

2010-2011

District Level School Improvement Grant Application (LEA)

Liberal, USD 480
South Middle School

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

**TITLE PROGRAM & SERVICES
TEAM**

**APPLICATION
KANSAS STATE DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT FUND 1003(g)
2010-2011**

PART II: DISTRICT INFORMATION

USD Name and Number Liberal, USD 480	
Name and Title of District Contact for Grant Application Lana Evans, Director of Curriculum & Staff Development	
Address PO Box 949	Telephone Number 620/604-1016
City Liberal	Zip Code 67901
E-mail Address iana.evans@usd480.net	Fax 620/604-1011
Qualifications: The school(s) in the district identified as <i>in improvement, corrective action or restructuring</i> and which demonstrate the greatest need and commitment. Schools listed on the following page(s) South Middle School, # 7728, Restructuring, Tier I	

Authorized District Signature	Date
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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, KS66612
785-296-3204

A. SCHOOLS TO BE SERVED

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Please check (✓) the appropriate boxes.

School Name	NCES #	Identified Tier	Identify a Model (Tier I & II Only)	Requested Amount
South Middle School	200873001284	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input checked="" type="checkbox"/> Transformation	Year 1: 1,803,784.47 Year 2: 1,362,554.47 Year 3: 1,174,409.47
Liberal High School	200873001286	<input type="checkbox"/> Tier 1 <input checked="" type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	No model at this time
Cottonwood Intermediate School Receiving MTSS training by SWPRSC	200873001587	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input checked="" type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	No model at this time
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	
		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> School Closure <input type="checkbox"/> Transformation	

Note: An LEA that has nine or more Tier I and Tier II schools may **not** implement the transformation model in more than 50 percent of those schools.

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

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

The USD 480 administrative team participated in the Kansas Learning Network Needs Assessment at the district level. All areas of the district were reviewed and recommendations were made to improve the process. The district administrative team was actively engaged in the South Middle School needs assessment. The entire team collaboratively met throughout the 2009-2010 school year to complete the needs assessment, select a model that best meets the needs of South Middle School, determine the capacity of the district in implementing the model, goal setting and implementation of interventions, completing steps 1-4 in the school improvement process as well as assisting in the application and presentation of the 1003g grant. The team also utilized the capacity of the district to determine the implementation of Tier II at Liberal High School. Meeting dates and minutes for meeting can be reviewed in Appendix B.

Exploration and Adoption

1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools(Appendix B 2-22)
 - Achievement Data
 - School Leading Indicator Report
 - School AYP Data
 - School Report Card DataAppendix D
 - Perception Data
 - Contextual (school processes/ programs)
 - Demographic Data
2. Selection of Model
 - School Improvement Model Selection Rubrics(Appendix B 26-36)
3. Capacity of District
 - Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts (Appendix B 2-22)
 - Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal
 - Sustainability Plan
4. Goal Setting(Appendix B 72-78)
5. Completion of Steps 1 through 4 in School Improvement Process(Appendix B)
6. LEA Application
7. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification
8. Budget Negotiation
9. Approval of LEA Application by KSDE

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

Leadership

The district administrative team has researched, planned and implemented a district wide process. The district strategic plan provides accountability and support to all schools. Professional development is focused on the strategic plan allowing the district to utilize resources to impact all students and staff. The team is committed to supporting the vision and eliminating programs or services that do not align or support with the process.

Culture and Human Capital

The district administrative team collaborates to ensure that funds are utilized to enhance student achievement. The district is committed to recruiting staff and providing support to ensure professional development needs are met. The district recently developed a teacher evaluation tool and plans to revise this tool to incorporate the requirements of the transformation model. We are hopeful that we are allowed to participate in the ETS project next year that will focus on developing an evaluation instrument that encompasses student performance. The district is actively researching strategies to increase parental involvement throughout the district. Results from the Kansas Learning Network Needs Assessment provided the district with information that will assist us in building a rapport with the community and parents. The district continues to collaborate and work with the local union to provide support and incentives for the staff.

Instruction and Professional Development Culture

The district has implemented a district wide process that focuses on student achievement. The staff has been provided with training to implement this process. A structured system has been implemented to provide support and assistance in areas of need. Administration and Instructional Coaches observe classrooms using a structured walk through approach. Curriculum and assessments have been aligned to provide teachers and students with the expectations at each grade level. These are continually being reviewed and revised as needed. Schools have created schedules to ensure that collaboration time is available for professional learning communities to take place. During these meetings, staff analyzes data, plan lessons, collaborate about issues and provide support to each other. Instructional Coaches have been assigned to each building to provide assistance to teachers with curriculum, professional development, analyzing data and student achievement.

Curriculum and Assessment

Teachers have had an active role in aligning the curriculum with state standards. This is a process that is continually reviewed and revised. The district is in the process of reviewing the indicators taught each nine weeks at each grade level. This will also be aligned with the district common formative assessments that are required for each grade level. The district has established an assessment schedule that provides a screening assessment for each student as well as progress monitoring assessments that provide teachers with data to provide instruction at each student's skill level.

1. The alignment of the district SIG application the KLN district needs assessment and the SIG's school appraisal was rated a 2. Overall, their reviewers found good alignment but request that the following question be answered:
 - Having hired a new superintendent, what role will the board of education play to ensure effective grant implementation and systemic coherence?

Mr. Stout, new Superintendent, was the Deputy Superintendent who led the district in the strategic plan that the board adopted in May of 2009 and is being implemented at the current time. He and the rest of the districts Directors have kept the board informed on the implementation of that strategic plan through reports to the USD 480 board at their regular meetings. The board currently is knowledgeable about the turnaround model and how it will be implemented. At a workshop in July of 2010 there will be a discussion about how the turnaround model and the approved grant tie together to achieve the desired outcome. In

July of 2011 there will be a workshop for any possible new board members and current board members on the progress of the model and any changes that may need to be made. The board will be kept informed throughout the three years of the grant by providing quarterly reports by district administration to the board. The board will hold the district administrators accountable for the implementation of this grant and the turnaround model selected for South Middle School. Conversations and plans have been made with Mr. Stout and the KLN implementation coach, with the approval of the principal at SMS for the 2011 school year.

- To what degree will writing be taught with the full implementation of Literacy First?

USD 480 believes that the writing process is integral to what students need to learn to be successful lifelong learners. With the implementation of Literacy First reading is taught in blocks of time that will focus on reading. Formal writing skills will be taught in a separate block of time. There will be ample time through the day to practice the writing skills in all cross curricular courses. During the reading block there will be opportunities for students to apply their writing skills including making written responses to text students read, writing reports on articles read in the research center, summary sentences or paragraphs, preposition recognition at the start of a phrase.

- With the additional and updated technology that will be purchased with grant funds, how will the district ensure that he implements technology rich classrooms?

Through district collaboration using the district technology committee and teacher requests for technology within the classroom the following are the technology pieces that are recommended throughout the district in every classroom as funds become available.

1. A computer connected to high connection to the internet (currently in place)
2. A projector connected to various devices to project material to the entire classroom
3. An interactive white board to enhance the presentation to the class and to make it hands on activity for the students.
4. A wireless slate to be used as the teacher walks around the classroom and to give individual students input without going to the front of the room.
5. A document camera to project paper based materials to the entire class.
6. A classroom performance system to check for understanding of concepts by students.
7. A sound system to ensure that every student will be able to hear the teacher during instruction no matter where they are in the classroom.

In the grant we have added six additional computers to each classroom. The culture in the classroom is changing from all large group activities to small group activities these computers will be used to provide individual support and practice in a center. Three 25 computer laptop carts will be used to supplement what is needed in the classroom and to aide in the assessment of students for triangulation of data. Working with Melinda Standley from KSDE and the Technology Rich Classroom Project she suggested that we add digital video cameras that can also take still pictures and a Technology Coach. The technology coach would be a certified teacher that would help teacher's tie the technology to their lesson plans and to find them the needed resources. Even though we will not be a part of the technology rich classroom grant Melinda has indicate that we could send our coach to the technology coaches training in June. Additional professional development will be provided throughout the school year. This fits in directly with the changes in instruction that are currently taking place at South Middle School and supplements the literacy coach that was added this school year. Teachers use of computerized lesson plans will be shared with administration and coaches to document that technology is being used and supporting the teaching of the Kansas standards.

- How will the district ensure high-quality and consistent implementation of Student Intervention Teams across schools?

USD 480 is partnering with Southwest Plains Regional Service Center with Cottonwood Intermediate School, as a pilot for our tier III school, to train on the MTSS model to address the three tiers. This will be replicated throughout the district at all of our schools including SMS. The district is working on process manual that will assist each team with the correct forms to use, what information that needs to be collected and how the meetings are to be organized. Each student will then be evaluated to determine if the strategies are working and can continue in the regular curriculum using the strategies implemented. If further assistance is need then the student may be referred to the IDEA process to determine additional

assistance. The process manual will assist with consistency with the utilization of the SIT teams across the district. Letters will be sent out annually to parents describing the SIT process and how the tiers of MTSS will be of benefit to students that need additional assistance.

- Please confirm that USD 480 is committed to participating in the KSDE pilot with ETS to evaluate teachers and principals.

The USD district administrative team with Mr. Stout, new Superintendent, have had discussions with the USD 480 board of education about the direction KSDE is going to develop a new state adopted evaluation tool for both teachers and administration. It is USD 480's intent to work with KSDE in the development of these tools and to implement upon review and ratified in negotiations with our local teachers union. Our implementation coach from KLN, Joyce Carter, has given reports to the Mr. Stout and district administration team on the successful implementation of a literacy coach and the school administration when supervising teachers on a consistent basis. She has also indicated the support for the district administration team has been instrumental the changes that have already taken place at SMS.

2. Reviewers of the USD 480 application also request that the following issues be addressed to ensure district and school support of implementation of the selected model:

- Work with KSDE, USD 480's district facilitator, and the school's implementation coach to develop measures of model implementation and use them periodically to ensure fidelity.

Plans for the 2010-11 school year are already being developed with the KLN implementation coach to continue the successes of the year at SMS. The Implementation Coach will work to bring in training from KLN and KSDE to both the school and district levels that are designed to ensure fidelity. The same implementation coach will continue at SMS for the 2010-11 that was used the previous year for continuity.

- Consider having an external evaluator conduct an audit of the math and reading curriculum and benchmark tests.

USD 480 will work with Southwest Plain Regional Service Center to contract with an external evaluator to conduct an audit of the math curricula and the benchmark testing. Our director of curriculum and the director of testing will work with this evaluator to provide all necessary information to conduct the audit. At the conclusion of the audit the district administrative team will evaluate the recommendation to determine a corrective course of action.

- Consider conducting an analysis of Literacy First and SYOP to ensure alignment.

Implementation Coach will assist with the monitoring of fidelity and alignment.
See Step Two, #5 on page 23-26

- Strongly consider implementing a community school-type model at the school that will (a) provide extended-day learning opportunities to struggling students; (b) support students' and families' social and health needs; and (c) involve parents and the communities more intimately with the school and district (through strategies such as a parent resource room and using resources such as KPIRC).

See Step Two, #2 on page 21-22 on Family and Community

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

USD 480 has one school in Tier I, South Middle School and one school in Tier II, Liberal High School.

On February 5, 2010, USD 480 was notified that LHS was targeted as a Tier II school resulting from the new federal guidelines.

USD 480 recommends using the 2010-2011 school year as a planning year for implementing Tier II requirements for the following reasons:

- Capacity of District – District administrators recognize the challenge of implementing two intervention models in our school district at the same time. In order to select an intervention model, ample resources, planning and time are required to assess and implement effectively.
- Needs Assessment – Time is necessary to conduct a thorough needs assessment and our belief is that 2010-2011 school year will serve this purpose.
- Sustainability of plan – In order to devise a plan that can be sustained over time, ample planning must take place.
- Don't make hasty decisions – it is critical to take into account the many underlying factors that have led to LHS being identified as a Tier II school.

USD 480 will apply for grants that could pay for an outside team to come to Liberal and conduct the required needs assessment. A team consisting of teachers, administrators, site council members and community members will serve as a committee that will correspond with the outside agency to complete the needs assessment.

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

USD 480 will apply for Tier I at South Middle School, building # 7728

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

USD 480 has one Tier III building, Cottonwood Intermediate School, building # 7715.

USD 480 will be providing MTSS training to Cottonwood Intermediate School staff beginning August 2010. Training will be provided by Kelly Gillespie from Southwest Plains Regional Service Center. The district does not have plans at this time to implement a model at this school.

C. DESCRIPTIVE INFORMATION (TO BE FILLED OUT BY EACH SCHOOL):
Needs Assessment, Selection of the Identified Intervention Model, School and District Capacity, Timeline and Goal Setting

Part 1:

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

Step One: Needs Assessment

1. Describe the **needs assessment process** that the school went through before selecting the Intervention Model. A resource on needs assessment is provided in the Kansas Improvement Notebook located at:

<http://www.ksde.org/Default.aspx?tabid=405>

The South Middle School Restructuring Team consisting of teachers, administrators, parents and community members analyzed factors that impact school improvement. They addressed areas such as: parent and community involvement, high standards and expectations, frequent monitoring of teaching and learning focused professional development, effective leadership, clear and shared focus, alignment of curriculum instruction and assessment with standards and supportive learning environment. After analyzing each of these areas they found strengths and areas that need to be addressed. The findings from these discussions can be found in Appendix B 102-109. The team then gathered four types of data: achievement, perceptual, contextual and demographic. Specific data in each of these groups is outlined in the September 11, 2009 meeting minutes (Appendix B 120-126). The team was divided into four groups each receiving a folder containing the forms of data that was collected. Each team documented findings and wrote narrative statements on chart paper after reviewing all data. The data folders and chart paper were then rotated to another group for them to review and add additional information that they found pertinent to the process. This process continued until all groups reviewed all four types of data. Data can be found in Appendix E.

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

- a. **Achievement Data**

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

Perception Data

Contextual (school processes/ programs)

Demographic Data

(Appendix D)

The team then reviewed each type of data information on the chart paper. After much discussion on each narrative statement the team coded each statement with colored dots, the narrative statement was a concern, strength, or good information to know. This information can be found in the October 27, 2009 minutes (Appendix B 86-92). 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 South Middle Schools lack of success. They also selected statements they felt could be improved upon to become part of the goals for SMS. After reviewing the root causes and engaging in conversations, the smart goals were developed.

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

- a. **Root Cause Analysis**

The team identified root causes creating challenges for student achievement in the area of low reading levels of students. Student vocabulary is a major contributing factor of their reading comprehension deficiencies. The low socio economic status and high minority of students is also a challenge that factors into low student achievement. Staff expectations, use of data and accountability were also found to be challenges that effect student achievement.

Strengths in student achievement were identified through the root causes by the team. The strengths included the quality of data present for staff to utilize to ensure student achievement, the population at SMS does not seem to be transient, the number of students in the NES category is minimal and student attendance was a positive.

The low test scores discovered during the data analysis confirmed the need for reform in the area of reading. The data reflected that attendance was good at SMS (95%) indicating that students were present to receive the content. Also, mobility did not seem to be a factor. Kansas Assessment and MAP scores show 50% of students scoring in level 1 or 2 in reading and math. The team reviewed all strategies utilized to present content to students (November 2, 2009 meeting minutes and Appendix B 78).

1) Literacy First was implemented to address the low reading levels of students 2) Vocabulary development is the primary focus of LF 3) Staff expectations have changed in 09-10 when data was used to drive instruction and significant increase in student achievement was seen in both reading and math. 4) Teachers are accountable to the principal on a quarterly basis when they discuss student data. 5) Preliminary data on the 2010 KCA indicated a 32% change in student achievement in reading and 74% change in math. 6) Reading MAP/NWEA data indicates the 8th grade cohort group (same students in 7th and 8th grade) found the following results: The language usage and reading scores significantly exceeded the 2.7 growth expectancy score with a 7 point increase; and the 8th grade reading score fell within the growth norm for the first time.

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

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

The Restructuring Team was provided the School Intervention Model Selection Rubrics to complete. Each team member reviewed each indicator and selected a rating of the performance level at South Middle School. The team then reviewed and discussed each indicator and came to a consensus on the status of implementation at SMS.

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 a four; thus eliminating the Turnaround Model as an option for SMS. In the area of technical assistance, the team rated the performance at level four as well. The area with a rating of 1 consisted of requiring the district and school to address the process identifying and rewarding staff members that are responsible for increasing student achievement. The other areas are in progress and need additional development.

The Culture and Human Capital standard received the two rating on all indicators with limited development and partial implementation. This is an area the district will be researching and making recommendations to improve.

The Curriculum and Assessment standard is at the exemplary level of development and implementation for all indicators. This is an area that the district has focused on and it was evident when reviewing these indicators.

The Instruction and Professional Development standard received a three in the area of providing high-quality professional development for effective teaching. 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 SMS and will continue to be a focal point.

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

The team also took into account the numerous interventions that South Middle School has put into place during the 09-10 school year to assist in making a decision as to which model would best benefit the students and staff. After conducting the needs assessment and looking at the requirements of the intervention models, the team determined the transformational model meets the needs of SMS for the following reasons:

1. Results Based Professional Development
 - a. Literacy First
 - b. Instructional Coach
 - c. Sheltered Instruction Observation Protocol (SIOP)
2. Data Analysis
 - a. Formative Assessment
 - b. Benchmark Assessment
 - c. Data Driven Instructional Notebook (DDIN)
 - d. Apache notebook
3. Teacher Collaboration Time
4. Retain the first year building principal
5. Identify and retain effective teachers
6. KLN Implementation Coach – Technical Assistance

The transformation model will allow the district to continue to execute and enhance the strategic plan that was initially implemented in August of 2009. However, the strict guidelines that serve as parameters of the transformational model ensure that all school staff members are held accountable for students making AYP.

The district participated in the Kansas Learning Network Needs Assessment and has utilized these findings to enhance South Middle School's ability to provide quality educational opportunities for all students.

Family Engagement

Liberal USD 480 recognizes that in order to enable families to support their children's learning both at home and at school, a coherent plan must be in place that supports and guides effective parent involvement policies, activities and strategies. In order to effectively reach all parents, USD 480 is partnering with the Kansas Parent Information Resource Center (KPIRC), which is the statewide technical assistance center for family engagement for the state of Kansas under ESEA. KPIRC will provide the district with the technical assistance necessary to inform and educate all administrators and educators in the requirements for family engagement as found in the federal mandate, ESEA. Using the PTA National Standards for Family School Partnerships and the Kansas Family and Community Involvement Guide to Student Achievement, the school district will develop and put in place a district Family Engagement Handbook. The Family Engagement Handbook will outline:

- Federal Mandates
- District/School Parent Involvement Policy
- Parent Coordinator duties and responsibilities
- Minimum school requirements for family/community engagement opportunities
- Family engagement ideas and resources for schools

In addition, the district will create a Family/Community Engagement Task Force with representatives from each school. The task force members will include administrators, teachers, paraprofessionals, parents, and community members. The objective is to begin a planning discourse to develop an action plan that will yield expected results. The task force will analyze trends in the parent community and recommend action steps to meet the needs of our parents and community by using the PTA National Standards for Family School Partnerships framework:

- Standard 1 - Welcoming all Families into the School Community
- Standard 2 – Communicating Effectively
- Standard 3 – Support Student Success
- Standard 4 – Speaking Up for Every Child
- Standard 5 – Sharing Power
- Standard 6 – Collaboration with Community

The following action steps will ensure Family Engagement becomes a top priority for the school district:

A Action Steps	B Persons Responsible	C Resources Needed	D Target Completion Date	E Documentation of Completion
Develop Family Engagement Handbook	Laura Cano Diane Hensley	KPIRC Resources PTA National Standards for Family School Partnerships	July 2010	Completed Handbook
Appoint District Level Family/Community Engagement Task Force	Laura Cano Diane Hensley	Handbook Meeting Times/Schedule	September 2010	Schedule of Quarterly Meetings Agendas Sign in sheets
Review Family Engagement Handbook and requirements with school administrators	Laura Cano Diane Hensley	Handbook Time	September 2010	Agenda Sign in sheets
District Level Family Engagement Training/Technical Assistance	Jane Groff, KPIRC Laura Cano Diane Hensley	Time Funding	November 2010	Agenda Sign in sheets

School Level Team Family Engagement Training /Technical Assistance	Jane Groff, KPIRC Laura Cano Diane Hensley	Time Funding	February 2011	Agenda Sign in sheets
Discussion/Planning for Strategies to Implement Yr.2	District Team School Teams Laura Cano Diane Hensley	Set Schedule of Meetings	May 2011	Schedule of Meetings Agendas Action Plan
Implement Strategies identified by Task Force	District Team School Teams Laura Cano Diane Hensley	Time Funding when necessary List of approved strategies and activities	Begin implementation Fall 2011 - ongoing	List of activities Sign in sheets at schools
Continue to meet, evaluate, plan, and implement strategies at the district and school level	District Team School Teams Laura Cano Laura Cano Diane Hensley	Time Funding when necessary List of approved strategies and activities	Continue in year 2	List of activities Sign in sheets at schools

Extended School Day:

Extended School will be provided for students struggling with academics.

The Supplemental Educational Services (SES) program will be required of students scoring a 1 (Academic Warning) on the state test. The After School Tutoring program will be required for students that scored a 2 (approaching standards) on the state test.

Supplemental Education Services

SMS is required to provide Supplemental Education Services (SES). The district follows all Title I requirements in its offering of SES to parents/families of low performing students. For the 2010-2011 school year, the school will be targeting all students that scored at the Academic Warning level on the Kansas State Assessments.

The federal programs director and instructional coach at SMS participated as readers for KSDE to help with the approval of SES providers in the State of Kansas. Through this effort, the district team has gained insight into what types of programs are offered for low performing students as well as to the programs that offer the most rigor and focus on closing the achievement gaps.

SMS will be hosting its first provider fair on August 4-5, 2010. The second provider fair will be hosted at the end of the first nine weeks during parent teacher conferences. SES services will take place two days per week from 3:45 p.m. to 5:30 p.m. Information about SES and first fair will be mailed out to all families at SMS in the month of July.

Tutoring Program.

All students that scored a 2 (approaching standards) on the state test will be in the Tutoring program.

The Tutoring program will take place 4 days a week and will run for 30 minutes each day. The schedule will allow students to participate in extracurricular activities and at the same time receive additional academic services through the extended school day programs.

Saturday Tutoring will also take place. All students that scored a 1 (Academic Warning), 2 (Approaching standards) and 3 (Meets Standards) on the state test will be part of Saturday School. Saturday school will be offered twice a month from (9:00 – 12:30 p.m.) Students will be served a light breakfast and lunch. Students will also be encouraged to attend by providing incentives for attendance. Tickets will be issued for daily attendance and a drawing will be held monthly for prizes (I-Pod, gas card, etc.).

Community & Parent Engagement

USD 480 strives to engage both the community and parents in our wonderful opportunity of educating all children. This area of focus is critical and must improve as we strive to provide the quality of education/instruction that all students deserve. The following initiatives are new for the 2010-2011 school year in an attempt to improve parent and community engagement, trust and reciprocal involvement.

1. Human Resource / Public Relations Director – At the May 10, 2010, BOE meeting, the USD 480 BOE hired Paul Larkin to serve as the newly created HR/PR Director. This recommendation was clear and repetitive in the KLN audit that was conducted in the fall of 2009 in USD 480. His job responsibilities will include (but are not limited to) the following:
 - Reviews and interprets all laws, regulations, statutes, rules, and policies affecting the Human Resources Department.
 - Devises comprehensive and effective systems of record keeping in accordance with policies, regulations, laws, and needs affecting the Human Resources Department.
 - Reports periodically to the Superintendent the problems, conditions, and needs of the Human Resources Office.
 - Collaborates with members of the Administrative Council in the recruitment, interview, and selection processes; makes final recommendations for all personnel to the Superintendent.
 - Works with district administrators, teachers and the Kansas State Department of Education regarding professional licensure requirements.
 - Establishes annual schedules for teacher recruitment trips to area and regional colleges and universities.
 - Supervises and evaluates all classified staff in the Human Resources Office.
 - Supports the value of an education.
 - Supports the philosophy and mission of U.S.D. No 480.
 - Publish internal and external newsletter that provides information to school district patrons and the community at large.
 - Maintain records related to program responsibilities and prepare reports as required.
 - Monitor multiple program responsibilities, activities, and resources to inform the respective supervisor of problems, concerns, successes, etc.
 - Promote high levels of clear communication among parents, staff, and patrons of the district.
 - Be an active participant in program and other district activities as related to job responsibilities and effective public relations.
 - Develop and maintain interagency agreements between the program and other service providers as needed.
 - Maintain confidentiality concerning all personal aspects of program operation.

To summarize, the focus of hiring this newly created (HR/PR) position is three fold: 1) Notify the citizens of Liberal all of the wonderful education success stories that are frequently not told, 2) Deal with the sensitive issues that involve personnel matters in a consistent, caring, firm and fair manner and 3) Focus on recruiting and retention of high quality educators.

2. Parent Surveys – Will be conducted by USD 480 in conjunction with the Southwest Plains Regional Service Center (Kelly Gillespie) to determine barriers in the area of parent engagement and communication. Through this survey priorities will be established for the parent engagement program. Data will be collected and chronicled in a pre/post assessment format in order for progress to be measured.
 - a. Data will be collected at Parent/Teacher Conferences in October using Survey Monkey and computers to assist with successfully implementing the initiative.
 - b. SWPRSC will work collaboratively with USD 480 in establishing a follow up mechanism to the Parent Survey's in order to monitor progress.

3. Porch Visit Training for Teachers – USD 480 will utilize the SWPRSC to provide extensive training to SMS teachers and staff members on how to effectively and safely conduct home or porch visits with student's families. PD will be provided by SWPRSC and a stipend will be paid to the staff members (voluntary) per each porch visit that is made. This type of initiative has proven highly successful in several communities including: Ulysses, Wichita and Great Bend. The intent of porch visits is to raise academic achievement by building bridges (social capital) between parents and teachers who may not be connecting / communicating effectively. Specific goals of this community/parent engagement initiative are:
 - a. Improve academic achievement and test scores
 - b. Decrease discipline referrals
 - c. Increase attendance at school for the students and at conferences for the parents
 - d. Increase parent involvement at SMS
 - e. Increase homework completion
 - f. Improve behavior and attitude towards school
 - g. Increase awareness of the multitude of community resources available to all citizens in Liberal (information bags will be provided to families at porch visit with pertinent (not fluffy) services and materials that can help our families understand the vast resources that are available in Liberal, KS)

4. USD 480 will distribute a District-Wide monthly newsletter to all parents in the school district that will focus on providing all families with exciting school news, monthly calendar information, tips for homework and study skills and even a web address where parents can comment on the newsletter and provide suggestions for future editions. SWPRSC will assist USD 480 in the creation and production of the monthly finished product. This high quality newsletter will be a four page, glossy textured document that will be sent to all parents via the United States Postal Service mail system. It will be a high quality product with the hope that it will be "classy", "informative" and "pride bearing". The newsletter will also be posted on the USD 480 district web page.

5. South Middle School – Will hold parent meetings, conferences and activities regularly throughout the school year in an attempt to increase parent involvement and engagement and to build staff and community morale and capacity. Mr. Rito was the principal at SMS last year (his first year) and he put a huge emphasis on increasing the number of activities dedicated towards involving parents in the school during the evenings. The push for the 2010-2011 school year will be more intense than last year! Not only will there be reading and math nights, open houses and parent/teacher conferences; parent nights will also expand into more specific focused evenings that will touch on various topics including (not limited to the following):
 - i. Overviews of No Child Left Behind
 - ii. Cyber bullying
 - iii. Social Networking (twitter, facebook, IM, texting, etc.)
 - iv. Kansas State Standards & Assessments
 - v. Teen Issues

6. Technology in Local Businesses – Terry Adams, Director of Technology for USD 480, has begun an initiative with local businesses to implement computers within several, highly frequented businesses in order to provide computer access / internet access to parents of students in USD 480. The goal is to reach all parents in Liberal and provide them with technology so they can, in turn, stay informed with their children’s grades, behavior, and current school related news. This will also, hopefully, potentially bring community citizens into businesses where they can shop and check on school related matters concurrently!

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

SMS implemented the Literacy First Content process beginning in the Fall of 2009 with 1/3 of the staff. The team recommended this process be implemented school wide for all teachers during the 10-11 school year. They also recommended that additional training be provided for teachers and a course be added for students who are two or more grade levels below in reading. Thus, Intensive Reading will be implemented in the Fall of 2010. Research and information on this process can be found in Appendix D.

The KLN report reflected there are sufficient amounts of data to impact student achievement. The team recommended the need for organization of the data, use of the data to drive instruction and accountability. During the Fall of 2009, SMS implemented the DDIN (Data Driven Instructional Notebook) in which each teacher was held accountable for their student’s data during common formative assessments given every four weeks. This process will continue to evolve and develop in the future. Also, the I-Block (Intervention Block) was implemented in the Fall of 2009. This block of time each day allows teachers to utilize data to instruct students at their skill level based on state standards. All staff members participate in this process allowing all students to receive appropriate interventions. The I-Block also provides the staff with the accountability of analyzing data and providing instruction at the student achievement level.

In finding that sufficient data is in place to ensure student achievement, the following have been included to ensure support and accountability for staff and students. During the Fall of 2009, an instructional coach was added to the SMS staff to assist teachers in the Literacy First process, modeling lessons, and leading collaboration meetings that focus on data to improve student achievement. Professional Learning Communities were implemented to provide staff collaboration time to analyze data and focus on instruction for students. The administrators and instructional coach walk through classrooms daily and provide support to teachers. Through the Literacy First process, SMS has a consultant that trains and provides support to the staff. This consultant collaborates closely with the administrative team and the instructional coach, observes classrooms, models lessons and meets with staff monthly.

The team found that the school is not utilizing the parent coordinator to benefit the parents, students and staff regarding parent involvement. A handbook will be developed to provide guidelines based on the Parent Involvement Standards and adjust the roles and responsibilities assigned to the parent coordinator.

(Addendum to District Level School Improvement Grant Application)

Introduction

According to the Kansas State Department of Education’s School Improvement Grant application to the U.S. Department of Education, KSDE will ensure that any school and district receiving a 1003g grant have the **systemic coherence** and **capacity** to implement the restart, closure, turnaround, or transformation model identified in their application to KSDE.

Systemic coherence is one of the key theoretical lenses through which districts are analyzed as part of the Kansas Learning Network. Coherence means that “the elements of a school district work together in an integrated way to implement an articulated strategy.” Capacity, as used here, is defined as the ability of the district to support the school in achieving progress on the School Leading Indicator Report, addressing issues in the school(s) and district needs assessment (district and/or school effectiveness appraisal), and implementing with fidelity the chosen model.

KSDE asked that Cross &Joftus conduct an assessment of the district's application based on the following framework, developed by Cross &Joftus and KSDE:

- 1) Alignment of the district's School Improvement Grant (SIG) application to the KLN district needs assessment and the SIG's school appraisal. This was determined by a team that included Julie Ford, Scott Joftus, and Gus Jacob. The team assessed alignment using a three-point scale as follows:
 - i. Application demonstrates no alignment or little alignment to KLN needs assessment and school appraisal or it demonstrates some alignment to either the KLN needs assessment or the school appraisal and none to the other
 - ii. Application demonstrates some alignment to KLN needs assessment and school appraisal
 - iii. Application demonstrates significant alignment to KLN needs assessment and school appraisal.

In order to receive grant funds, the application alignment must receive a score of 3. If the score is judged to be less than a 3, the district will have the opportunity to make revisions to the application and resubmit.

- 2) District and school plans to support implementation of the selected model—including realignment of resources, staffing, systems, and organizational structures and a clearly articulated reform strategy and approach for continuously monitoring the effectiveness of the strategy—based on an analysis of the application and application presentation. Strategies for supporting implementation may include, but not be limited to, creating a district position responsible for supporting and monitoring implementation, engaging stakeholders, and realigning resources.
- 3) District agreement through signing of a memorandum of understanding (MOU) that it will fully implement the grant and KLN technical assistance plan (when relevant), ensure that Implementation Coaches have regular access to principals of Tier I and Tier III schools, and hire using SIG resources an Implementation Coach provided by Cross &Joftus for Tier II schools. Assuming points one and two are completed satisfactorily, the district will be asked to sign and submit an MOU that states that district and school policymakers, administrators, and educators will do everything in their power to meet these requirements.

Findings

Overall, reviewers of the USD 480 application were very impressed with the significant gains in student achievement made at South Middle School, the quick and positive changes made by the new principal, the progress made by USD 480 since the KLN needs assessment, and the thoughtful, comprehensive application drafted that we believe, with a few minor revisions, will result in true transformation at the school and further gains in student achievement. The assessment of the district and school coherence and capacity, along with guidance for revising the application follows:

- 1) The alignment of the district's SIG application to the KLN district needs assessment and the SIG's school appraisal was rated a 2. Overall, the reviewers found good alignment but request that the following questions be answered:
 - Having hired a new superintendent, what role will the board of education play to ensure effective grant implementation and systemic coherence?
 - To what degree will writing be taught with the full implementation of Literacy First?
 - With the additional and updated technology that will be purchased with grant funds, how will the district ensure that the school implements technology rich classrooms?
 - How will the district ensure high-quality and consistent implementation of Student Intervention Teams across schools?
 - Please confirm that USD 480 is committed to participating in the KSDE pilot with ETS to evaluate teachers and principals.

- 2) Reviewers of the USD 480 application also request that the following issues be addressed to ensure district and school support of implementation of the selected model:
 - Work with KSDE, USD 480's district facilitator, and the school's implementation coach to develop measures of model implementation and use them periodically to ensure fidelity
 - Consider having an external evaluator conduct an audit of the math and reading curriculum and benchmark tests
 - Consider conducting an analysis of Literacy First and SYOP to ensure alignment
 - Strongly consider implementing a community school-type model at the school that will (a) provide extended-day learning opportunities to struggling students; (b) support students' and families' social and health needs; and (c) involve parents and communities more intimately with the school and district (through strategies such as a parent resource room and using resources such as KPIRC).

- 3) Reviewers ask that the incoming superintendent of USD 480 and the principal of South Middle School sign and return to KSDE the attached memorandum of understanding (MOU).

4. 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. Marzano consultants will also be utilized to provide professional development in effective teaching techniques.

See Step 2, Section 2 on Page 18 -22

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

The district is utilizing the Literacy First process in all content areas. Any process or technique that is implemented will align with the process and support it. Other processes that SMS will be implementing to complement the Literacy First process are: Marzano effective teaching strategies, SIOP, AVID, and Kagan cooperative learning. The district is committed to enhancing and supporting the Literacy First process, thus any new initiative will align with this process and support it.

Addressing the Linguistic and Academic Needs of English Language Learners

The district administration understands that it is crucial to address the linguistic and academic needs of English Language Learners (ELL) in the district. With 45% of the student population identified as ELL, it is imperative programs and strategies be implemented that allow teachers to provide instruction in a way that is effective for students learning English. The district is supporting ELLs with the following programs and frameworks:

LITERACY FIRST PROCESS

Literacy First is addressing reading deficiencies across the district for all populations. However the framework also has extensive built in support for students learning a second language as it supports the five components of reading; phonemic awareness, phonics, vocabulary, fluency, and comprehension. ELLs in the district have been identified as having low literacy levels. Low Literacy levels prevent students from mastering content in other subjects. The problem is heightened by the fact that many teachers serving a large number of low-performing students are not adequately trained to teach reading. According to findings by the National Literacy Panel, the development of oral language skills, vocabulary knowledge, and opportunities for meaningful learning experiences are key to developing the literacy skills of ELLs. Literacy First addresses academic needs of ELLs by increasing comprehension, student to student interactions, higher order thinking, use of learning strategies, and making connections to students' background knowledge. Furthermore Literacy First supports ELLs at all stages of language development as indicated by the table below:

Stage	Characteristics	Approximate Time Frame	Instruction	Sample reading practices reflective of Literacy First and ELL Instruction
Preproduction 0-6 (BICS)	Student: Has approx. 500 words	0-6 months	Teacher prompts: • Show me... • Where is ...? • Who has ...?	<ul style="list-style-type: none"> • Associate letters w/sounds and objects • Math content-related object/pictures to words • Identify print concepts and text features • Find single word responses to BSW questions related to text • Use picture dictionaries
Early Production 6 mo – 1 year (BICS)	Student: Has approx. 1,000 words	6 months – 1 year	Teacher prompts: • Yes/no questions • Either/or questions • 1-2 word answers • Lists • Labels	<ul style="list-style-type: none"> • Follow along as text is read (teacher, peer, tape, etc) • Find main idea in simple sentences • Use text features to find info • Use word bank to complete simple sentences • Sequence illustrated text of fictional and non-fictional events • Use L1 to support L2 (cognates) • Use bilingual dictionaries/glossaries
Speech Emergence (BICS)	Student: Has approx. 3,000 words	1 – 3 years	Teacher prompts: • Show me ... • Where is ...? • Who has ...?	<ul style="list-style-type: none"> • Identify topic sentences, main ideas and details in paragraphs • Identify multiple meanings • Use context clues • Make predictions based on illustrated text • Differentiate between fact and opinion • Answer literal text questions • Use English dictionaries/glossaries
Intermediate Fluency (BICS)	Student: Close to 6,000 words	3 – 5 years	Teacher prompts: • What would happen if ...? • Why do you think ...?	<ul style="list-style-type: none"> • Identify important details • Construct summaries of Paragraphs • Sequence paragraphs • Identify figurative language • Match cause to effect • Introduce reading strategies (skim, SQP2RS [Vogt, 2004], etc) with familiar text.
Advanced Fluency 5 – 7 years (BICS trans to CALP)	Student: 6,000 plus words	5 – 7 years	Teacher prompts: • Decide if ... • Retell ... • Summarize ...	<ul style="list-style-type: none"> • Apply strategies to unfamiliar text • Infer meaning • Research from multiple sources • Draw conclusions from explicit and implicit text

SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP)

Teachers at South Middle School have received initial training in the Sheltered Instruction Protocol Model (SIOP). The framework and effective strategies for ELLs provided by SIOP are closely linked through Literacy First's Anatomy of a Lesson in the following ways:

Objective/APK (Activate Prior Knowledge)

Clearly defined objectives

Share objectives with students

Review objectives at end of lesson

Concepts explicitly linked to students' background experiences

Links explicitly made between past learning and new concepts

Getting brains in correct thinking pattern for new learning

Key vocabulary introduced

TIP (Teacher Input)

Speech appropriate for students proficiency levels

Clear explanation of academic tasks

Variety of techniques used to make content concepts clear

Scaffolding (think alouds)

Sufficient wait time for student responses

Ample opportunity for students to clarify key concepts in L1 with aide, peer, or L1 text

SAP (Student Active Participation)

Ample practice

Frequent opportunities for interaction and discussion with teacher and among students

Hands-on materials and/or manipulatives provided for students to practice using new content knowledge

Activities to apply content and language knowledge in the classroom

Activities integrate all language skills (reading, writing, listening, speaking)

Frequent opportunities for oral language development

Students engaged 90%-100% of time

ISS (Identify Student Success)

Regular feedback provided to students on their output

Assessment of student comprehension and learning of all lesson objectives happens *throughout* all lessons.

INSIDE LANGUAGE, LITERACY, AND CONTENT CURRICULUM

ESL teacher at SMS will begin utilizing the Inside Language, Literacy, and Content Curriculum by Hampton Brown. This curriculum is designed to nurture the resiliency of striving middle school students and to support them in achieving academic success. Engaging literature selections bridge the gap between students' in-school and out-of-school lives, honor the diversity of their cultural and linguistic backgrounds, and encourage them in the development of positive personal identity. The program features highly structured and guided practice that ties closely to the Literacy First framework. In addition, one of the principal authors of the curriculum is Dr. Deborah J. Short. Dr. Short is also one of the developers of the SIOP model. Inside Language, Literacy, and Content provides all of the elements of successful instruction for ELLs, including but not limited to:

- Lesson objectives that are based on state content and language standards
- Explicit attention to academic, cross-curricular vocabulary and subject-specific terminology
- Strategic, developmental reading instruction tied to a wide range of expository and narrative texts
- Explicit writing instruction
- Listening and speaking/discourse instruction
- Grammar instruction
- Teaching practices that both tap students' prior knowledge and build background for learning about new topics
- Instruction in common content area tasks
- Comprehension checks and opportunities to review

It is recognized that connections between language, literacy, and academic achievement grow stronger as student's progress through the grades. The development of proficiency in academic English is a complex process for adolescent ELLs. The district leadership is confident that Literacy First, SIOP, and the Inside curriculum support effective instruction strategies to develop the English oral and academic skills of ELLs. The adopted programs and frameworks promote interaction and the use of oral (BICS) and academic language (CALP), often in cooperative learning activities. All strategies aim to give students at different levels of language proficiency access to the text to support their participation in the tasks at hand. The structured supports, multi-level strategies and other instructional techniques designed

especially for ELLs allow students to accelerate their growth in language and literacy. In addition the leadership team at the school ensures that student progress is continuously monitored and instruction is provided at the zone of proximal development for each student.

Literacy First and MTSS

What is it?

Literacy First is a comprehensive reading reform process which addresses the goal of closing the reading achievement gap and ensure that all students become fluent readers who comprehend grade level texts.

Literacy First focuses on the five essential components for reading instruction.

- 1. Phonological Awareness**
- 2. Phonics / Word Study**
- 3. Vocabulary Development**
- 4. Fluency**
- 5. Comprehension Skills and Strategic Reading Tools.**

Developing Expert Readers:

Phonological Awareness, Phonics, and Comprehension resources provide materials needed for systematic, explicit instruction.

Tier I (Students at risk of academic failure)

- Literacy First is designed with a two-hour instructional block consisting of one hour whole group instruction and one hour flexible/small group instruction.
- The whole group instructional hour includes: Read Alouds-fiction and non-fiction, listening comprehension or vocabulary development from Read Alouds, Walls that Teach activities, reading opportunities to enhance fluency-(partner reading, choral reading, echo reading, reader's theater, and repeated readings)
- The flexible/small group instructional hour is based on assessment results and is differentiated according to student needs.
- The flexible/small group instructional hour may include: phonological awareness activities, decoding skills, advanced decoding skills, word study/picture sorts, comprehension skills, strategic reading tools, and verbal reasoning.

Tier II (Students who require additional academic supports, i.e. – instructional time and focus)

- Students who have received core instruction and small group instruction, yet still have skill deficits are candidates for the RtI process. They will receive immediate, intensive intervention from classroom teachers in small groups and individually.
- When the teacher determines the student has mastered the skill, instruction stops. After two weeks, progress monitoring assessments will be given. If the student is still not successful, additional interventions may be initiated. Careful study of barriers and instructional techniques will take place to ensure student receive instruction commensurate with specified needs.

Tier III (Students who require small group, or individual intervention of longer duration to increase rate of progress)

- Academic Review Committees will meet to thoroughly analyze the performance of students who continue to show evidence of deficits. Personnel on these committees will be the principal, teacher, school psychologist, and curriculum resource teacher and guidance counselor. Each member of the committee will share perceptions and give input based on his or her area of expertise. Information derived from Literacy First assessments will be used to support educational decisions.
- Depending on the committee's decision, students may receive more intensive assessment which could be administered by the school psychologist.
- If students do not qualify for ESE services, more intensive interventions are continued. It is possible that an alternative intervention that is different than those previously used could be selected.

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

SMS has developed an 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) to analyze data, receive professional development and create lessons to enhance student achievement. SMS, with the assistance of the district, will be developing a comprehensive evaluation system to assure student achievement is achieved.

Implementation and Monitoring: The school will be responsible for implementing the restructuring plan, however, the district team should, as part of the planning process, discuss how the plan will be implemented and monitored.

Data Driven Instructional Notebooks will be implemented throughout the year so teachers can keep track of their I-block and/or reading/math student data and adapt their teaching based on reflections from the data. The data will be on Excel tables. This will allow us to create instant tables as teachers input the data. Teachers will print the data every 4.5 weeks after their Common Assessments for documentation.

Quarterly Success Meetings (QSMs) will be conducted after each 4.5 week Common Assessments. QSMs consist of individual teacher and instructional coaches meeting to discuss their data tables. Teachers will interpret individual student data, data patterns and will create goals based on the need of the class. 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 once per week during team plan time for 40 minutes. Teachers will use the Apache Book in conjunction with the DDIN to collaborate about the data. The Apache Book consists of data tables for reading and math indicators for the past 5 years. 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 Apache Book helps teachers better understand the indicators, guides teachers in asking for supports from their colleagues and instructional coach. Through the Literacy First Process, administrators and the instructional coaches walk the building each day monitoring for effective teaching. Teachers implement Literacy First lesson plans in which they include: Activate Prior Knowledge, Teacher Input, Student Active Participation and Individual Student Success.

Professional Development building in-services will take place as needed to support teachers with the implementation of Literacy Fists. Through the Literacy First process administration and instructional coaches provide support, guidance and accountability through daily walk throughs.

The Teacher Evaluation tool will be created during the 2010-2011 school term. SMS will be participating in the creating of this tool with KSDE.

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

The Literacy First process and Intensive Reading require a three year commitment for professional development which will be funded by the grant. Remaining years will be sustained with additional consultant days, as well as professional development provided by the instructional coach. 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. The funding years of the grant will allow the school to develop a process and structure that can be sustained after funding has ended.

USD 480 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) are also supported through their involvement in Professional Development within the areas of Special Education and MTSS. Our teachers are involved in State Initiatives that include:

- A behavior support team with our Region VII district and through project STAY
- An autism team has worked diligently to provide the best services for our population with the collaboration from a local pediatrician and through the Kansas Instructional Support Network, (KISN) University of Kansas Medical Center
- A Traumatic Brain Injury Team that is currently working with Dr. Janet Tyler from (KISN) within our district on specific student needs
- A Transition team that has served on the Transition Outcomes Project (TOPS) state committee for the past three years to assure the best transition services for our students as they work through the transition sections of the IEP and have active files on the Kansas Career Pipeline
- A crisis prevention team is being established this summer with trainers trained to deliver CPI in-service to teachers and para-professionals district wide. This training is aligned with positive behavior and will enhance our Capturing Kids Hearts that is in place district wide.

Targeted Improvement Plan (TIP) grant funds allow USD 480 to choose the targeted areas of focus around indicator three of the State Performance Plan (SPP). It is critical that these funds continue to support both reading and math programs and professional development for our teachers to learn strategies and interventions to meet state targets.

While our funds are targeted for use with students with special needs; through our use of the inclusion model many students as well as teachers may reap ancillary benefits. When collaboration occurs within the general education classroom and through PLC's, strategies and interventions are shared within buildings 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 re-establishing a Parent Coordinator position for Special Education at the Education Service Center using IDEA funds. This position has been vacant for two years and the need of a parent coordinator has once again become a necessity for USD 480. Re-establishing this position has become crucial to establish family engagement within our community. 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. Once this position is re-established our parents, 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.

The school district will continue to support the reforms after the funding period ends in the following ways:

USD 480 General Fund: Services and expenses necessary to support the school wide program

- Staff Salaries
- General Operating Expenses
- Professional Development

USD 480 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 who provide 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 to provide 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 who focus 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

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

1. Elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools. It is located at: <http://www.kansasmtss.org/resources.htm>

The team analyzed each component status of implementation utilizing the Innovation Configuration Matrix (ICM). In the area of Leadership and Empowerment, the team determined that the majority of the indicators in the Effective Leadership Teams Component are in progress and need to continue to be implemented with the exception of indicator four which has not been implemented at this time.

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

Indicators eight through ten of component two, Creating an Empowering Culture have not been implemented while indicators eleven through fourteen are in progress and need additional support.

The Assessment category shows implementation in indicator five and six; screening three times a year and tracking of behavior and discipline referrals. While other indicators are either in progress or not implemented at this time.

All of the Curriculum components are in progress of being implemented except indicator four, pertaining to the behavioral curriculum and indicator seven addressing fidelity of implementation.

The Instruction component is in progress for all indicators except four, which address instructional practices being implemented with fidelity.

In the area of Data-Based Decision making all of component one indicators are in progress. All other component and indicators have not been implemented with the exception of indicator twelve which shows some progress.

Integration and Sustainability have no implementation or show very little progress at this time.

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

The district and school need to address the behavior portion of the matrix as this is an area of weakness that needs to be addressed. Many components have been implemented and need to be monitored and enhanced to reach full implementation.

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

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

After completing the needs assessment and reviewing the intervention model selection rubrics the team has determined the following time line. Replacement of the principal took place in 2009-2010. The use of rigorous, transparent, and equitable evaluation systems for teachers and principals will be reviewed and developed during the 2010-2011 school term. Rewarding leaders, teachers, and other staff who implement this model will be reviewed and recommendations made during the 2010-2011 school term. High-quality professional development was implemented with the Literacy First process in 2009-2010 and will continue with Marzano and Kagan professional development and well as additional intensive Literacy First training. Incentives and opportunities for staff are currently in place, and the building and district will continue to support and enhance these initiatives.

Flexible grouping, using the PLC to review data, reading and math teachers pairing up to improve quality of instruction to students during the I-Block.

During the 2009-2010 school year, formative assessments were administered to students weekly. The data from the assessments was utilized to target individual instructional needs for all students. Based on the information gathered, students were placed into intervention blocks where they received explicit, direct instruction on necessary skills. Benchmark assessments were also given at the end of the 1st and 2nd nine weeks in Language Arts and Math. The data from the assessments was utilized to reteach/review any necessary standards so students could reach mastery.

For the 2010-2011 school year, common formative assessments will be given every 4 to 4 ½ weeks in Language Arts, Math and Science. The goal of the assessments is to provide the instructor with valuable feedback to assist students as they strive to master the standards. Once the assessment is given, the data will be analyzed and discussed during PLC time. In doing this, the teachers will be able to address the students' needs on an individual basis and provide more intense instruction where needed. The students will be responsible to log their performance and set individual goals as they progress through the year.

The data from the common formative assessments will also be analyzed according to the various subgroups and target the SMART goals that have been determined for South Middle School. During PLC collaboration time, teachers will set goals for the students to reach throughout the course of the year and then conference with the student to discuss their goal and what they can do to accomplish it.

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

The team has set reading, math and parent involvement goals for South Middle School. Based on current scores SMS will strive to increase the reading and math Kansas Assessment performance by 10% in each subgroup by spring 2011. Also, SMS will improve the rating between the school and all stake holders as indicated on the Communities That Care and Parent Surveys.

See Step two, number 5 on page 24-27, addressing ELL, page 12 information on technology rich classrooms.

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

The South Middle School Restructuring Team consisted of 18 members with representation from building and district administration, teachers, parents, a site council member, family/parent liaison, and community members. The administrative team also utilized recommendations from the Kansas Learning Network Needs Assessment to provide assistance in the planning of the implementation of the transformation model at SMS.

Information on family and community engagement and extended day and year can see viewed on step two, number 2, page 18 - 22

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

SMS as well as district administrative staff worked diligently to assure that both internal and external stakeholders would have input in Stages 1 to 4 of the school improvement plan.

Internal members included:

- District administration
- Teachers
- Family/parent liaison

External members included:

- Parents
- Site Council members
- Community members
- KLN Implementation coach

Strides were taken to hold meetings at a time when the majority of the members were able to attend. At the end of every planning meeting administration considered the time and dates of the next meeting to assure that all could be in attendance and have input on the process.

Part 2: After each school has selected an intervention model, please answer the questions specific to the model selected. These should be done in conjunction with the district staff. The LEA must provide the following information about the School Intervention Model selected for each Tier I and Tier II school(s). Please write your responses under each question.

The Transformation Model

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

The district replaced the principal at South Middle School for the 2009-2010 school term. This principal was actively engaged in the restructuring process, the needs assessment, the Innovation Configuration Matrix, and the School Intervention Model Selection. The principal has administrative experience and knowledge of the district strategic plan. He is Latino and understands and relates to the culture of the students and parents at SMS.

Reading and math student achievement was significant on the KSA due to practices implemented in the 2009-2010 by the principal. Practices have all been research based and modified to meet the unique requirements of students and staff.

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

The BOE and district administration has provided support to the new administrator in the selection of new staff as well as the latitude to evaluate and make placement or termination decisions pertaining to staff that are not showing the capacity to improve student achievement. The district is willing to participate in the state development of an evaluation system that will further enhance this initiative.

South Middle School administration analyzed teacher credentials and made changes as needed for the current year. Some teacher assignment changes will also take place for the 2010-2011 school year. This current year, the Title I math teacher and one of the ESL teachers were combined to provide the students with small group instruction. We also replaced one language arts and math teacher at mid-year. For the 2010-2011 school year, only one language arts teacher will remain and the rest will be replaced. Some teachers were moved within the building and other within the district.

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

The school has support from the local BOE and district administration in the selected strategies. The administrative team has researched and planned the implementation of the strategies as well as aligned them with standards and assessments. With the support of KLN and KSDE we will have the expertise and capacity to support the transformation.

SMS will research recommendations from McREL for effective teaching strategies and resources available.

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

The BOE and district administration has supported decisions that show flexibility in budgeting, staffing and scheduling. With the addition of the I block and the addition of utilizing specialized teachers (ESL, Title and Special Education teachers) through the inclusion model as "interventionists" the building is progressing to transform the school into a place for all students to access the curriculum. With a structured PLC time, staff will collaborate on a regular basis pertaining to student data, strategies, delivery of lessons, student achievement and professional development.

Parent Coordinator, Data Coach, additional I-Block time for MIRP, extended school day, parents and community will also be involved through a parent involvement plan.

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

Several changes in operational practice include: expectations for students such as increased responsibility for their own learning through knowing their scores and personal goals, expectations for teachers, such as the maintenance of the Data Driven Instructional Notebooks, and expectations for administration and instructional coach to complete daily walk-throughs to support instructional leadership. A true focus on data and delivery of standards as well as teacher accountability ensure the changes will be sustained.

SMS has implemented a school wide cohesive plan for teachers to work together in supporting math and reading. The parent communication system (tool) will also be implemented to create constant communication with parents regarding student performance. Individual performance data will continue to be the main focus to improve academic performance. A monitoring system (Success Meetings) will be part of the program to allow teachers and principals an opportunity to dialogue about the effectiveness in programs implementation, student performance and data reflection/interpretation. Staff development and collaboration meetings will be held weekly based on program implementation, data and teacher needs.

Budget:

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

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

Budget Excel Spreadsheets are attached. There are two tabs in this spreadsheet, SMS and District. Each sheet has budget for three years, goals and narratives.

**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 Consultants, subcontracts, mini-grants, counseling, guidance, and accounting services.
400	Purchased Property Services <i>Lease, repair, maintain, & rent property & equipment, owned or used by the district.</i>
500	Other Purchased Services Staff travel, workshops/conference registrations, per diem, mileage, lodging, staff development.
600	Supplies & Materials <i>Items that can be consumed, worn out, or deteriorated through use.</i>
700	Property <i>Initial, additional or replacement equipment.</i>
2000 Support Services	
2100	Support Services --Students Attendance, health services, & parent involvement.
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.)
2700	Student Transportation Services <i>Providing transportation for students.</i>
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.

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

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	84,716.00
200 Employee Benefits	6,480.27
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2329 Other Executive Administration Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$91,196.27

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

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

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	84,716.00
200 Employee Benefits	6,480.27
300 Purchased Professional and Technical Services <i>Capturing Kids Hearts</i>	25,000.00
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2329 Other Executive Administration Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$116,196.27

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

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

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	84,716.00
200 Employee Benefits	6,480.27
300 Purchased Professional and Technical Services <i>Capturing Kids Hearts</i>	25,000.00
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	
700 Property	
2000 Support Services	
2100 Support Services—Students	
2329 Other Executive Administration Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$116,196.27

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

KANSAS STATE DEPARTMENT OF EDUCATION
Title I School Improvement Grant
ESEA 1003(g)
PROJECTED SCHOOL BUDGET FOR JULY 1, 2011 TO JUNE 30, 2012
Replicate for each Building
Year 1

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries Stipends (in-service, alignment, extra days of Service) Additional Staff	301,729.00
200 Employee Benefits Additional Staff	24,994.21
300 Purchased Professional and Technical Services Marzano Intensive Reading Literacy First Content PLC Pre-AP	212,364.99
400 Purchased Property Services Rosettastone Software Reading A to Z	75,950.00
500 Other Purchased Services	
600 Supplies and Materials Listen & Talk Sets Materials for Intensive & Content Materials for Literacy Rich Classrooms Materials for Flex/Small Group Instruction Curriculum and Materials for Science and Social Science enhancement Tier 2 & 3 materials and curriculum	143,521.00
700 Property See Technology Narrative Furniture for Intensive Classrooms Storage cabinets for materials	933,579.00
2000 Support Services	
2100 Support Services—Students Parent Involvement	20,450.00
2329 Other Executive Administration Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	1,712,588.20

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

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries Stipends (in-service, alignment, extra days of Service) Additional Staff	314,729.00
200 Employee Benefits Additional Staff	24,994.21
300 Purchased Professional and Technical Services Marzano Intensive Reading Literacy First Content PLC Pre-AP	211,939.99
400 Purchased Property Services RosettaStone Software Reading A to Z	61,550.00
500 Other Purchased Services	
600 Supplies and Materials Listen & Talk Sets Materials for Intensive & Content Materials for Literacy Rich Classrooms Materials for Flex/Small Group Instruction Curriculum and Materials for Science and Social Science enhancement Tier 2 & 3 materials and curriculum	315,660.00
700 Property See Technology Narrative Furniture for Intensive Classrooms Storage cabinets for materials	297,035.00
2000 Support Services	
2100 Support Services—Students Parent Involvement	20,450.00
2329 Other Executive Administration Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	1,246,358.20

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

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries Stipends (in-service, alignment, extra days of Service) Additional Staff	314,729.00
200 Employee Benefits Additional Staff	24,994.21
300 Purchased Professional and Technical Services Marzano Intensive Reading Literacy First Content PLC Pre-AP	191,939.99
400 Purchased Property Services RosettaStone Software Reading A to Z	61,550.00
500 Other Purchased Services	
600 Supplies and Materials Listen & Talk Sets Materials for Intensive & Content Materials for Literacy Rich Classrooms Materials for Flex/Small Group Instruction Curriculum and Materials for Science and Social Science enhancement Tier 2 & 3 materials and curriculum	307,660.00
700 Property See Technology Narrative Furniture for Intensive Classrooms Storage cabinets for materials	136,890.00
2000 Support Services	
2100 Support Services—Students Parent Involvement	20,450.00
2329 Other Executive Administration Services	
2700 Student Transportation Services	
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	1,058,213.20

District

District Liaison between SMS & CO

A liaison between South Middle School and the district will be implemented to assure communication, timelines and goals are met. The staff will work directly with the administration at SMS 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.

District Parent Coordinator for Special Education

The Parent Coordinator for Special Education acts as a liaison between the parents and the school to enhance the student's educational process. Their roles consist of attending the initial special education staffing and IEP meeting with the parents, if appropriate, arranging for or provides translator services at staffing's, IEP meetings, etc., assists newly referred (preschool) parents in completing the home report as required for the multi-disciplinary team evaluations.

Capturing Kids Hearts

SMS will provide three days of training for parents utilizing the Capturing Kids Hearts (CKH) Program for parents. USD 480 strives for all teachers to be training in CKH as a way to build trust, respect, and develop caring relationships with all students. Utilizing this component to train parents will allow parents to be use the same strategies to develop positive relation-ships with their children.

Parents will learn proven, repeatable skills that help:

- Develop safe, trusting, self-managing homes
- Improve school attendance by building students' motivation and helping them take responsibility for their actions and performance
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior
- Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in parenting
- Develop students' empathy for diverse cultures and backgrounds

Personnel Services – Salaries

100

Math Coach

A math coach is instrumental in guiding, providing professional development, working with teams and individuals and supporting fidelity of the math program implementation. With the Literacy First process being implemented in the math content area, additional support of a math coach will provide teachers with the guidance they need to assure successful implementation. Also, with the I-Block all teachers are providing math instruction to students and the coach will provide support in instruction of standards and indicators.

Data Coordinator

A data coordinator will allow the SMS team to implement a plan that will create consistent data reflection, interpretation and allow teachers to adapt the delivery of the lesson based on the data. PLC meetings occur weekly with need of data to be current and available for review. The data coordinator will provide staff development for teams and individual support for teachers.

Math Teacher

An additional math teacher will allow SMS to have smaller class sizes. Smaller groups will translate into more attention for individuals and more review of content that is not mastered.

Language Arts Teacher

An additional language arts and reading teacher will allow SMS to have smaller class sizes, thus allowing teachers to focus on student's academic needs. The ability to have smaller groups will translate into more attention for individuals, and more review of content that is not mastered.

Technology Coach

The technology coach will ensure that the technology that is purchased through this grant will be implemented within each teacher's instruction. They will help teachers with lesson plans, model lessoning, and find resources to utilize the technology.

SYSOP (Systems Operator)

The SYSOP is a computer technician that will provide the following:

- Install new technology purchased
- Troubleshoot any problems with the use of technology
- Assist teachers on how to use technology in their classroom

After School Program (Extended Day)

Students who performed in level I and II on the Kansas Assessments will be provided additional instruction on indicators they have not mastered. Tutoring will be offered four days a week for 30 minutes each day, SES services will also be provided. See attached information on Extended School Day.

Summer School (Extended Year)

Students who performed in level I and II on the Kansas Assessments will be provided additional instruction on indicators they have not mastered during the summer.

Recording of Lessons, Summer Stipend

Math and Language Arts instructors are being utilized to create lessons on video for teachers to utilize during the intervention block. These lessons will also be available on the web for student and parents to access to assist them with lessons.

Intensive Reading Training, Summer Stipend

Intensive Reading training will be offered 4 days in the summer each year. Teachers will utilize the training to incorporate the curriculum and teaching strategies through the Intensive Reading class. Teachers, instructional coaches and administration will be trained annually to keep current on teacher techniques to meet the academic needs of students.

Coaches/Parent Coordinator Collaboration, Summer Stipend

Coaches will collaborate, develop lessons, make centers and provide professional development for new teachers before school begins. The coaches are not on contract during the summer, thus a stipend will be provided.

Standards and Assessment Alignment

Teachers will align standards and create common formative assessments to be administered every 4 ½ weeks to monitor progress and provide information as to academic needs for each students.

Lexile Coding, Summer Stipend

To promote reading for students in their zone of proximal development. Lexile codes will be utilized through MAPS (measurements of academic progress) and Kansas Assessments.

Professional Development, Summer Stipends

Funds will be utilized for year 2 & 3 in the summer for future professional development needs in all content areas.

Home/Porch Visits, Stipends

The teacher home visit program aims to raise academic achievement by building bridges between parents and teachers who may not be connecting and communicating effectively. The goals and outcomes are to improve 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. Stipends will be provided to teachers for each home visit they conduct.

Purchased Professional 300

Marzano

The following professional development opportunities will be provided for all teachers at SMS.

- Marzano's Classroom Instruction that works while focusing on the nine researched-based strategies. (*The Art and Science of Teaching*)
- Marzano's Classroom Management to strengthen the classroom management skills of staff.
- Marzano's Building Academic Vocabulary will align with the Literacy First process. The skills from this professional development will be expanded on and enhanced.

Kagan Cooperative Learning

Kagan Cooperative Learning to learn management tips, how to form effective teams, strategies to creating a cooperative class through teambuilding and class building.

Intensive Reading, Literacy First

Intensive Reading will be implemented in the fall of 2010 for students below reading level. Research and information on this process can be found in Appendix D. Language Arts, IRC and ELL teachers will provide instruction in small groups setting based on skill assessment data. Teachers will assess students to fine their zone of proximal development. Students will be introduced to phonological awareness, phonics, comprehension, fluency at their academic level. The schedule has been modified to provide students with 90 minutes of reading and an additional 90 minutes of language arts.

Content, Literacy First

SMS implemented the Literacy First Content process beginning in the fall of 2009. Staff will receive five intensive days of training throughout the year. A Literacy First consultant will visit classrooms and collaborate with teachers monthly. The instructional coach will be utilized to model lessons, observes classrooms for academic learning time and other effective teaching strategies as well as providing professional development during PLC meetings. The implementation coach provided by KSDE and KLN will also be utilized to provide assistance to staff members. Teachers will focus on vocabulary, analyzing data to provide instruction for each student at their zone of proximal development, and providing lessons in small group settings.

Literacy First Consultant Days

Additional consultant days will be provided to the administrative team and teachers. Due to the intensity of the process, new staff and correlation with MTSS the staff will need additional support. These days are beyond the standard days that accompany the contract.

Professional Learning Communities

Professional Learning Communities training will be offered to enhance teacher collaboration, data analysis and focusing on student achievement.

Pre-AP Training

SMS needs to train two math teachers and two Language Arts teachers in Pre-AP. The high performing students need to be supported by providing rigorous courses in which they can excel.

Math Curriculum Review/Audit

Southwest Plains Regional Service Center will review and provide and an audit of the math curriculum.

Parent Survey

Conduct a parent survey to determine barriers in the area of parent involvement and communication. Through this survey priorities will be established for the parent involvement program. Following year one the survey will be given in a pre/post assessment format and data will be used during PLC time to measure progress.

Monthly Newsletter

Monthly newsletter will be developed with school news, a calendar of school activities and parent tips relating to school achievement such as homework tips, organizational skills, and study skills. The newsletter will be published in all necessary languages.

Classroom Web Sites

SMS will create a web site to house classroom web sites for each teacher. Homework assignments and pertinent classroom information will be available on the classroom web sites. Entry site could include homework help, study tips, parenting suggestions, community information, homework links, educational websites, etc.

Purchased Property Services

400

Rosetta Stone

The Lending Library is for parents to check out resources to help their child with academics. With these computers parents will also have access to their child's grades and attendance; they can e-mail teachers for support and suggestions for assisting their child. There will be 50 laptops for parents to check out. Fifteen of the laptops will have Rosetta Stone to support parents in acquiring the English language. There will also be other resources from different content areas that will be available for parents to check out or make copies. These resources will be in the Parent Coordinator room.

Software Licenses for Computers

The computers that are being purchased need an operating system and software packages install on them for students to be to effectively use them on a daily basis. Because of licensing agreements with the vender and USD 480 the cost is reflected in this budget item.

Reading A to Z

The Reading A to Z resource will help teachers in the intensive reading class as well as teachers in the different intervention blocks by providing them with additional resources.

Scholastic Reading Counts

SMS will encourage and keep track of student reading by having students test on the library books. Scholastic Reading Counts will be utilized to monitor student comprehension of books being read. This program will guide students in selecting reading material in their ZPD according to their Lexile scores provided by the MAPs and Kansas Assessments.

Supplies and Materials

600

Listen and Talk Sets

The TalkSystem is a simultaneous, language interpretation system. This system allows every listener to hear the message in their own language as the speaker presents information. The TalkSystem allows the interpreter to simultaneously translate spoken words without being heard by anyone except the intended listener. The system provides clear, quiet and accurate communication between a speaker and a multilingual audience without distraction, interruption or misunderstanding. With the TalkSystem we will avoid long meetings that have to be done in both English and Spanish. Participation and involvement will increase because everyone feels included. SMS will be able to utilize the TalkSystem during all parent meetings and trainings. A staff member will be trained on how to use the system and conduct adequate and effective interpretation of information presented to parents.

Content Training Materials and Notebooks

With the implementation of Intensive Reading and Literacy First Content training for all SMS staff requires the training materials be available for each teacher to utilize.

Intensive Reading Materials and Notebooks

With the implementation of Intensive Reading and Literacy First Content training for all SMS staff requires the training materials be available for each teacher to utilize.

Curriculum/Support Materials for Literacy First Process

With the implementation of Intensive Reading and Literacy First Content training for all SMS additional materials and curriculum will be utilized to provide instruction at skill and indicator level for all students.

Materials for Flex Groups

Curriculum materials will be needed to focus on specific 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.

Leveled Books/Readers

One of the goals with the implementation of Intensive Reading is to ensure that all classrooms are literacy rich and provide students with books of all types and across a wide variety of levels. 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.

Notebooks

Notebooks will be utilized for organizing the data, students (vocabulary notebooks), in-service notes for teachers, parent involvement material for parents, and other staff development resources requires that we have a system that is easy to access and one that provides high structure. Notebooks (binders) provide an effective and efficient way to keep everything organized.

Cartridges

Cartridges will be needed for the implementation of data analysis and informing the staff, parents and students of academic progress. Printers will be provided for printing data for record keeping. As the use of data increases, the printers will be used more often to ensure that teachers have visible, hands-on data to analyze.

HP Laser Printer Cartridges

Cartridges will be needed for the implementation of data analysis and informing the staff, parents and students of academic progress. Printers will be provided for printing data for record keeping. As the use of data increases, the printers will be used more often to ensure that teachers have visible, hands-on data to analyze.

Science Materials

The science class provides opportunities to teach the technical and expository reading. 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.

Social Science Materials

The social studies class provides opportunities to teach the technical and expository reading. This will help students create more meaning of their reading by becoming more aware of the way literacy transfers across different contents. Social Studies classes also provide different literature that creates high interest for many students. Updating the resources in social studies classrooms will allow teachers to work with updated materials for better and more effective instruction.

SMS will be researching materials or programs to utilize with students who have been identified in tier II or tier III. Funds will be needed to purchase materials for interventionist and other teachers who will be providing instruction to these students.

Tier 2 & 3 Programs

SMS will research materials or programs to utilize with students who have been identified in Tier II or III. Funds will be needed to purchase materials for interventionist and other teachers who will be providing instruction to these students.

Miscellaneous Materials

SMS will be continuing to research and plan for student achievement during year one through three. Materials will be needed to implement new initiatives.

Property 700

With South Middle School on restructuring and receiving the 1003g grant monies, technology will play a big role in how the classrooms and instruction will look. SMS 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.

Parent Coordinator 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.

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 480 wireless access.

Laptops for Lending Library

The Lending Library is for parents to check out resources to help their child with academics. With these computers parents will also have access to their child's grades and attendance; they can e-mail teachers for support and suggestions for assisting their child. There will be 50 laptops for parents to check out. Fifteen of the laptops will have Rosetta Stone to support parents in acquiring the English language. There will also be other resources from different content areas that will be available for parents to check out or make copies. These resources will be in the Parent Coordinator room.

CPS for Benchmark and Progress Monitoring

Classroom Performance Systems (CPS) – The CPS will allow teachers to assess student learning in a quick response system to determine what needs to be taught the next day. These systems will be utilized to deliver and analyze the common formative assessments.

Mimio Boards

Interactive White Boards (Mimio) – 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 I-Boards.

Projectors

LED Projectors – These projectors will allow multiple devices to be attached and projected on the wall for student interaction and learning.

Mobi Pads

Wireless Tablets (Mobi) – 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.

Laptop Carts

Core subject teachers can provide additional opportunities to their students by having computers available for all students in the classroom. The lap tops allow teachers to differentiate instruction, research capabilities, and provide learning opportunities in a technology rich classroom. Having a laptop cart for each content area will have technology available regardless of the many computerized assessments taking place in the lab. The lap tops carts will also help in scheduling the various assessments and will provide flexibility to use the regular classrooms for testing.

Elmo

Document Cameras (Elmo) – The Elmo’s allow the teachers to project anything in written form on the board for the whole class to see. They can also project objects.

Sound Systems

Sound systems (REDCAT) – Because of the varying size of classrooms and varying tones in teacher and student voices, from soft to loud, there are times when students miss out on instruction because they are not able to hear what is being said. With the sound system every student will be able to hear what is being said by the teacher and other students.

Computers in Classrooms

The six additional desktops in each classroom will match what teachers are doing with their transition from whole group instruction to a combination of small and whole group instructions. The computers will be used in a center setting to help with student learning.

Desktop Computers

Replace all existing desktop computers throughout the building (teacher, administration, and labs) with new computers capable of running the existing and/or new programs to enhance learning.

Laptop Computers

The replacement of desktop and laptop computers at SMS give teachers and students access to the network and the internet at a high speed to reduce the wait time when doing student instruction.

Cabling CAT

The CAT 6 cabling is necessary to connect the additional desktop computers to the network. The classrooms are not wired to handle the additional computers.

Classroom Web Site Upgrades

SMS teachers will be implementing web page sites for students and parents to utilize. With this increase in usage on the web, USD 480 will need to upgrade the old servers to accommodate the growth in the web page. The storage area for the new servers will need to be increased as well.

Electrical Outlets

The electrical outlets and wiring are needed to plug the additional computers. These meet the fire codes and standards so that the state fire marshal can give approval.

Technology Miscellaneous Materials

With the implementation of technology rich classrooms, by year three SMS will be implementing additional technology. The plan will be developed in year one and two.

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.

Large TV in Data Room

Place in each data room a 52" flat panel TV in order to view data on an easy to see platform. Also in the data rooms will be a color laser printer for the printing of test data to be placed in each teacher's data notebook.

Video Lessons

Math and Language Arts instructors are being utilized to create lessons on video for teachers to utilize during the intervention block. These lessons will also be available on the web for student and parents to access to assist them with lessons.

Backbone

The 10gig backbone with 1 gig to desktop is a necessary upgrade to the network to facilitate the additional computers and the use of video and video conferencing at SMS. The additional bandwidth is necessary to keep the high speed functionality of the network.

TV w/DVD

Place in each classroom a 32" flat panel TV and a DVD player to be able to provide instruction over the cable channels that are provided to the district and/or prerecorded materials.

Coordinate Plane Board

In middle school, students are expected to plot points given the coordinates, to graph lines from equations in both standard and slope-intercept form, and students in 8th grade Algebra are required to plot quadratic equations. 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.

Headphones

Headphones will be connected to each of the six computers in each classroom to prevent disruption to other students when using software that require sound.

Poster Machine

The Poster machine will allow us 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.

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.

Science Labs

Our science labs are out dated. The tables used for lab work have electrical plug in that are no longer working properly. We also lack resources needed to teach the required content in our science classes. By providing teachers and students with up to date equipment, we can implement the higher order application questions and activities that help students better understand the content. Teachers also have more opportunities to tie the science content with other core subject areas.

Storage Cabinets

With Literacy First being implemented at the middle school, more storage space will be needed for the new resources. Teachers will also need to store resources needed to reinforced concepts in the Math and Reading Intervention block. The storage space will help with efficient use of time, organization and with the structure that helps students be successful.

Furniture

Furniture will be utilized to create a setting to allow teachers to work with students in small groups will be needed.

Counter/Tables for Computers

Place six desktop computers in each classroom to be used in small group and center work. The placement of these computers will require counter space, cabling and electrical capabilities to support them. In an effort to minimize the space the computer desks take from the classroom, we will have built in computer desks installed in the classrooms. The first year, the core subjects (language arts, math, science and social studies) will have their computer desks installed (96 computer desks) and the second year the rest of the classrooms (ESL, IRC, and Elective classes) can get their desks (72 computer desks).

Support Services -- Students

2100

Parent Engagement

As stated by KLN and USD 480's District Improvement Plan, we understand that the need to bridge the substantial cultural gap among our parents and school community is important and demands attention. The district will be developing a parent involvement handbook that outlines steps for each school to move towards the goal of involving parents in each school. The handbook will also have a number of resources to help schools achieve the goals. Some of the resources we are planning to include are curriculum and programs that have successful implementation records. We are considering Parent Parties, Parenting Partners, and or Bilingual Family Reading. In addition to guidance and curriculum/programs, the district will utilize trained translators for all meetings using a simultaneous interpretation system to bridge language and communication barriers.

Home/Porch Visit Program

The teacher home visit program aims to raise academic achievement by building bridges between parents and teachers who may not be connecting and communicating effectively. The goals and outcomes are to improve 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.

Parent Meetings

SMS will provide parent meetings, conferences, and activities regularly throughout the year to increase parent involvement and build staff and parent capacity. (Overview of NCLB, Cyber Bullying, Social Networking Information, Technology, Standards and Assessments, Teen Issues, Child Development) Materials needed: I-Pods for lessons to be downloaded for parents to check out an view, brochures and advertisement in local media.

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

Part 3– Assurances –The LEA must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- Report to the SEA the school-level data required under section III of the final requirements.

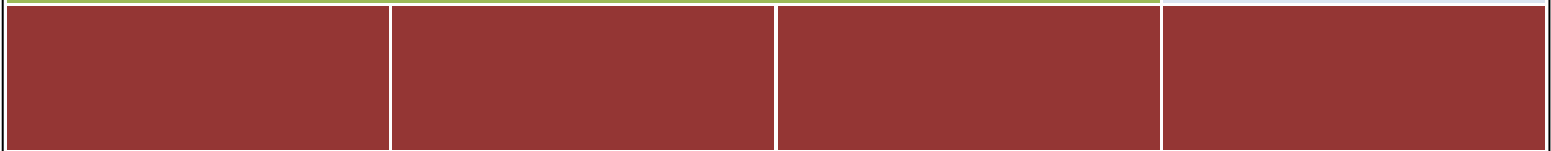
Part 4: Waivers (if applicable)

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

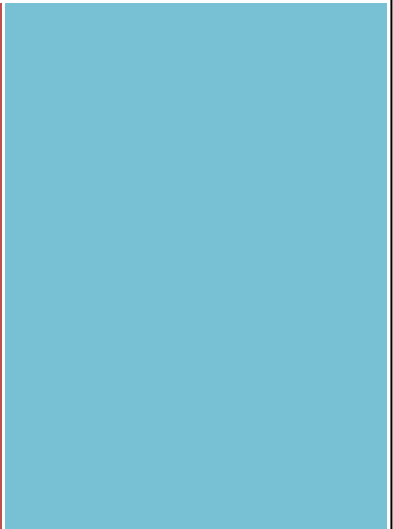
- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- Implementing a school wide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.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



TITLE PROGRAM & SERVICES TEAM



**Turnaround Model
Transformation Model
Restart Model
School Closure Model**



1003(g) TRANSFORMATION MODEL for Tier I and Tier II

STANDARD: LEADERSHIP				
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
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	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
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 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* ✓ 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: ✓ 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 ht 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.

Appendix C

Process Timeline based on the Six Steps of Implementation

Implementation Steps	Timeline
<p>Exploration and Adoption</p> <ol style="list-style-type: none"> 1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools <ul style="list-style-type: none"> o Achievement Data <ul style="list-style-type: none"> ▪ School Leading Indicator Report ▪ School AYP Data ▪ School Report Card Data o Perception Data o Contextual (school processes/ programs) o Demographic Data 2. Selection of Model <ul style="list-style-type: none"> o School Improvement Model Selection Rubrics 3. Capacity of District <ul style="list-style-type: none"> o Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts o Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal o Sustainability Plan 4. Goal Setting 5. Completion of Stages 1 through 4 in School Improvement Process 6. LEA Application 7. LEA Presentation on Needs Assessment Results, Model Selection, Capacity Appraisal Results, and Goal Identification 8. Budget Negotiation 9. Approval of LEA Application by KSDE 	<p>August 2009 through May 2010</p>
<p>Program Installation</p> <ol style="list-style-type: none"> 1. Completion of Stages 5 through 8 in School Improvement Process 2. Peer Review of School Improvement Plan 3. Resource Realignment 4. Initial Training of School Staff on Identified Model 5. Family and Community Information Sessions 	<p>May 2010 through August 2010</p>
<p>Initial Implementation</p> <ol style="list-style-type: none"> 1. Continuation of School Staff Training 2. Beginning of School Year 3. Student Orientation Sessions on School Changes 4. Families and Community Orientation Sessions on School Changes 	<p>August 2011</p>
<p>Full Operation</p> <ol style="list-style-type: none"> 1. Continuation of School Staff Training 2. IC's Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan 3. Bi-Monthly Monitoring by KSDE Staff 4. Student Orientation Sessions on School Changes 5. Family and Community Orientation Sessions on School Changes 	<p>August 2010 through May 2011</p>
<p>Innovation</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 	<p>June 2011</p>
<p>Sustainability</p> <p>Evaluation</p> <p>Resource Alignment</p> <p>Abandonment and Redesign</p>	<p>August 2011</p>

Appendix D

Systemic Coherence and Capacity Addendum

Leadership

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

Culture and Human Capital

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

Instruction and Professional DevelopmentCulture

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

Curriculum and Assessment

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

Appendix E School Leading Indicator Report 2006 - 2009

USD Number & Name Liberal, USD 480 Name of School South Middle Grade Span 7-8 Building Number 7728

Indicator	Year 1 2006	Year 2 2007	Year 3 2008	Year 4 2009
1. Number of minutes within the school year.	71,647	73,775	74,444	73,987
2. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup	99.6	99.6	99.1	100
3. Students proficient or above in reading	54.4	52.6	53.2	52.3
4. Students proficient or above in math	41	39.8	34.1	36.2
5. Dropout rate	N/A	N/A	N/A	N/A
6. Student attendance rate	91.6	93.3	92.9	94.9
7. Number and percentage of students completing advanced course work				
AP	/ N/A	/ N/A	/ N/A	/ N/A
IB	/ N/A	/ N/A	/ N/A	/ N/A
Early College High Schools	/ N/A	/ N/A	/ N/A	/ N/A
Dual enrollment classes	/ N/A	/ N/A	/ N/A	/ N/A

	2006		2007		2008		2009	
8. Discipline Incidents	2006		2007		2008		2009	
✓ Weapon Incidents-OSS	0		0		0		0	
✓ Weapon Incidents-Exp	0		0		0		0	
✓ Illicit Drug Incidents-OSS	< 10		< 10		< 10		< 10	
✓ Illicit Drug Incidents-Exp	< 10		< 10		< 10		< 10	
✓ Alcohol Incidents-OSS	0		0		0		0	
✓ Alcohol Incidents-Exp	0		0		0		0	
✓ Violent Incidents with injury OSS	0		0		0		0	
✓ Violent Incidents with injury Exp	0		0		0		0	
✓ Violent Incidents without injury OSS	< 10		< 10		< 10		< 10	
✓ Violent Incidents without injury Exp	0		0		0		0	
9. Truants	< 10		< 10		< 10		< 10	
10. Distribution of teachers by performance level on the LEA's teacher evaluation system								
1. Teacher Attendance Rate (sick/professional)	2.2%	6.3%	5%	1.5%	5.3%	1.3%	5.6%	2%

Appendix F
LEA Application Scoring Form
SUMMARY PAGE

Reviewer Name: USD Name and USD #: Liberal, USD 480 Grant Application Name:
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Section	Points Awarded
Section A: District Information - 5 Points ✓ Cover Page ✓ Schools Identified by Tier & Model	/5
Section B: District Information - 20 Points ✓ Explanation of Exploration & Adoption Process (6 Steps)	/20
Part One: Section C - 30 Points ✓ Descriptive Information for Each School in Tier I and Tier II <ul style="list-style-type: none"> ▪ Needs Assessment ▪ Selection of Intervention Model ▪ School Capacity ▪ Timeline and Goal Setting 	/30
Part Two: Section D - 25 Points ✓ Questions Specific to the Intervention Model <ul style="list-style-type: none"> ▪ Turnaround Model ▪ Restart Model ▪ Transformation Model ▪ School Closure Model 	/25
Section E: Budget - 20 Points ✓ District Budget Provided ✓ Individual School Budgets Provided ✓ Detailed Explanation for each line item in the budget	/20
TOTAL SCORE FOR APPLICATION-100	/100

Status of District: (Circle One): Not in Improvement In Improvement Corrective Action

Reviewer Name:		District Name/USD#:
Section A: District Information – 5 Points	Points Awarded	Comments:
Cover Sheet with District Information 2.5pts	____/2.5	
Schools Identified by Tier and Model 2.5 pts	____/2.5	
<u>Total Section A: District Information – 10 Points</u>		
Section B: District Information – 20 Points	Points Awarded	Comments:
The district has explained how it assisted the schools through the <i>Exploration and Adoption Process</i> . 1. Needs Assessment 2. Selection of Model 3. Capacity of School 4. Goal Setting 5. Completing 1-4 Stages on School Improvement Plan 6. Budget 4 pts	____/4	

<p>The district has explained the results of the <i>Systemic Coherence and Capacity Addendum to the District Appraisal</i> and how it will utilize the results.</p> <p>4 pts</p>	<p>___/4</p>	
<p>The district has provided an explanation of its capacity to serve Tier I and Tier II schools and the tools utilized in order to make this determination.</p> <p>4 pts</p>	<p>___/4</p>	
<p>The district has provided an explanation for it is not serving Tier I schools.</p> <p>4 pts</p>	<p>___/4</p>	
<p>The district has estimated the number of Tier III schools and how many may be adopting a model.</p> <p>4 pts</p>	<p>___/4</p>	
<p><u>Total Section B:District Information –</u> <u>20 Points</u></p>	<p>___/20</p>	

PART ONE: A Scoring Form will be Completed for Each School.

Section C: Descriptive Information for Each School –30Points	Points Awarded	Comments:
NEEDS ASSESSMENT		
<p>The School has explained the <i>Exploration and Adoption Process</i></p> <ul style="list-style-type: none"> • Needs Assessment • Selection of Model • Capacity of School • Goal Setting • Completing 1-4 Stages on School Improvement Plan • Budget <p>2 pts</p>	<p>___/2</p>	
<p>Data has been displayed and analyzed.</p> <ul style="list-style-type: none"> • Achievement Data • School Leading Indicator Report • School AYP Data • School Report Card Data • Perception Data • Contextual • Demographic Data <p>Innovation Configuration Matrix for School</p> <p>2 pts</p>	<p>___/2</p>	
<p>A root cause analysis has been conducted.</p> <p>1 pt</p>	<p>___/1</p>	

SELECTION OF INTERVENTION MODEL		
<p>School explained how it used needs assessment in helping to select model.</p> <p>1 pt</p>	<p>___/1</p>	
<p>School described why the model will be an appropriate fit for the school.</p> <p>2 pts</p>	<p>___/2</p>	
<p>School described how it used the School Intervention Model Selection Rubrics to choose a model.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school described the actions the school will take to design and implement interventions consistent with the final requirements of the grant.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school described how the school will align other resources with the interventions?</p> <p>2 pts</p>	<p>___/2</p>	
<p>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.</p> <p>2 pts</p>	<p>___/2</p>	

<p>Explain how the school will sustain the reforms after the funding period ends.</p> <p>2 pts</p>	<p>___/2</p>	
<p>SCHOOL CAPACITY</p>		
<p>The school described how the school used the Innovation Configuration Matrix (ICM) for Schools to access capacity.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school provided 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.</p> <p>2 pts</p>	<p>___/2</p>	
<p>TIMELINE AND GOAL SETTING</p>		
<p>A timeline was delineated the steps the school will take to implement the selected intervention in each Tier I and Tier II School .</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school wrote description of the annual goals for student achievement that the school has established based on the State's assessments in both reading/language arts and mathematics.</p> <p>2 pts</p>	<p>___/2</p>	

<p>The school wrote a description of other annual goals tied to implementation of the model.</p> <p>2 pts</p>	<p>___/2</p>	
<p>The school identified the relevant stakeholders, both internal and external, who were consulted by the school when completing Stages 1 through 4 of the school improvement plan.</p> <p>2 pts</p>	<p>___/2</p>	
<p><u>Total Part One, Section C: Descriptive Information</u> <u>– 30 Points</u></p>	<p>___/30</p>	

The school selected the following model: *Transformation Model*

PART TWO: Questions Specific to Intervention Model – Transformation Model

Section D: Descriptive Information for Each School –25 Points	Points Awarded	Comments:
Transformation Model		
<p>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?</p> <p>5 pts</p>	<p>___/5</p>	
<p>How will the LEA enable the new leader to make strategic staff replacements?</p> <p>5 pts</p>	<p>___/5</p>	
<p>What is the LEA’s own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?</p> <p>5 pts</p>	<p>___/5</p>	
<p>What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?</p> <p>5 pts</p>	<p>___/5</p>	

What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained 5 pts	___/5	
<u>Total Part Two, Section D: Descriptive Information – 25 Points</u>	___/25	