools across the State..

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Priority schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Priority school the SEA approves the LEA to serve or close. An SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Priority schools in certain LEAs in order to serve Priority schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.
3. Include any requested funds for LEA-level activities that support implementation of the school intervention models.

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

1000 Instruction	
100	Personnel Services—Salaries Instructional salaries for full & part-time certified and non-certified employees, substitute pay, & stipends.
200	Employee Benefits FICA, Group Insurance, Workman’s Compensation, etc., for personnel in line 100 above.
300	Purchased Professional & Technical Services Into District: Consultants, subcontracts, mini-grants, counseling, guidance, medical and accounting services.
400	Purchased Property Services Lease, repair, maintain, & rent property & equipment, owned or used by the district.
500	Other Purchased Services Out of District: Staff travel, workshops/conference registrations, per diem, mileage, lodging, staff development.
600	Supplies & Materials Items that can be consumed, worn out, or deteriorated through use. This includes software that was purchased independently of a hardware package. For Title I, this may be no more than 10% of the total allocation.
700	Property Initial, additional or replacement equipment. This includes software that was purchased as part of a hardware package. For Title I, this amount may be no more than 10% of the total allocation, or \$2,000, whichever is greater.
2000 Support Services	
2100 2100	Support Services --Students Activities designed to assess and improve the well-being of students and to supplement the teaching process. Include only staff in attendance, social work services, substance abuse, guidance and health services, and parent involvement.
2200	Support Services – Instructional Staff Activities associated with assisting the instructional staff in planning, developing and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff training, etc.
2300	Support Services (General Administration) Activities concerned with the overall general administration of the

	program. These include all personnel and materials required to support the program. If a federal program is audited by a state auditor, the CPA audit costs may not be charged to the federal program.
2329	Other Executive Administration Services Amount of funds generated by the indirect cost rate. (i.e., general operating costs such as duplicating, postage, room rental, telephone, etc.)
2400	Support Services Activities that have been assigned in addition to the normal contract concerned with directing and managing the operation of a particular school. Examples would include extended days, Title I summer school or alternative high school.
2700	Student Transportation Services Providing transportation for students. Activities concerned with conveying students to and from school, as provided by State and Federal law. This includes trips between home and school, and trips to and from school activities. Federal funds may not be used to supplant regular transportation costs.
3000 Non-Instructional Services	
3300	Community Services Operations <i>Providing community services to staff or students.</i>
3400	Student Activities Providing activities associated with the students in these programs.

Appendix H
LEA Application Scoring Form
SUMMARY PAGE

Reviewer Name: USD Name and USD #: Grant Application Name:

Section	Points Awarded
Section A: Schools to be Served	/5
Section B: Descriptive Information	/210
Section C: Budget	/35
Section D: Assurances	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section E: Waivers	<input type="checkbox"/> Yes <input type="checkbox"/> No
TOTAL APPLICATION SCORE	/250

LEA Grant Scoring Form

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

- 5 pts.** The LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each school.
- (a) the name and NCES ID # of each school
 - (b) the intervention model that will be implemented in each school

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<p>Identification:</p> <ul style="list-style-type: none"> • List of schools is missing. • Models have not been identified for each school. 	<p>Identification:</p> <ul style="list-style-type: none"> • List of schools has been provided. • Some models have been identified for individual schools but the list is incomplete. 	<p>Identification:</p> <ul style="list-style-type: none"> • List of schools has been provided. • Models of intervention have clearly been identified that will be implemented for each school.

Points Awarded _____

Comments

B 1a: For each Priority school that the LEA commits to serve, the LEA must demonstrate that – The LEA has analyzed the needs of each school and selected an intervention for each school.

B: DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

10 pts. Describe the needs assessment process that the school went through before selecting the Intervention Model.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
Process: <ul style="list-style-type: none"> • No evidence of a needs assessment process was provided. • Process does not include all required stakeholders. 	Process: <ul style="list-style-type: none"> • Limited evidence of a needs assessment process was provided. • Limited evidence of consultation with stakeholders regarding the needs assessment process. 	Process: <ul style="list-style-type: none"> • Substantial evidence of a needs assessment process was provided. • Relevant stakeholders were involved in the needs assessment process.

Points Awarded _____

Comments

15 pts. Write a brief summary of the school’s data analysis results/findings. Include:

- Achievement Data
 - School Leading Indicator Report
 - School AYP Data
 - School Report Card Data
- Perception Data
- School AYP Data
- School Report Card Data

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
Summary: <ul style="list-style-type: none"> • few sources of data are included. • no summarization of the data is evident. 	Summary: <ul style="list-style-type: none"> • three of the listed sources of data are included. • summarization of data is not clear. 	Summary: <ul style="list-style-type: none"> • four of the listed sources of data are included. • a concise summarization of the data is evident.

Points Awarded _____

Comments

15 pts. Based on the school’s data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model (Root Cause Analysis).

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> No evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention. 	<ul style="list-style-type: none"> Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention. 	<ul style="list-style-type: none"> Clearly analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention is provided.

Points Awarded _____

Comments

B 1b: For each Priority school that the LEA commits to serve, the LEA must demonstrate that – The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA’s application in order to implement, fully and effectively the required activities of the school intervention model it has selected.

15 pts. Using the Needs Assessment results and the selected School Intervention Model, assess the district and school capacity: Elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> Needs assessment does not address all academic areas or subpopulations in which the school is underperforming or showing regression Non-academic needs and associated data are not linked to conditions that impact student achievement 	<ul style="list-style-type: none"> Needs assessment addresses all academic areas or subpopulations in which the school is underperforming or showing regression Non-academic needs and associated data are generally linked to conditions that impact student achievement 	<ul style="list-style-type: none"> Needs assessment is comprehensive, addresses all academic areas or subpopulations in which the school is underperforming or showing regression, and addresses underlying conditions and causes for academic performance issues Non-academic needs and associated data are clearly and logically linked to conditions that impact student achievement

Points Awarded _____
Comments

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

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none"> Unclear evidence of strengths and weaknesses was provided. 	<ul style="list-style-type: none"> Limited evidence of strengths and weaknesses was provided. 	<ul style="list-style-type: none"> Substantial evidence of strengths and weaknesses was provided.

Points Awarded _____
 Comments

10 pts. 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.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> School’s capacity to use school improvement funds has not been addresses or has been minimally addressed. 	<ul style="list-style-type: none"> School’s capacity to use school improvement funds has been addressed. 	<ul style="list-style-type: none"> School’s capacity to use school improvement funds has been clearly demonstrated.

Points Awarded _____
 Comments

B 2: The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

15 pts. Using the needs assessment results, select the Appropriate Intervention Model. Elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

Points Awarded _____

Comments

5 pts. Describe why the model will be an appropriate fit for the school.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none">Rationale for model selection is unclear or is not logical	<ul style="list-style-type: none">Rationale for model selection is logical and clear.	<ul style="list-style-type: none">Rationale for model selection is detailed, strong, and directly links the model to the needs assessment.

Points Awarded _____

Comments

15 pts. Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> • Interventions are not consistently designed and implemented to meet final requirements. • Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> • Interventions are designed and implemented to be consistent with final requirements. • Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> • Interventions are carefully designed and implemented with integrity to be consistent with final requirements. • Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

Points Awarded _____

Comments

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

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> The application lacks documentation that thorough recruiting, screening and selecting of external providers was done to ensure their quality. 	<ul style="list-style-type: none"> Where applicable, the application describes the recruiting, screening and selecting of external providers to ensure their quality. 	<ul style="list-style-type: none"> Where applicable, the application clearly describes the recruiting, screening and selecting of external providers to ensure their quality.

Points Awarded _____

Comments

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

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none">• Other resources are not aligned with the interventions.	<ul style="list-style-type: none">• Other resources are aligned with the interventions to aid implementation.	<ul style="list-style-type: none">• Other resources are carefully aligned with the interventions to aid implementation.

Points Awarded _____
Comments

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

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none"> Where necessary, changes in practices and policies have not fully taken place where these changes would enable the school(s) to implement interventions. 	<ul style="list-style-type: none"> Where necessary, practices and policies have been modified to enable the school(s) to implement interventions. 	<ul style="list-style-type: none"> Where necessary, practices and policies have been modified to enable the school(s) to implement interventions fully and effectively.

Points Awarded _____

Comments

5 pts. Explain how the school will sustain the reforms after the funding period ends.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
<ul style="list-style-type: none">The application does not clearly describe how the reforms will be sustained after the funding period ends.	<ul style="list-style-type: none">The application does not clearly describe how the reforms will be sustained after the funding period ends.	<ul style="list-style-type: none">The application clearly describes how the reforms will be sustained after the funding period ends.

Points Awarded _____

Comments

B 3: The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Priority school identified in the LEA’s application.

10 pts.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> Provides a vague timeline without delineation of the steps that will be taken to implement the selected intervention. 	<ul style="list-style-type: none"> Provides a timeline for each step the LEA will take to implement the selected intervention. 	<ul style="list-style-type: none"> Provides a detailed timeline delineating each step the LEA will take to implement the selected intervention.

Points Awarded _____

Comments

B 4: The LEA must describe the annual goals for student achievement on the State’s assessment in both reading/language arts and mathematics that it has established in order to monitor its Priority schools that receive school improvement funds..

15 pts.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> • Goals for student achievement on the state reading/language arts and mathematics assessments are vague, insignificant, or unrealistic. • Goals are generic and do not address intervention models chosen • Objectives are not directly related to the goal, the selected intervention, or the school(s)’s needs 	<ul style="list-style-type: none"> • Describes annual goals for student achievement on the reading/language arts and mathematics state assessments • There is a goal for each intervention model chosen • Objectives are related to the goal, selected intervention and the school(s)’s needs 	<ul style="list-style-type: none"> • Clearly describes significant annual goals for student achievement on the reading/language arts and mathematics state assessments • Goals specifically address which intervention model will be implemented at which school(s) and there is a separate goal for each intervention model chosen • Objectives are directly related to the goal and selected intervention and clearly address each school(s)’s needs

Points Awarded _____

Comments

B 5: The LEA must describe the goals it has established (subject to approval by SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

- 30 pts.**
- (a) Identify goals/objectives consistent with the desired outcomes and required activities. These must be specific, measurable, attainable and time-bound.
 - (b) Describe how the evaluation plan will document the effectiveness of the activities within identified schools.
 - (c) Describe how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

Scoring Rubric

Marginal (0-9 pts.)	Somewhat Rigorous (10-20 pts.)	Most Rigorous (21-30 pts.)
<ul style="list-style-type: none"> • The proposal fails to identify the goals/objectives to document the effectiveness of activities for individual schools. • The proposal fails to provide an evaluation plan, which would document the effectiveness of the activities in the schools. • The proposal lacks a clear description of how the LEA will determine the effectiveness of the school improvement funded activities. 	<ul style="list-style-type: none"> • The proposal establishes overall minimum achievement expectations. • The proposal provides a vague evaluation plan, which would document the effectiveness of the activities in the schools. • The proposal provides a vague plan on how evaluation data will be used to determine the effectiveness of the school improvement funded activities. 	<ul style="list-style-type: none"> • The proposal identifies goals/objectives, which are consistent with the desired outcomes and required activities of the grant (specific, measurable, attainable, and time-phased). • The proposal describes how evaluation plan will document effectiveness of the activities within the identified schools. • The proposal describes how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

Points Awarded _____
 Comments

B 6: As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Priority schools. It should include:

- 10 pts.**
- (a) A list of stakeholders who provided input.
 - (b) The process of how the stakeholders were consulted with regarding the application.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
<ul style="list-style-type: none"> • The grant fails to identify any stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Priority schools. • The grant fails to describe how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Priority schools. 	<ul style="list-style-type: none"> • The grant identified stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Priority schools, however it was not clear if these were relevant stakeholders. • The grant provided a vague description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Priority schools. 	<ul style="list-style-type: none"> • The grant identified key stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Priority schools. Resumes were included to determine their relevance. • The grant provided a detailed description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Priority schools and what role they would play in the implementation of the funded activities.

Points Awarded _____
Comments

C: BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

- 35 pts.** The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –
- (a) Implement the selected model in each Priority school it commits to serve;
 - (b) Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority schools.

Scoring Rubric

Marginal (0-11 pts.)	Somewhat Rigorous (12-23 pts.)	Most Rigorous (24-35 pts.)
<ul style="list-style-type: none"> • Grant funds are not aligned or clearly tied to the goals, objectives, and strategies. • The budget does not fully support all required components of the intervention model selected. • Other state, local and federal funds supporting grant activities are not specified. • Budgeted items do not comply with supplement, not supplant, provisions of ESEA. 	<ul style="list-style-type: none"> • Grant funds are tied to the goals, objectives, and strategies. • Budgeted items support all required components of the intervention model selected. • Other state, local and federal funds supporting grant activities are specified. 	<ul style="list-style-type: none"> • Grant funds are clear and well defined and directly support the goals, objectives, and strategies. • Budgeted items are of sufficient scope and amount to ensure strategy success and full intervention model implementation. • Other state, local and federal funds clearly and logically support the plan. • All budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)

Points Awarded _____

Comments

D: ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

Assurances have been checked. Yes No (Circle one.)