

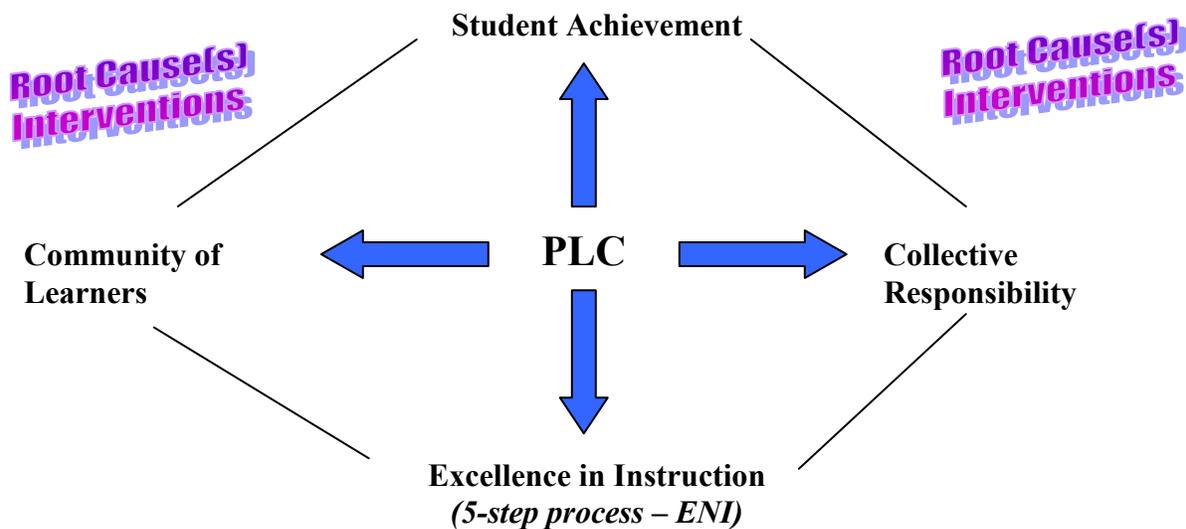
Section B. District Information – Exploration and Adoption

Discuss the role the district played in the Exploration and Adoption of the Model(s) with schools in your district.

The Kansas City Kansas Public Schools vision (beginning July 1, 2010) is to be one of the top 10 school districts in the nation. The Mission of the district is Inspiring Excellence – Every Grown-Up, Every Child, Every Day. The district consists of approximately 19,800 students that represent a diverse community: 42.1% African American; 38.1% Hispanic; 15.9% White; and 3.9% Other ethnicities and races. Of these students, 83.8% were identified as economically disadvantaged last year, with that figure growing to nearly 90% in the current year. In addition, the district has 27.3% ELL students and 12.8% students with disabilities that it serves.

In the Kansas City Kansas Public Schools, student achievement will be the primary focus with everything else in service to this outcome. The overall goal of the system will be that all students exit high school with college and career preparedness and performance being on track and on time for success every step of the way, preschool through graduation. Critical features of the District reform focus on 1) Student Achievement as the Primary Focus; 2) Excellence in instruction through a fully implemented Guaranteed Viable Standards Based Curriculum that is supported through the Kansas City, Kansas 5-step process (Evans Newton Institute); Collective Responsibility having highly engaged parents and community and aligned and equitable resources in every school; and 4) Community of Learners, supported through Professional Learning Communities. Indicators of success have been established to support District reform. Examples of the indicators are: ninety percent of all third graders reading on grade level, Reading, Writing, Speaking and Thinking emphasized across content and culturally responsive teaching for learning in every classroom.

Visually, the following depicts the districts direction:



The district, through the continuation and initial implementation of First Things First, focused on needed structural change. Now, through this effort the district is ready to move beyond structural change and into classroom reform.

What do we need to do as a system and as individual schools based on the data? Both entities must assess the current curriculum for the degree of both horizontal and vertical alignment; establish the KCK Standards (hybrid standards) that align the state standards with the ACT standards; establish 4 ½ week Formative/Checkpoint Assessments to measure student and overall system progress; fill the gaps with materials and lessons to be used to meet individual student needs and supplement current curriculum materials; and professional development to administrators, teacher leaders and teachers to train the 5-step Instructional Improvement Process and build the district capacity.

In applying a transformational or turnaround model to any of the schools, some drastic measures and changes needed to happen. First and foremost, it became very evident that the curriculum district wide was not aligned, horizontally or vertically. In some cases, the schools were not implementing any district curriculum with any consistency or fidelity. The district has determined to work in partnership with Evans Newton Institute to place Emerson on a fast track in the development and implementation of the 5-step process for KCK, grades K-5. The following is a depiction of the 5-step process for KCK. This process will be enhanced with intensive supports of KLN Implementation coaches, intensive coach to coach model and the implementation of the formative/4 ½ week checkpoint assessments to ensure that these schools are making data-driven decisions and that the data is actually driving instruction. This process will be full throttle for Emerson to ensure that they are embedding all five steps of the KCK process. Below is a depiction of the 5-Step process for Ensuring Excellence in Instruction in KCK:



Exploration and Adoption is the first step in the six-step process of Implementation Research: A Synthesis of the Literature by Fixsen, Naoom, Blasé, Friedman, and Wallace. This process will guide the district and the individual schools through the change process along with KSDE and KLN as noted in the grant application.

1. Needs Assessment: The district's leadership team gathered to review all of the eligible schools data sets, that met the State's definition of lowest performing schools. Data sets included achievement, perception, demographic and contextual and then went on to make some comparative notations on the achievement data with the state. Please refer to Appendix A for District Data sets.

The district entered into Corrective Action during the 2008-2009 school year, thus being the second year on Corrective Action. Last year, 62.2% of all students were proficient or above in Reading and 63.7% of all students were proficient or above in Math. The additional academic indicator for high schools is graduation rate (75%) and the district rate was 77.8% and attendance rate (90%) where the district was 93.1%. Teacher effectiveness and quality contribute to student success and the district in 2008-2009 had 86% of the teachers fully licensed, 11% with emergency licenses, 1% not licensed and 17% not highly qualified teaching core classes.

In reviewing the district data, it became evident that the trajectory was on the right track through the 2010 data of both reading and math. Although the district was still far below where it needed and wanted to be in performance in reading and math, there had been some significant gains as well over a period of time. In reading, the leadership team noted a very slight increase from 57.9% proficient in 2008 to 62.2% in 2009 and 63.9% in 2010. These small incremental increases, although positive, are not sufficient for Kansas City Kansas Public Schools. In addition, the leadership team noted that in reading SPED, ELL, Free and Reduced and African American students continue to be the lowest performing subgroups. In fact, SPED and ELL showed small declines in growth and free and reduced and African American students showed only slight growth from 2009 to 2010.

As far as the perception data, the team reviewed the district's First Thing's First survey that provides students perception about teacher support and student engagement in the educational process. Of all students who participated in the survey, elementary through high school, only 47.6% of the students feel supported by their teachers or believe that the teachers relate to them. Teacher support has been shown to positively impact student outcomes, including achievement and graduation. Just over 50% of all students expressed engagement in school as defined as understanding about the purpose of school assignments and activities. Higher levels of student engagement have been linked with higher performance and lower dropout rates. There does not seem to be a big discrepancy among ethnic groups for either teacher support or student engagement, the one discrepancy is the drop in student engagement in middle and high school from elementary school. The data seems to show a lack of connectedness to the school and the community.

The Contextual data includes discipline and suspension rates; programs; ACT scores; 9th grade retention data; and college enrollment rates. The district has worked diligently to establish relationships with students and parents and decrease the number of out-of-school suspensions and office referrals, this has been accomplished through continuation and improvement around Family Advocacy, Student Improvement process and the implementation of MTSS with the focus on the behavioral side as well as the academic side. In 2008-2009 the district experience 22,235 office referrals and 6,297 suspensions (20% reduction from prior year). The data indicates that the African American male and special education student have the highest suspension rates.

The district has been in the process of reviewing the high number of programs to determine which program should remain in the “tightly coupled,” supporting district directions and those that are more “loosely coupled,” or building-level autonomous decisions that support the overall direction of the district. Some of the programs have to be eliminated, which is difficult for districts to do, including Kansas City Kansas so that those programs that are needed will receive the fiscal and human resources needed.

The retention rate for 9th grade student’s district wide is 19.6%. The district simultaneously is losing students from the 8th -12th grade cohort, in 2008 there was a 35.9% decline with a loss of 555 students. Across all high schools, the average ACT Composite score was 17.5 in 2008-2009. These factors indicate strong need to emphasize quality high schools, college readiness and ensure utmost confidence in the students and families. Either concurrent or dual college enrollment is increasing in the high schools and this is sending a strong message to our students and their families regarding the expectation of all students, as well as the capability of the students.

The district Innovation Configuration Matrix (ICM) resulted in the following: Leadership – 1/7 Implementing; 3/7 In Progress and 3/7 Not Implementing; Empowering Culture – 6/7 In Progress and 1/7 Not Implementing (bordering lower end of in progress); Assessment – 2/9 Implementing; 5/9 In Progress and 2/9 Not Implementing; Curriculum – 11/13 In Progress and 2/13 Not Implementing (bordering lower end of in progress); Data-Based Decision Making – 6/13 In Progress and 7/13 Not Implementing (bordering lower end of in progress with some); and Sustainability – 2/9 – Implementing; 2/9 In Progress and 5/9 Not Implementing (bordering lower end of in progress). [Please see Appendix B – Innovation Configuration Matrix for the District.](#)

The ICM clearly supports the 5 Step Model for Excellence in Instruction assisting the district in addressing many of the areas around curriculum and instruction. The ratings send a clear message for the district senior leadership team that conversations and work should also include much more data based and evidence based conversations.

The needs assessment from KLN, the data analysis, and the literature further supports the direction of the district. As noted in an article authored by Allan Odden from the Wisconsin Center for Educational Research (Winter 2010 Vol 21 No 2) reflects on 6 key

principles that undergird the strategic management of human capital, with an underlying issue being “alignment.” *He states, “everything must work in harmony: learning goals, curriculum, standards, assessments, organization, professional development, human resources, and administration.”* The 6 critical principles that Mr. Odden outlined in his article are “(1) improve performance and close the gap; (2) place effective teachers in every classroom, effective leaders in every school; (3) provide excellent instruction, successful learning; (4) align systems for continuous improvement; (5) rethink career progression and pay; and (6) core competencies: explicit, transparent and accountable.”

As a result of the data examination and consideration for this application, the district established academic expectations for all of the schools within the system. These expectations/goals include that all schools will meet the State Average of 72% in Reading and in Math on the state assessments and that all 8th graders will score a 15 on the EXPLORE and students will score a 21 on the ACT over a three year period.

2. Selection of Model: The leadership team completed the Innovation Configuration Matrix for the District and for Emerson to assist in the determination of the best model for Emerson elementary school. (Please see Appendix C – Innovation Configuration Matix for Emerson Elementary School.) The School Implementation Model Selection Rubric was reviewed by the district to determine where each of the respective schools would fall in the various indicators on the rubric. This allowed the district additional information regarding needed growth in particular models that may be implemented or need to be implemented. For example, Emerson is examining a new governance structure and had not originally replaced principal; but, during the completion of the rubric the principal was replaced to be more involved in the decision making process for the school. Following review of all of the data, review of the ICM , KLN data and the completion of the School Intervention Model Selection Rubric to reiterate the selection of the TURNAROUND MODEL for Emerson elementary school. Emerson is the lowest performing elementary school in the state, although will show gains for the current school year, was not making sufficient gains over the last several years. The decisions, based on data and lengthy discussion were made prior to the preliminary data for current year and the district stands by the decision to implement the Turnaround Model for the school. (Appendix D – School Intervention Model Selection Rubric – Emerson; Appendix E – School Leading Indicator Report for Emerson).

The district was reticent to move toward any closures of buildings at this time, however the district considered either the Closure or the Restart model for Fairfax Campus (alternative school) which is also a Tier II school. The district did not feel we had the capacity to start over or had adequate time with this alternative site this year but would like to consider for following years.

The district explained to the eligible schools, including Emerson, how the Exploration and Adoption Phase worked and what it included. The seven sites, their principals and key team members gathered to review the information, understand the process for the submission of the grant, reviewed the needs assessment data, worked on root cause

analysis and strategies and goal development (stages 1-4) and ultimately were informed of the districts decision regarding the selection of the model to effect change. In addition, the Innovation Configuration Matrix (ICM) was utilized in conjunction with all other noted data sets to make the appropriate determination on selection of the model best for each school.

Discuss recommendations shared in the Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal and how it will drive changes and support to schools in your district.

The district, as a system, relied heavily on the Kansas Learning Network (KLN) assessment as the current superintendent made meaningful changes and the incoming superintendent organized her leadership team and goals. As a result of the districts participation in the KLN, the district benefited from the completion of a district wide effectiveness appraisal, technical support and collaboration among other members. The following critical elements surfaced during the district effectiveness appraisal: “Leadership” lacks systemic coherence. The central office was not organized in a manner that supports the theory of action outlined for the district. For example, there was a loosely coupled supervision of the existing Instructional Executive Directors (IEDs) by the Superintendent, many of the Executive Directors did not have job descriptions that clearly defined their roles and responsibilities and many other Directors were not directly connected to the work.

The “Empowering Culture” environment identified challenges such as a lack of support staff, particularly counselors for social, emotional and academic issues related to students and teachers. This limited staff makes it difficult to provide needed support and resources to address the whole child in the educational setting. In addition, there is a widespread regional bias against KCKPS. Negativity that permeates recruiting of teachers, how students and families perceive themselves and the general expectations for the functioning of the district and its employees. Sumner Academy of Arts and Sciences, magnet school is the exception and this also creates challenges throughout the district and community as it is perceived that the district has four “alternative high schools,” and one “quality” high school (Sumner). Finally, there seems to be little accountability for teachers who do not perform and the non-performers and making the performers “look bad.”

Human Resources/Professional Development (PD) resulted in the need for consistent job descriptions across all disciplines. Not all of the Instructional Coaches have the knowledge of a subject area and/or the coaching skills necessary to be effective. Wednesday afternoon staff development, although potentially powerful, administrators and staff and not being held accountable for effectiveness and continuity of PD delivered. With each site doing its own training it increases the likelihood of inconsistencies and poorer quality with limited accountability.

Curriculum, Instruction – lack of alignment in curriculum areas, identified programs not being implemented with fidelity, lack of training for implementation of curriculum,

benchmarks have become the “de facto” curriculum and minimal observations of a culturally responsive curriculum. In regards to instruction, limited evidence that technology has been integrated into the instructional program despite that all high school students have been given laptops. Also a lack of support and/or training for integration of benchmarking and the implementation of the MTSS would benefit students and teachers.

As a result of the needs appraisal completed by KLN, a technical assistance plan was written and many of the actions were beginning to be realized and certainly changed to move in the right direction. Two goals included: designing and delivering a comprehensive aligned curriculum PK through grade 12 and ensuring the implementation of a comprehensive and aligned professional learning tied to the district and school improvement plans. Action steps included the support of KLN and specifically the PDK curriculum, assessment, design and delivery training; determining common curriculum formats, conducting internal audits of current curriculum and establishing a viable professional development plan incorporating the PLC’s as the conduit for learning. These actions results in a clearer understanding that the district curriculum was not aligned horizontally or vertically, lacked a common understanding of the curriculum and delivery expectations and there were limited to no common user friendly curriculum guides with access for parents and community.

This action process has moved the district to engaging in conversations with Evans Newton, Institute (ENI) to provide the development of the 5-step model that will support the district in the development of an alignment of the Guaranteed Viable Curriculum (GVC), establishment of KCK Standards (hybrid standards between state standards and ACT standards), 4 ½ week Formative/Checkpoint Assessments, and Fill the Gap Resources (lessons to support transition for teachers). Historically the district has always done its own curriculum writing, alignment and pulled its best and brightest out of the classroom to do this work. ENI will help the schools through doing the legwork but still keeping it genuine to KCK. Additional supports will come to these 7 sites through coach to coach model, a surge of the curriculum alignment support and materials, supplemental materials to support the aligned GVC and other supports as noted by their respective root causes and needs.

The Cross & Jofus report rated a 2 and needed to be a 3 for recommended funding. The primary issues that surfaced consistently among all six schools included a “more comprehensive approach to engaging parents and community members and serving non-academic needs of students and their families. This could be accomplished by expanding on the existing work of Communities in Schools or through other strategies.” The district will work with the schools and expand the parent and community engagement opportunities, beyond what was already presented. In addition, address the responsibilities of the instructional coaches and how they will be supervised and evaluated. The district use to have instructional coaches in place and beginning in 2010-2011 the Instructional Coaches will be called Teacher Leaders. The Teacher Leaders’ focus will be instruction and providing professional development and support to teachers in the classroom. The title of the position changed to ensure that past responsibilities such

as testing coordinator, assistant principal responsibilities, parent liaison, etc. would not be the primary focus of the Teacher Leaders.

Overall, the findings were very positive and the reviewers ‘found that the district and school have a strong plan for supporting the implementation of the grant.’ That stated, more emphasis on parent/community engagement and extended learning time is critical in the pilot schools. Please refer to Appendix F – Cross and Joftus Report ; Appendix G – MOU for the school).

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

There is no doubt that KCK Public Schools has the capacity to implement and serve each of the identified schools. The district has proven through its implementation of First Things First, district-wide, that it has the capacity, fervor, enthusiasm, willingness, leadership, staff and Board support to make change happen. This is not a foreign path for the district to pursue widespread implementation of support, it is simply a different direction that continues to build on the foundations already in place (First Things First). Furthermore, the district recognizes that it is not perfect and that there are always areas for improvement. It is through working in collaboration with KLN and consultants that the district continues to grow and learn and is open to making necessary changes. The focus remains clearly on our students and on instruction, despite the challenges the district as a whole or even these seven schools face, that focus will remain clear and the district leadership will provide the necessary supports to forge forward. The district with established and new partnerships have strong collaboration for implementation. There will be over 100 hours of Coach to Coach support through ENI, Implementation Coach support through KLN, the Executive Director that is in charge of the Turnaround schools will be working directly with Emerson and completing regular Learning Walks and facilitating Learning Focused Conversations. Through the classroom reform, an emphasis will be on Teacher Leaders, daily collaboration time, focused professional development on Wednesday afternoons reviewing assessment data and determining next weeks instruction from the data results. The KLN Implementation Coaches will work collaboratively with the Executive Directors (ED’s) to support the principals and their leadership. The ED’s will communicate on a regular basis with the Implementation Coaches to ensure that the support focuses on leadership in the use of data, instructional planning and delivery based on the data, and support to teachers to change or enhance their instructional practices. Implementation coaches will be supervised by ED’s and evaluated through the assigned KLN person to the district with input from the school principal and ED.

In addition, the districts external partner, Evans Newton Institute (ENI) will support each of the seven schools in full implementation of the 5-step process in an expedited yet vigilant approach to ensure the academic success of all students. The district also enjoys additional external partners: (1) Kansas Learning Network (KLN), PREP-KC, UMKC, Kidzone, El Centro, CIS, Kansas City Kansas Community College (KCKCC), Donnelly

[College, PEBC, Site Council and Board of Education, K-State](#) and (2) KSDE to assist in the successful implementation of the district and school goals, again recognizing that Kansas City Kansas Public Schools will be one of the top 10 districts in the nation.

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

All Tier I schools are being applied for in this application and four of the five eligible Tier II schools.

- b. How many Tier III schools in your district? How many are you estimating will adopt a model?

Nine Tier III schools have been identified in the district. Estimating that none of these sites will implement one of the models.

C. Descriptive Information

PART ONE: NEEDS ASSESSMENT

Emerson Elementary School – did make AYP in 2008-2009 and has been on improvement for the last two years. Emerson has a student population of approximately 281 students in 2008-2009 and it dropped to approximately 180 during the 2009-2010 school year due to expansion of a nearby school. The student demographics are 35.2% African Americans, 54.8% Hispanic, 9.6% White and .4% other. 94.3% are considered economically disadvantaged, 52.7% are ELL students and 15.7% are students with disabilities. 100% of the teachers are fully licensed.

The Emerson staff utilized the Kansas Improvement Model, instructions to implement the data carousel activity that will result in the school planning teams' determination of key findings. The school staff reviewed all four data sets.

In completing the ICM for Emerson elementary this elementary school was not in full or even partial implementation of several of the seven categories, falling many times in the 'not implementing.' The ICM for Emerson specifically showed the following: Effective Leadership – 5/7 In Progress and 2/7 Not Implementing; Creating Empowering Culture – 4/7 In Progress and 3/7 Not Implementing; Comprehensive Assessment System all components – 5/9 In Progress and 2/10 Implementing and 2/9 Not Implemented; Curriculum all components – 5/7 In Progress bordering between Not Implementing and In Progress; 1/7 Implemented; and 1/7 Not Implemented; Instruction all components – 3/6 In Progress and 3/6 Not Implementing; Data-Based Decision Making all components – 4/13 In Progress and 9/13 Not Implementing; and Integration and Sustainability all components – 4/8 In progress; 1/8 Implementing and 3/8 Not Implementing. Several areas of concern became evident, Leadership; Empowering Culture; Curriculum; Instruction; Data-Based Decision Making and Integration and Sustainability. ***Due to all of these factors it supports the districts decision to move toward a turnaround model in this school.***

The following achievement data was reviewed for Emerson: state assessment results in both reading and math over a 6-year period; the district MAP data for the students over a three-year period. Emerson went from 60.1% of its students proficient or above in reading in 2004 to 34.9% of its students proficient or above in 2009. This represents just over a 25% decline in performance. In Math in 2004, 68.7% of the students were proficient or above and in 2009 only 45.0% scored proficient or above on the state assessment. Again, representing nearly a 24% decline in performance.

The Spring MAP scores in reading showed some growth with students moving from 22.6% to 26.5% performing at or above the 50th percentile. In math, students declined again from 31.2% to 28.3% in 2009 at or above the 50th percentile. The district trajectory in reading was 35.7% in 2008 and hitting the 50th percentile target in 2010, and in math in 2008 it was 33.9% with the target of 50th percentile in 2010, and the school was not close to either trajectory in these core subjects.

As far as Perception Data, the team reviewed the First Things First Survey data that students fill out. This data is critical as it is from the perception of students. In grades 3-5, the “Experience of Teacher Support,” measures the extent to which students feel supported by their teachers, as well as students’ views on how teachers relate to them. The school showed that 68.4% of the students feel supported. The highest subgroup is African American at 73.3% and no other group exceeds that boundary. Other perception data included “Student Engagement in Learning.” This is an important precursor of positive student outcomes, this construct encompasses both the effort put into school and the understanding students have about the purpose of school assignments and activities. High levels of student engagement have been linked with higher performance and lower dropout rates. The school percentage was 50.4% for student engagement. The Hispanic subgroup of students ranked this indicator the highest at 59.4%, with the White subgroup being extremely at-risk at 25% in this indicator.

The Contextual Data includes discipline and suspension rates, EXPLORE, and ACT scores, college enrollment rates, AP courses, school transitions and grant data. During 2008-2009, Emerson had 200 office referrals and 43 suspensions. During the 2009-2010 school year, the school has reported only 22 office referrals and no suspensions through the 3rd quarter. In supporting preschool students to transition into elementary school, there are Kindergarten roundup days that allow students and families to visit classrooms and meet with staff. If students are currently enrolled in the at-risk preschool, those academic objectives were aligned with the Kindergarten objectives making the academic transition smoother and more successful. Transition from elementary to middle school is done with the counselors and administrators from the middle school coming to Emerson and meeting with students and doing an orientation. Students and parents are encouraged to visit the school and classrooms prior to school beginning. All of the schools federal and state funds are used to support the implementation of the school improvement plan that is aligned with the district improvement plan. At Emerson, the Title dollars have gone toward the purchase of an additional teacher and an extra ESL aide. This does align with the SIP in that it lowers class sizes and allows for collaborative teaching during the reading block. Emerson continues to do professional development that is outlined in the school improvement plan and focuses on improved reading and math instruction.

Emerson Root Causes	Possible Interventions	Measures
Staff does not understand the culture of poverty and the impact that it has on teaching and interactions with the community	(1) Do a book study on Ruby Payne’s work and implement effective strategies to support student learning. (2) Contract with Dr. Edwin Jarvius to address and implement strategies for culturally responsive teaching. (3) Lack of teachers that have	(1) F/R subgroup increases performance by 15% on state assessments (2) Increase in all subgroups performance on the state assessment by minimum of 15%.

	current ESL Endorsement	(3) (3) Increase number of teachers that have endorsements by 50% annually.
Parents and community do not feel engaged in the school	<ul style="list-style-type: none"> (1) Establish a family and community specialist (2) Have a minimum of 2 more parent information nights per year to share school and student progress and encourage parental involvement. (3) Implement a backpack program that will provide educational materials for parents to work with their children. (4) Provide on site community services through entities such as Communities in Schools or Wyandot Mental Health. 	<ul style="list-style-type: none"> (1) Hire specialist (2) Increase parent involvement in school by 20% annually. (3) Increase parent participation in their child's education by 40% annually. (4) Increase number of in school supports for students and families by 10% annually.
Teachers do not understand how instruction impacts student achievement.	<ul style="list-style-type: none"> (1) Understand and implement the 5-step process of strengthen Tier I instruction. (2) Reinterviewing entire staff and replacing a minimum of 50%. (3) Replacing principal/leader for the building. (4) Implement the Coach to Coach support (5) Strengthen Implementation Coach support from KLN, working with school and district (6) Align the curriculum (7) Implement district pacing and curriculum guides in all core subjects. (8) Development and implementation of strong 	<ul style="list-style-type: none"> (1) A minimum of 25% of classrooms doing learning walks daily observing a minimum of four of five steps in 5-Step Process (2) Complete interviews of 100% of staff and score. (3) Based on interview scores, staff will be selected. (4) Select and place new principal (5) Coaching teachers minimum of 5-6 hours daily as evidenced by coaching logs.

<p>Lack of extended day learning opportunities</p>	<p>lesson plans and gap lessons as needed</p> <p>(9) Implement formative assessments every 4 ½ week</p> <p>(10) Materials to supplement instruction that aligns with state standards</p> <p>(11) Provide before and after school extended learning opportunities for students on Tuesday and Thursday for 120 minutes (60 minutes each day) and Wednesdays for additional 120 minutes</p> <p>(12) Implement Saturday parent program every other Saturday (150 minutes) for connectedness to school, parenting supports, emotional/social and behavioral supports, academic progress, second step, etc.</p>	<p>(6) Assist Executive Directors to support principal leadership development through implementation logs</p> <p>(7) All students will increase performance on the checkpoint assessments by 80% mastery as defined by 75% or higher meeting or exceeding standards.</p> <p>(8) All students will have equitable access to materials across subjects as evidenced by inventory per subject.</p>
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Selection of Intervention Model

The district made the decision on which model would be implemented based on the data reviewed. The school was also able to clearly see which model seemed most appropriate after reviewing all of the data. The Superintendent and incoming Superintendent met individually with the principal regarding this selection and the impact it would have on them as a building leader and the staff. In Emerson elementary the principal is new and has not been in their current assignment for over two years, however once it was determined to implement the Turnaround model the principal had to leave the school. The current Superintendent and incoming Superintendent discussed the impact on the staffing and how every staff person would have to interview to either return to or enter into Emerson elementary school during the implementation of the Transformation model. The school and the district reviewed the School Intervention Model Selection Rubric and it became even more evident that there are areas that Emerson and the district will have to continue to work toward (refer to Appendix D). The Superintendent, principal and school leadership shared with Emerson staff the process on the selection of the model and reasons behind the selection of the Turnaround model for Emerson. The data review was

a critical component of the staff's understanding of selection and implementation of the model.

School described why the model will be an appropriate fit for the school

The Turnaround model is the best fit for Emerson based on the root cause analysis that reflected the needs of the individual students, staff and surrounding community; the ICM; and the review of the School Intervention Model Selection Rubric. In addition, the fact that Emerson was the lowest performing elementary school in the state also contributed to the decision. Through the Turnaround model, Emerson will have the opportunity to align the curriculum and implement it with fidelity, knowing that it will provide results. It will allow for the right staffing to be placed at Emerson.

In addition, Emerson will establish a strong family and community connection. First, by establishing the presence of Communities in Schools (CIS) within the school to bring in needed resources and build a strong bridge for needed resources for students that are negatively impacting their education. This will require the establishment of a social worker position to work with CIS and the school. The school would also like to bring on a family/community specialist that can work closely with family members and reach to surrounding community entities and actively engage them in the educational process of Emerson students. The establishment and support of an educational backpack program where students take home practice work that the families can assist them with and it gets the parents involved in their child's learning. The strengthening of the schools PTA and Site Council will also be essential to strengthen family and community engagement in a meaningful manner.

Emerson will also strengthen its extended learning opportunities through the implementation of the Turnaround Model. Emerson will implement Saturday school for all students and it will be supported by Kidzone and CIS as partners. There will be rich academic support as well as social, emotional and behavioral learning and physical fitness and recreational opportunities. An additional 180 minutes per week would be scheduled.

School described how it used the School Intervention Model Selection Rubrics to choose a model.

The school did not make the selection for the model to be implemented, the district made the decision. The district did review the School Intervention Model Selection Rubric for Emerson and it further supported the decision to go with the Turnaround Model. For example, "adopting and implementing an evaluation system for teacher and principals that are rigorous, transparent and equitable and that were designed and developed with teacher and principal involvement," is an indicator under leadership that must be addressed to move toward exemplary development and implementation. In year one, the district will be working toward the development of Professional Practice Standards that will lead Emerson into having a tool that can be utilized for teacher and leader evaluation. In addition, KSDE is currently working with ETS to complete an evaluation tool that may be implemented in year two at Emerson to ensure exemplary status. In implementing the turnaround model, Emerson has established high academic standards for all students that are directly aligned with the state and federal standards

under No Child Left Behind. Professional development and practice will be integrated into the 5-step process and other needed professional learning needs as outlined in the root causes and interventions. The district and Emerson have identified the external partners as Evans Newton Institute, KSDE and KLN, CIS, PREP-KC, PEBC, Board of Education, Site Council, UMKC, Wyandot Center, El Centro, Health Department and Kidzone as partners to provide guidance and assistance in the movement and progress of the Emerson. Under the Culture and Human Capital standard there will be a stronger emphasis placed in adopting and implementing community-oriented services and supports to students. Under the curriculum and assessment standard a strong focus for Emerson will be on using data to identify and implement an instructional program that is aligned (vertically and horizontally), research-based and 4 ½ week formative assessments. The Instruction and Professional Development standard will focus on moving toward flexing schedules and strategies that provide increased learning time. In year one, Emerson will family and community engagement, guaranteed and viable curriculum through a vertically and horizontally aligned curriculum and extended learning opportunities and in year two following negotiations with NEA-KCK, move into more flexible scheduling as deemed necessary for Emerson students.

[The school described the actions the school will take to design and implement interventions consistent with the final requirements of the grant.](#)

The final requirements of the grant for Emerson include both school data and student outcome/academic progress data, and school connection and climate data. This translates first into tracking the schools goals identified in their school improvement plan, AYP status, AYP targets the school met and/or missed and the schools improvement status. The academic progress will be meeting the state standards in reading and math all subgroups, percentage of ELL students who attain English proficiency, graduation rates, dropout rates, student attendance rates, college enrollment rates and number and percentage of students completing advanced coursework, where applicable. Climate and school connection data will be discipline referrals and truancy. **The identified interventions addressed are aligned to their root cause analysis and needs assessment.** The data sets outlined on the School Leading Indicator Report will also be tracked to determine growth and impact. [Emerson will strengthen the parent/community involvement component along with extended learning opportunities and those interventions will be evaluated to determine impact. The partnership with Communities in Schools will be evaluated based on number of resources brought to the students and their families, as well as tracking changes in academic performance of students once social, emotional and behavioral barriers may be removed. Strong partnership with CIS will be the foundation for the community involvement, with the hiring of a school-based family/community specialist that actually seeks active engagement by parents and the community at Emerson. As noted, in year one the extended time for students will consist of Saturday school, approximately 180 additional minutes of learning time per week. In year two, through negotiations Emerson will implement a more flexible schedule and offer learning opportunities as deemed appropriate for the school.](#)

[The school described how the school will align other resources with the interventions?](#)

Emerson will have general funds, Capital Outlay, Title I, Parent Involvement and School Improvement funds that will all contribute to the successful implementation of the interventions outlined in this application. In addition, special education funds and Title III funds will be used for professional development and specific needs of students that are eligible under these specific services.

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

The Superintendent has the right to move staff at any time and through the School Improvement Grant process it has engaged the Superintendent in this allowable protocol. This has not been typical practice, but again no policy change is required. Through year one, the development of the Professional Practice Standards will be emphasized and it is through these standards that the expectations of teacher performance is made. Thus, in year one policies and practices will be changed for the implementation of these standards and in year two policies will not only need to be changed, but negotiated with NEA-KCK to strengthen the evaluation of teachers, principals and district leaders. Volunteering in the schools protocol is outdated and would likely need to be changed. In year two also, incentives to attract and retain teachers for Emerson will be implemented thus new policies and practices would need to be in place. No other policies need to be changed at this time.

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

The school focused on the interventions needed as realistically as possible, knowing that sustainability was necessary beyond the grant period. The curriculum alignment and instruction work is intended to build internal capacity so that when the consultant work is done the district will have the capacity, both through human resources and reallocation of financial resources to sustain the direction of each school. The schools interventions can all be sustained through partners noted and other financial support as noted in the narrative. The school and the district recognize that it is time to do something different to get different, more effective results. This means that the implementation of such interventions and building internal capacity to support long-term change in the classroom can and will have be supported by the needed resources at the district level. The change process requires more than implementing interventions, it is the reallocation of resources and the district as noted has every intention of doing just that.

SCHOOL CAPACITY

It is through the School Improvement grant that the school(s) have the opportunity to make significant changes within the schools that need additional support and effect change through stronger interventions. Emerson has the capacity to utilize the funds to support a school wide change and significant interventions all aligned with the district wide plan. Emerson outlined their respective review of the ICM and indicated the Emerson seemed to indicate the highest number of concerns on the self-reported rubric. Emerson will be interviewing all staff and finding the right people to move this school in the right direction. The changes being made coupled with the outlined plan of action within this proposal strengthens Emerson's capacity to perform and make progress on student achievement. The school intends to focus on cultural competency, instructional

strategies to impact instruction, parent/community engagement and extended learning opportunities to ensure student success. The school staff will focus on the instructional delivery with assistance from ENI curriculum alignment. Also, to ensure effective parent and community engagement, the school will work closely with a family/community specialist and establish strong programs that encourage family involvement in their child's learning. Finally, the school will openly request the assistance of the community to come in and provide needed supports for students around social/emotional and behavioral concerns and even viable mentoring or academic support as deemed appropriate. Emerson will partner with Kidzone to provide extended learning opportunities three days per week for a total of 240 minutes and on Saturdays for another 160 minutes for a minimum of 400 minutes per week or 1,600 minutes of extended learning time per month. Every other Saturday will be specifically for families and they will participate with the students and have parent topics as well. The district and the school recognize that it cannot do it alone, but there is capacity to fulfill requirements and meet the needs of the student(s) with the viable partnerships and collaborations the district and school have established. Enhanced technology will be integrated into the school through the formative assessments as well and teachers will get immediate feedback on how students perform. Students will utilize the laptop computers in the carts (30 per cart) – approximately 6 carts will be ordered for Emerson for the Formative assessments. Technology is becoming a more essential part of all students learning and that is why the district and the community have recently established a new computer lab and library for Emerson elementary school. The computer lab will have Dell computers and they are desktop PC's for students to access.

TIMELINE AND GOAL SETTING

Goals:

- (1) In the first year, 2010-2011, 50% of all students will be proficient in Reading and Math on the State assessments, with 15% growth each year.
- (2) To focus on quality teachers, a minimum of 50% of staff will be replaced in first year and 50% of staff will obtain ESL endorsement annually.
- (3) 80% of all 3-5th grades will participate in the backpack program with their parents.
- (4) 75% of the students involved in the extended learning for Saturdays will attend with their parent(s).
- (5) 30% of the student body will engage in extended learning opportunities and this will be expanded each year by 20%.

Project Deliverable	Description	Projected Date	Attendees/Responsible	Completion
Individual School Planning	Review Documents School Site Visits Review Needs Assessment	May/June 2010	Principal and School Staff 5-Step Project Manager (ENI)	Bi-monthly site visits by project manager
Leadership School Advisory	Administrative Site Planning	May/June August/Sept	Principal and 5-Step Consultant	Dates of visits and

		November April/May 2010		agendas
Replace Principal	Interview process – Haberman/Portfolio and review of student data	May/June 2010	Asst Supt of Instruction and the Instructional Executive Director	New Principal
New Staff	Interview all staff within building and outside of facility	May/June 2010	Outside consultant – Dr. Gus Jacob, Instructional ED’s and Instructional Team	Replace up to 50% of staff
Parent Nights	Host parent nights to provide information and encourage involvement	Spring 2011 Fall 2010	Principal, Family Community Specialist	Dates and Sign In
Project Verification	ENI meets with district to obtain Project Verification Form for Signature	May/June 2010	Curriculum Director Principals 5-Step Project Manager (ENI) Asst Supt of Instruction Supt	Signature Form
Administrator Orientation	ENI provides 2 hour orientation	May/June 2010	Principals and Directors	Orientation Training Sign In
Backpack Program	Purchase supplies and begin distribution of backpacks to families	August – May 2010-2011	All students and their families, Family Community Outreach Specialist	Number of participants
More intensive KLN Coaching integrated with Coach to Coach from 5-Step process for KCK	Strong, viable support for the school	Monthly	Administrators, Teacher Leaders, Teachers, Support Staff	Dates and Agendas
KLN Implementation Coach	Coordinate work with KLN IC and Coach to Coach model in 5-step process for KCK	Ongoing throughout the year	KLN IC 5-Step Project Manager Director of Curriculum Asst Supt of Curriculum Supt	Establish protocols and working relationships with coaches
ESL Endorsements for teachers	Work with partners to ensure that all teachers coming in are ESL endorsed and continue to work toward endorsement	Ongoing throughout the year	Principal, partners for endorsement	Number of staff endorsed
Order Materials for Book Study	School will place order for books for	May 2010	Principal or secretary	Books, purchase

	Payne and Jarvius			orders
Meet with Kidzone – Establish this partnership at Emerson	Determine role and responsibilities in Emerson	May-June 2010	Asst. Superintendent of Curriculum Director of Student Services	Hiring of staff person and outline of responsibility
Laptop Carts	Get laptops in for students to utilize for formative assessments	June-July 2010	Director of TIS	Acquisition and delivery of the laptop carts
Family/Community Outreach Specialist	Write job description	June 2010	Human Resources and Principal	Job Description
Family/Community Outreach Specialist	Post position for interviews	June/July 2010	Human Resources and Principal	Person Hired
Teacher Initial Inservice (grades 6-8)	ENI provides overview of 5-Step process for KCK	August 2010	Teachers grades 6-8	Sign in sheets and agendas
Pacing Guide Review, grades 6-8	Collaborative Review with District	August 2010	KCK curriculum staff and ENI subject specialists	Sample of pacing guides
Administrator Inservice	ENI presents overview of alignment findings	Sept 2010	Principals, Coaches, District Curriculum Specialist, Director of C&I, Supt, etc.	Dates, sign in sheets and agendas
Saturday Learning Academy (8-11pm); 4 th Sat for Parents also	Extended learning time – 180 minutes/week	Sept 2010 – May 2011 (ongoing)	Principal, Teacher Leader, Leadership Team, families, students	Dates, sign in sheets.
Coaching per school	18 days Lang Arts 18 days Math	Oct/Nov/Dec 2010 Jan/Feb/Mar 2011	Principal and Teachers	Topics covered
Math Fill the Gap Training	ENI facilitates process for filling gaps in curriculum coverage	Oct/Nov 2010	Teachers, coaches, curriculum specialists. Teams of 7-8/grade level	Samples of lesson plans
Mental Health Services	Provide outreach to families and students in need	Throughout the year	Administrators, teachers	Number of referrals
Benchmarking Inservice	ENI trains how to develop addtl assessment items for classroom use	Oct 2010	Teachers, coaches, curriculum specialists. Teams of 7-8/grade level	Sample of assessment items
Tatum and Jarvius Consultants	Make arrangements to work with consultants	June – throughout the year	Administrators	Dates work with staff
Post Benchmark Debriefing	ENI trains how to analyze assessment data and adapt instruction	Oct/Nov 2010	Principal, teachers, Directors, curriculum specialists	Tracking of goals and see if assessments

				making a difference
Supplemental curriculum materials	Purchase materials	Ongoing throughout the year	Principal, teachers, directors and secretary	List of materials
Fill the Gap Lesson Development, parent assisted learning	Teachers provide additional support and teaching to parents/strategies	Ongoing – 5 days throughout the year	Principals, teachers, parents	Sample of plans
Score incremental checkpoint assessments	Written responses are provided for scoring checkpoint assessments	Ongoing – throughout the year, 1200 hours	Retired teachers	NA

Each of the schools had their respective stakeholders involved in the process of orienting people to the process, gathering the data, analyzing data and goal setting. To accomplish this in a very short period of time, the number of stakeholders was limited. A continual review of the data will occur and at those intervals, appropriate changes may be requested.

Section D: Turnaround Model – Descriptive Information for Each School

[How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?](#)

The district is having principals complete the Haberman Interview process, provide a portfolio of his professional work and review any data from current school (state assessment data, MAP scores, etc). The incoming Assistant Superintendent of Instruction, Marcy Clay then sat down with candidates and reviewed the information to determine who would be placed in the leadership role at Emerson. Mr. Brett Bernard, current principal at Frances Willard, will be moving to Emerson due to his steady and strong scores and his ability to establish strong relationships with the families and community. He has a proven track record of this despite his own ethnicity, White male in a predominately Hispanic neighborhood. Mr. Bernard's school has made AYP since the inception of NCLB, the performance of his students in his school's has been strong.

[How will the LEA and school assign effective teachers and leaders to the lowest achieving schools?](#)

The district has already determined that for Emerson that all staff will have to go through an interviewing process, examination of their portfolio and student grades to determine if they need to remain at Emerson or be placed elsewhere within the district. The will enable Mr. Bernard as the building principal to be actively involved in this process. [Mr. Bernard as noted will be involved from the beginning in determining which staff will work at Emerson. He will also be involved in and responsible for following staff progress and making recommendations for changes as needed. As the building leader, he is the critical person in the staffing of the site.](#)

[How will the LEA and school begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?](#)

Effective teachers and Teacher Leaders will be assigned to the school through the same process of interviewing, portfolio presentation and data review. In addition, the district is in partnership with PREP-KC and the University of Missouri Kansas City (UMKC) with the Urban Teachers Masters Degree program and the district intends to place students from this program and place them in Emerson. These are master level teachers who have their degrees paid by the district with the commitment for every year paid they will provide two years back to the district.

The development of a pipeline of teachers will be through this type of relationship with UMKC and other universities. In addition, the Coach to Coach model that will be developed through the district 5-step process, coupled with the KLN Implementation Coach(s) in the district can develop a strong pipeline of effective teachers and leaders.

[How will staff replacement be executed – what is the process for determining which staff remains in the school and for selecting replacements?](#)

Staff will be replaced through the interview process, using the Haberman Model. This process focuses clearly on critical areas of interest that support instruction and dependent

on the responses, the scores on the interview will determine who has a solid grasp of instruction and how to meet the needs of students. These candidates will be placed in the lowest achieving schools and certainly Emerson. Teachers entering the school as new teachers will also go through the same process. They will be interviewed using the Haberman model, review of student data and portfolio reviews. District will request and recruit internally and externally for teachers as needed.

How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?

The NEA-KCK has worked with the district and there is a Memorandum of Understanding in place to have some flexibility regarding negotiated items for teacher contracts. However, stronger language as a result of this application will be further negotiated and inserted into the agreement to ensure that highly qualified and effective teachers are placed at the lowest performing schools. In addition, through this conversation, strengthening the evaluation process to best determine those teachers and having that added into the negotiated agreement and it will include the effective application of the Professional Practice Standards. The district will be working in collaboration with the NEA-KCK on the development of Professional Practice Standards that will outline the expectations around delivering the curriculum and solidify the instructional methodology in various areas. The Professional Practice Standards will also assist in determining appropriate placement for teachers based on their strengths. The checkpoint assessment data will be utilized to ensure that the instruction is occurring in the classroom, thus having multiple facets to support student learning and advancement.

What support will be provided to staff being assigned to other schools?

Staff assigned to other buildings will have individual professional development plans to provide them the support they need. The plans will be maintained by the teachers and principals and additional support will be provided through the district professional development council as needed. They will also be placed in buildings with strong leaders and colleagues where they can be mentored and grow professionally in their respective roles. The difference is the plans that these teachers will have in the new placements. What has happened historically with teachers who have not been as successful in one school and are moved to another environment, they find success with a different leader and colleagues. This ongoing support to the teachers will be important and if they continue to struggle they will be placed on intensive assistance and go through the progressive discipline process.

What are the budgetary implications of retaining surplus staff within the LEA and school if that is necessary?

Budgetary implications for any surplus staff for any reason is unrealistic and problematic during these difficult financial times. The district continues to go through its entire budget, completing a line-by-line analysis to determine those positions that were essential to maintain within the current infrastructure. The district was also faced with having to implement a reduction in force and unfortunately has made notification to 22 non-teaching positions to date.

[What is the LEA's and schools own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?](#)

The district and the school have the capacity to support a turnaround school. As noted throughout the proposal, the district is relying on the cooperation and collaboration of the Kansas Learning Network (KLN), KSDE and the newest partner Evans Newton, Institute. It is through these partnerships that the district and the school have the capacity to learn and make needed changes. Trying to align curriculum or write hybrid (KCK Standards) as done historically on our own would not allow us as a system to focus on what is needed, teaching and learning. The surrounding community is very supportive of Emerson elementary school and wants to see it be successful. There are not a great deal of community organizations that are near the school, but that would reach out and support the school as deemed necessary and appropriate. These would include El Centro to support the Hispanic community, Health Department and Wyandot Center. The existing Superintendent and the incoming Superintendent have both supported the KLN organizational structural changes and this too will contribute to capacity of the school and the district to implement the turnaround model. Specifically, the incoming Superintendent has placed all of her focus on student achievement being the primary vision with all other areas being in direct support of this vision. Again, Inspiring Excellence in every grownup, every child, everyday will be the foundation of student achievement and collective responsibility. Collaboration is what capacity is all about and through these partnerships, the district has more than enough capacity.

[What changes in decision-making policies and mechanisms \(including greater school-level flexibility in budgeting, staffing, and scheduling\) must accompany the infusion of human capital?](#)

The research of Marzano clearly indicates that schools and districts must have tightly coupled, non-negotiable centralized decisions that are supported by more loosely coupled, autonomous school-based decisions. To simply provide the schools complete autonomy, the research does not support student growth, improved instruction and aligned curriculum occurring. The district will be implementing under Marzano's research non-negotiable goals that are board, district and school supported and driven and resources to support these goals that include things such as the aligned curriculum. The district will then support the principal in determining how he would like to see certain things implemented to obtain the goals, this will be the loosely coupled decisions. [These decisions will include selection and use of supplementary materials, selection of schedules for the school, needs around the types of most effective interventions and decisions around parent, family and community involvement, and other needed decisions.](#) The schools are also engaged in zero-based budgeting that will allow them to infuse their decision-making regarding the use of their own allocated resources.

[What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?](#)

Operationally, the infusion of new leadership and new staff will be the beginning of laying the foundation for new operational strategies and practice. Several indicators became evident in the schools review of their SIP and the root cause analysis. The school along with the others clearly did not show any indication of an aligned curriculum or

implementation of a curriculum with consistency. In addition, the school believes that there is a need to reach out to the families and engage them more in their children's education. First, there will be an educational backpack program that will enlighten the parent as to what is being addressed in school, but assist them in helping their own children in school. A family/community outreach specialist will strengthen the operational aspects of engaging families in the school. [In addition, the school is going to provide additional learning time through extended day opportunities on working in collaboration with Kidzone and/or CIS for Saturday school. This program will also include a social, emotional and behavioral component for the students to strengthen their prosocial skill development and also a recreational, physical fitness component to further support health and PE4Life.](#) The school has been cautious not to implement strategies that could not be sustained beyond the life of this application.

KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)

PROJECTED SCHOOL BUDGET FOR JULY 1, 2010 TO JUNE 30, 2011

EMERSON ELEMENTARY SCHOOL

Year 1

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	316,415
200 Employee Benefits	41,978
300 Purchased Professional and Technical Services	515,836
400 Purchased Property Services	
500 Other Purchased Services	50,200
600 Supplies and Materials	116,400
700 Property	24,200
2000 Support Services	
2100 Support Services—Students	15,000
2329 Other Executive Administration Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$1,080,029

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

Budget Narrative (2010-2011) – Year One
Emerson Elementary School

Personnel Services (\$316,415)

Emerson is requesting \$316,415 to contribute to 14% of the salary for the Project Manager at approximately \$6,750 and 15% of the Transformational/Turnaround Director at approximately \$13,500. A half time data assessment manager will be assigned to Emerson at a cost of approximately \$17,500. **A parent/community outreach specialist for \$35,000 will be placed in school to reach out and get families engaged in education.** For extended day services, teachers for 6 hours per week x \$21/hr x 36 weeks and 3 hours for planning/week x \$21.00/hr x 36 weeks x 15 teachers for a total of \$102,060. Also requesting a coordinator at Emerson to oversee the operation of the Kidzone day to day implementation at 7 hours of coordination at \$21 x 4 weeks x 36 weeks for \$21,168. Custodial costs at approximately \$30/hour x 7 hours/week x 36 weeks at \$7,560 and security at \$35/hour for a total of \$8,820. Child Care provider for siblings (infant/toddler and K-6) for parenting sessions – 4 providers x \$12/hr x 7 hours/month x 11 months for \$3,696 ; translator at \$21/hr x 7 hours/month x 11 months for \$1,617; instructor for parenting 2 x \$21/hour x 7 hours/month x 11 months for \$3,234. In addition, the use of adjunct teachers to provide teachers common planning time - 4 subs at x \$110 x 176 days for \$77,440; and Fill the Gap Lesson support, figured at 5 teachers x 5 different grades x 5 days x 7 hrs x \$20.72/hr for a total of \$18,130.

200 Benefits (\$41,978)

The benefits reflect .0765% for FICA, 3% for Workers Compensation and Unemployment for the Personnel line item outlined above. A total of \$33,698 figured at .1065% and \$8,280 for Insurance (30% for Project Manager and Transformational/Turnaround Director and 100% of Family Outreach Specialist and 50% of Data Manager) totals the \$41,978.

300 Purchased Professional Services (\$515,836)

A total of \$440,836 will be for Emerson's partnership with Evans Newton Institute and the 5-Step process and other services to support the work. The specific breakdown for Emerson will include the following: Professional Development and Coach to Coach Support for \$154,628; Curriculum Alignment/Development (Fill the Gaps) for \$63,984; Curriculum Products for \$123,324; and 4 ½ week Formative/Checkpoint Assessments for \$98,900. In addition, a consultant contract with Edwin Jarvius for approximately \$15,000 to focus on culturally responsive teaching; **Dr. Diana Gielser for ELL services for language and oral acquisition and application of strategies for \$30,000; and, to ensure that teachers are obtaining their ESL Endorsement to support ELL students at \$30,000.**

500 Travel, Staff Training Support (\$50,200)

Emerson is requesting \$7,000 for any required travel expense that may be incurred for learning around the implementation of the 5-Step KCK Process **for the entire school**

staff as it us the lowest performing school in the State. The district is also not approving unnecessary travel, thus this is kept to a minimum requirement. [Transportation services for all extended day and extended learning on Saturdays through June is approximately \\$200/day x 216 days equals \\$43,200.](#)

600 Supplies (\$116,400)

The supply funds for Emerson are specifically for book study on Ruby Payne's work or another predominate author on the impact of poverty in education and materials for Dr. Jarvius for \$3,200. Supplemental curriculum materials at \$400/student x 180 students for \$72,000. In addition, a minimum of two additional parent information nights will be implemented for around \$500, and a backpack educational program will be implemented for approximately \$25,800. [Supplies and materials for Kidzone at \\$15,000.](#)

700 Equipment (\$24,200)

The equipment line item is requesting additional 60 laptop notebooks at approximately \$350 each and two laptop carts at approximately \$1,600 each to maintain the notebooks to be utilized in taking the 4 ½ week checkpoint formative assessments. They can and will be integrated into instruction as well.

2100 Support Services – Students (\$15,000)

A variety of mental/health services throughout the community (\$15,000) to support student needs [and engage the community in assisting with students to enhance a positive educational experience for the students.](#)

KANSAS STATE DEPARTMENT OF EDUCATION

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

PROJECTED SCHOOL BUDGET FOR JULY 1, 2011 TO JUNE 30, 2012

EMERSON ELEMENTARY SCHOOL

Year 2

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	316,415
200 Employee Benefits	41,978
300 Purchased Professional and Technical Services	401,936
400 Purchased Property Services	
500 Other Purchased Services	50,200
600 Supplies and Materials	113,300
700 Property	
2000 Support Services	
2100 Support Services—Students	15,000
2329 Other Executive Administration Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$938,829

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

Budget Narrative (2011-2012) – Year Two
Emerson Elementary School

Personnel Services (\$316,415)

Emerson is requesting \$316,415 to contribute to 14% of the salary for the Project Manager at approximately \$6,750 and 15% of the Transformational/Turnaround Director at approximately \$13,500. A half time data assessment manager will be assigned to Emerson at a cost of approximately \$17,500. **A parent/community outreach specialist for \$35,000 will be placed in school to reach out and get families engaged in education.** For extended day services, teachers for 6 hours per week x \$21/hr x 36 weeks and 3 hours for planning/week x \$21.00/hr x 36 weeks x 15 teachers for a total of \$102,060. Also requesting a coordinator at Emerson to oversee the operation of the Kidzone day to day implementation at 7 hours of coordination at \$21 x 4 weeks x 36 weeks for \$21,168. Custodial costs at approximately \$30/hour x 7 hours/week x 36 weeks at \$7,560 and security at \$35/hour for a total of \$8,820. Child Care provider for siblings (infant/toddler and K-6) for parenting sessions – 4 providers x \$12/hr x 7 hours/month x 11 months for \$3,696 ; translator at \$21/hr x 7 hours/month x 11 months for \$1,617; instructor for parenting 2 x \$21/hour x 7 hours/month x 11 months for \$3,234. In addition, the use of adjunct teachers to provide teachers common planning time - 4 subs at x \$110 x 176 days for \$77,440; and Fill the Gap Lesson support, figured at 5 teachers x 5 different grades x 5 days x 7 hrs x \$20.72/hr for a total of \$18,130.

200 Benefits (\$41,978)

The benefits reflect .0765% for FICA, 3% for Workers Compensation and Unemployment for the Personnel line item outlined above. A total of \$33,698 figured at .1065% and \$8,280 for Insurance (30% for Project Manager and Transformational/Turnaround Director and 100% of Family Outreach Specialist and 50% of Data Manager) totals the \$41,978.

300 Purchased Professional Services (\$401,936)

A total of \$341,936 will be for Emerson's partnership with Evans Newton Institute and the 5-Step process and other services to support the work. The specific breakdown for Emerson will include the following: Professional Development and Coach to Coach Support for \$154,628; Curriculum Alignment/Development (Fill the Gaps) for \$63,984; and Curriculum Products for \$123,324. **Dr. Diana Gielser for ELL services for language and oral acquisition and application of strategies for \$30,000; and, to ensure that teachers are obtaining their ESL Endorsement to support ELL students at \$30,000.**

500 Travel, Staff Training Support (\$50,200)

Emerson is requesting \$7,000 for any required travel expense that may be incurred for learning around the implementation of the 5-Step KCK Process. The district is also not approving unnecessary travel, thus this is kept to a minimum requirement. **Transportation services for all extended day and extended learning on Saturdays through June is approximately \$200/day x 216 days equals \$43,200.**

600 Supplies (\$113,300)

Supplemental curriculum materials at \$400/student x 180 students for \$72,000. In addition, a minimum of two additional parent information nights will be implemented for around \$500, and a backpack educational program will be implemented for approximately \$25,800. [Supplies and materials for Kidzone at \\$15,000.](#)

700 Equipment (\$)

[None requested in year two](#)

2100 Support Services – Students (\$15,000)

A variety of mental/health services throughout the community (\$15,000) to support student needs [and engage the community in assisting with students to enhance a positive educational experience for the students.](#)

KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)

PROJECTED SCHOOL BUDGET FOR JULY 1, 2012 TO JUNE 30, 2013

EMERSON ELEMENTARY SCHOOL

Year 3

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	316,415
200 Employee Benefits	41,978
300 Purchased Professional and Technical Services	401,936
400 Purchased Property Services	
500 Other Purchased Services	50,200
600 Supplies and Materials	113,300
700 Property	24,200
2000 Support Services	
2100 Support Services—Students	15,000
2329 Other Executive Administration Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$963,029

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

Budget Narrative (2012-2013) – Year Three
Emerson Elementary School

Personnel Services (\$316,415)

Emerson is requesting \$316,415 to contribute to 14% of the salary for the Project Manager at approximately \$6,750 and 15% of the Transformational/Turnaround Director at approximately \$13,500. A half time data assessment manager will be assigned to Emerson at a cost of approximately \$17,500. **A parent/community outreach specialist for \$35,000 will be placed in school to reach out and get families engaged in education.** For extended day services, teachers for 6 hours per week x \$21/hr x 36 weeks and 3 hours for planning/week x \$21.00/hr x 36 weeks x 15 teachers for a total of \$102,060. Also requesting a coordinator at Emerson to oversee the operation of the Kidzone day to day implementation at 7 hours of coordination at \$21 x 4 weeks x 36 weeks for \$21,168. Custodial costs at approximately \$30/hour x 7 hours/week x 36 weeks at \$7,560 and security at \$35/hour for a total of \$8,820. Child Care provider for siblings (infant/toddler and K-6) for parenting sessions – 4 providers x \$12/hr x 7 hours/month x 11 months for \$3,696 ; translator at \$21/hr x 7 hours/month x 11 months for \$1,617; instructor for parenting 2 x \$21/hour x 7 hours/month x 11 months for \$3,234. In addition, the use of adjunct teachers to provide teachers common planning time - 4 subs at x \$110 x 176 days for \$77,440; and Fill the Gap Lesson support, figured at 5 teachers x 5 different grades x 5 days x 7 hrs x \$20.72/hr for a total of \$18,130.

200 Benefits (\$41,978)

The benefits reflect .0765% for FICA, 3% for Workers Compensation and Unemployment for the Personnel line item outlined above. A total of \$33,698 figured at .1065% and \$8,280 for Insurance (30% for Project Manager and Transformational/Turnaround Director and 100% of Family Outreach Specialist and 50% of Data Manager) totals the \$41,978.

300 Purchased Professional Services (\$401,936)

A total of \$341,936 will be for Emerson's partnership with Evans Newton Institute and the 5-Step process and other services to support the work. The specific breakdown for Emerson will include the following: Professional Development and Coach to Coach Support for \$154,628; Curriculum Alignment/Development (Fill the Gaps) for \$63,984; and Curriculum Products for \$123,324. **Dr. Diana Gielser for ELL services for language and oral acquisition and application of strategies for \$30,000; and, to ensure that teachers are obtaining their ESL Endorsement to support ELL students at \$30,000.**

500 Travel, Staff Training Support (\$50,200)

Emerson is requesting \$7,000 for any required travel expense that may be incurred for learning around the implementation of the 5-Step KCK Process. The district is also not approving unnecessary travel, thus this is kept to a minimum requirement. **Transportation**

services for all extended day and extended learning on Saturdays through June is approximately \$200/day x 216 days equals \$43,200.

600 Supplies (\$113,300)

Supplemental curriculum materials at \$400/student x 180 students for \$72,000. In addition, a minimum of two additional parent information nights will be implemented for around \$500, and a backpack educational program will be implemented for approximately \$25,800. [Supplies and materials for Kidzone at \\$15,000.](#)

700 Equipment (\$24,200)

[Refresh of laptop computers, 60 x \\$350 equals \\$21,000 and two carts to hold the laptops at \\$3,200 for a total of \\$24,200.](#)

2100 Support Services – Students (\$15,000)

A variety of mental/health services throughout the community (\$15,000) to support student needs [and engage the community in assisting with students to enhance a positive educational experience for the students.](#)