



Kansas  
Learning  
Network

## Menu of Meaningful Interventions

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# Kansas ESEA Waiver Menu of Meaningful Interventions

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## **Turnaround Principle: Provide Strong Leadership**

*Ensure that leaders are effective:*

- Review the performance of the current principal
- Replace the principal if such a change is necessary to ensure strong and effective leadership; or demonstrate to the KSDE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort.
- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.
- Ensure that formal leadership teams exist at district, building and site levels and include representation from: administration, staff, learners, families, community collaborators.
- Identify and communicate the roles and responsibilities for each district/building leader.
- Ensure that each leadership team meets regularly to address learner academic success in an integrated manner and shares information with district, building and community.
- Provide professional development for leadership teams with a focus on instructional leadership based on data and input from staff and community.
- Require professional development for the school's leadership team on effective staffing practices.
- Ensure that leadership teams regularly engage in formal problem solving using district/building/site level data that allows for data-based decision making for both academics and behavior.
- Ensure that the leadership teams clearly identify the implement multiple indicators of academic and behavioral success and formally communicate those indicators as measures of learning.
- Provide professional development for principal on the collection, analysis and use of instructional data.
- Implement targeted technical assistance and professional development that is based on data from the District Needs Assessment.

## **Turnaround Principle: Enable Effective Educator**

*Allow all teachers to be effective and able to improve instruction:*

- Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort.
- Based on teacher evaluation, prevent ineffective teachers from transferring to Priority or Focus Schools.
- Provide job-embedded, ongoing professional development informed by teacher evaluation and teacher and student needs such as those identified by instructional data collected by progress monitoring in the areas of reading, math and positive behavior interventions.
- Develop long-term professional development plans for all staff and administrators with activities tied to practices that support the implementation and refinement of a multi-tier system based upon local data.
- Provide professional development for school staff on the collection, analysis and use of instructional data.
- Require professional development in the use of research-based instructional practices.
- Deploy a standards-based teacher evaluation system that measures the use of meaningful instructional practices.
- Invite outside Master Educators to conduct observations in the school as part of a comprehensive evaluation process that have experience in the use of meaningful instructional practices.



- In order to share effective practices, pair Master Educators from mentor schools with teachers in mentee schools.
- Make certain that all staff have a collaborative responsibility for data-based decision making and problem solving to improve student learning.
- Implement strategies such as financial incentives, increased opportunities for promotional and career growth, and more flexible work conditions for teachers who are effective.
- Implement a goals-based walk-through process for classroom observation.
- Monitor and evaluate the fidelity of implementation of Multi-Tier System of Supports by using specific instruments, (such as MTSS Innovation Configuration Matrix), to measure impact.

### **Turnaround Principle: Maximize Learning Time**

*Ensure the school's calendar and schedule is effective and efficient:*

- Redesign the school day, week, or year by adding time before and after school or additional time during the summer.
- Incorporate time for teacher common planning and collaboration.
- Provide sufficient time for core, supplemental and intensive instruction that is protected from controllable interruptions and monitored to ensure that planned time is actualized.
- Create a schedule that allows for the planning and implementation of team or co-teaching.
- Participate in and implement strategies defined in a time audit.
- Provide ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

### **Turnaround Principle: Ensure Rigorous Curriculum**

*Strengthen the school's curriculum and instruction:*

- Review the district's curriculum and instruction by completing a curriculum analysis.
- Use the curriculum analysis results to ensure that all academic curricular materials and instructional practices implemented are evidence-based, rigorous, and relevant based on needs of students.
- Review the preK-12 curriculum to verify it is aligned with the Kansas Common Core Standards.
- Provide ongoing professional development in the use of academic core, supplemental and intense curricular materials and programs that teachers are responsible for providing which is aligned with the Kansas Common Core Standards.
- Provide ongoing professional development in the Kansas Common Core Standards and the use of targeted evidence-based instructional practices/strategies.
- Implement a process to check the fidelity of academic curricula and program implementation and instructional practices for students at all levels with feedback and coaching to staff provided throughout the year.
- Promote continuous use of student data to differentiate the curriculum, inform tiered interventions and validate instructional strategies as described within a properly implemented MTSS framework.
- Deploy an assessment and data analysis system.



## **Turnaround Principle: Utilize Data Analysis**

*Use data to inform instruction for continued improvement:*

- Use student data to inform and differentiate student instruction and to provide tiered interventions as described within a properly implemented MTSS framework.
- Identify and schedule dedicated time for collaborative teams to review and analyze student data for the purpose of adjusting student instruction. (PLCs, departmental meetings, grade level meetings)
- Conduct data-based decision making at district, building, and classroom levels and for supplemental and intensive instruction.
- Ensure that all staff are actively involved and trained in the problem solving process and use it consistently to guide academic decisions.
- Provide professional development to ensure that all staff members develop a complete understanding of how to analyze collected data and how to interpret and report results accurately and consistently, including helping families understand the meaning and use of data.
- Promote the use of both qualitative and quantitative data.
- Identify specific responsibilities for data coordinator for district/building data.
- Promote student awareness and use of data to monitor their academic progress.

## **Turnaround Principle: Establish Safe Environment**

*Establish a safe school environment:*

- Establish school environments that improve school safety and discipline and address other non-academic factors that impact student achievement such as students' social, emotional, and health needs.
- Enhance staff motivation and capacity to be actively involved in decision making and leading from within.
- Provide professional development to help the leadership team monitor and take actions to continue to improve the climate and culture of school.
- Analyze school safety and discipline data to determine if the structural component is in place to maintain a safe learning environment.

## **Turnaround Principle: Grow Family and Community Engagement**

*Provide ongoing mechanisms for family and community engagement:*

- Develop and implement a family and community engagement plan which provides information and data on a formal and frequent basis to all district stakeholders and community collaborators.
- Provide ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.
- Promote and support parent groups.
- Hold public meetings to review school performance and plan school improvement strategies and interventions.
- Conduct a survey to gauge parent and community satisfaction.
- Implement a complaint procedure for families and community.
- Coordinate with local social and health agencies to help meet student and family needs.
- Provide parent education classes (GED, literacy, ESL).
- Support early childhood education programs that provide young children with early learning experiences.

