

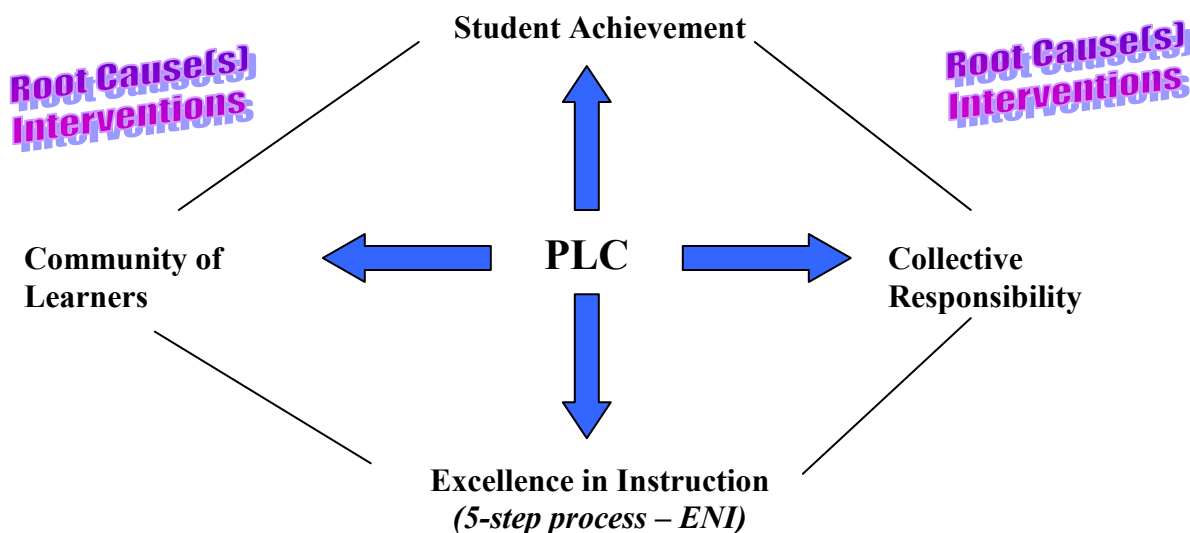
Section B. District Information – Exploration and Adoption

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

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

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

Visually, the following depicts the districts direction:



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

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

In applying a transformational or turnaround model to any of the schools, some drastic measures and changes needed to happen. First and foremost, it became very evident that the curriculum district wide was not aligned, horizontally or vertically. In some cases, the schools were not implementing any district curriculum with any consistency or fidelity. The district has determined to work in partnership with Evans Newton Institute to place Mark Twain on a fast track in the development and implementation of the 5-step process for KCK, grades 6-8 in the four core subject areas. The following is a depiction of the 5-step process for KCK. This process will be enhanced with intensive supports of KLN Implementation coaches, intensive coach to coach model and the implementation of the formative/4 ½ week checkpoint assessments to ensure that these schools are making data-driven decisions and that the data is actually driving instruction. This process will be full throttle Mark Twain to ensure that they are embedding all five steps of the KCK process. Below is a depiction of the 5-Step process for Ensuring Excellence in Instruction in KCK:



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

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

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

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

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

elementary school. The data seems to show a lack of connectedness to the school and the community.

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

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

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

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

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

The needs assessment from KLN, the data analysis, and the literature further supports the direction of the district. As noted in an article authored by Allan Odden from the

Wisconsin Center for Educational Research (Winter 2010 Vol 21 No 2) reflects on 6 key principles that undergird the strategic management of human capital, with an underlying issue being “alignment.” *He states, “everything must work in harmony: learning goals, curriculum, standards, assessments, organization, professional development, human resources, and administration.”* The 6 critical principles that Mr. Odden outlined in his article are “(1) improve performance and close the gap; (2) place effective teachers in every classroom, effective leaders in every school; (3) provide excellent instruction, successful learning; (4) align systems for continuous improvement; (5) rethink career progression and pay; and (6) core competencies: explicit, transparent and accountable.”

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

2. Selection of Model: The leadership team completed the Innovation Configuration Matrix for the District and for Mark Twain to assist in the determination of the best model for Mark Twain. (Please see Appendix C – Innovation Configuration Matrix for Mark Twain.) The School Implementation Model Selection Rubric was reviewed by the district to determine where each of the respective schools would fall in the various indicators on the rubric. This allowed the district additional information regarding needed growth in particular models that may be implemented or need to be implemented. For example, Northwest, Mark Twain, Washington, Harmon, Schlagle and Wyandotte are all partially implementing a rigorous, transparent and equitable evaluation system for teachers and principals, but the district is investigating this process with KSDE and NEA-KCK. Following review of all of the data, review of the ICM, KLN data and the completion of the School Intervention Model Selection Rubric to reiterate the selection of the TRANSFORMATIONAL MODEL for Mark Twain. (Appendix D – School Intervention Model Selection Rubric – Mark Twain; Appendix E – School Leading Indicator Report for Mark Twain).

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

The district explained to the eligible schools, including Mark Twain, how the Exploration and Adoption Phase worked and what it included. The seven sites, their principals and key team members gathered to review the information, understand the process for the submission of the grant, reviewed the needs assessment data, worked on root cause analysis and strategies and goal development (stages 1-4) and ultimately were informed of the districts decision regarding the selection of the model to effect change. In addition, the Innovation Configuration Matrix (ICM) was utilized in conjunction with all other

noted data sets to make the appropriate determination on selection of the model best for each school.

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

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

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

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

Curriculum, Instruction – lack of alignment in curriculum areas, identified programs not being implemented with fidelity, lack of training for implementation of curriculum, benchmarks have become the “de facto” curriculum and minimal observations of a culturally responsive curriculum. In regards to instruction, limited evidence that technology has been integrated into the instructional program despite that all high school

students have been given laptops. Also a lack of support and/or training for integration of benchmarking and the implementation of the MTSS would benefit students and teachers.

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

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

The Cross & Jofus report rated a 2 and needed to be a 3 for recommended funding. The primary issues that surfaced consistently among all six schools included a “more comprehensive approach to engaging parents and community members and serving non-academic needs of students and their families. This could be accomplished by expanding on the existing work of Communities in Schools or through other strategies.” The district will work with the schools and expand the parent and community engagement opportunities, beyond what was already presented. In addition, address the responsibilities of the instructional coaches and how they will be supervised and evaluated. The district use to have instructional coaches in place and beginning in 2010-2011 the Instructional Coaches will be called Teacher Leaders. The Teacher Leaders’ focus will be instruction and providing professional development and support to teachers in the classroom. The title of the position changed to ensure that past responsibilities such as testing coordinator, assistant principal responsibilities, parent liaison, etc. would not be the primary focus of the Teacher Leaders.

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

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

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

In addition, the districts external partner, Evans Newton Institute (ENI) will support each of the seven schools in full implementation of the 5-step process in an expedited yet vigilant approach to ensure the academic success of all students. The district also enjoys additional external partners: Kansas Learning Network (KLN), PREP-KC, UMKC, PEBC, Site Councils, PTSA, Board of Education, CIS, Kansas City Kansas Community College (KCKCC), Donnelly College, K-State and KSDE to assist in the successful implementation of the district and school goals, again recognizing that Kansas City Kansas Public Schools will be one of the top 10 districts in the nation.

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

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

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

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

C. Descriptive Information

PART ONE: NEEDS ASSESSMENT

Mark Twain Elementary School - did make AYP in 2008-2009 and has been on improvement for the last four years. Mark Twain has a student population of approximately 203 students. The student demographics are 25.1% African Americans, 66.5% Hispanic, 7.3% White and 1.1% other. 89.4% are considered economically disadvantaged, 61.5% are ELL students and 10.6% are students with disabilities. 93.33% of the teachers are fully licensed with 6.66% not fully licensed in the classroom.

The Mark Twain staff utilized the Kansas Improvement Model, instructions to implement the data carousel activity that will result in the school planning teams' determination of key findings. The school staff reviewed all four data sets. On August 12, 2009 met to review the data and used the Frayer model to begin asking about root causes in those challenging areas that surfaced.

In completing the ICM for Mark Twain elementary it became apparent that in the seven primary categories the school was performing in either the "in progress" or "implementing" sections, with just a few in the "not implementing" section. The ICM for Mark Twain specifically showed the following: Effective Leadership – 6/7 In Progress and 1/7 Implementing; Creating Empowering Culture – 7/7 In Progress with four stronger side of In Progress; Comprehensive Assessment System all components – 6/9 In Progress and 2/10 Implementing and 1/9 Not Implemented; Curriculum all components – 5/7 In Progress; 2/7 Implemented; Instruction all components – 5/6 In Progress and 1/6 Not Implementing; Data-Based Decision Making all components – 13/13 In Progress; and Integration and Sustainability all components – 6/8 In progress; 2/8 Implementing. Areas of concern seemed to surface around comprehensive assessment and instruction. ***The ICM and data analysis support the Transformational Model for Mark Twain.***

The following achievement data was reviewed for Mark Twain: state assessment results in both reading and math over a 6-year period; the district MAP data for the students over a three-year period. Mark Twain student went from 41.5% of its students proficient or above in reading in 2004 to 52.1% of its students proficient or above in 2009. This represents just over a 10.6% increase over 6 years. In Math in 2004, 50% of the students were proficient or above and in 2009 only 56.8% scored proficient or above on the state assessment. Again, representing a 6.8% increase over six years.

The Spring MAP scores in reading showed some growth with students moving from 32.7% to 35.9% performing at or above the 50th percentile. In math, students declined again from 29.9% to 27.5% in 2009 at or above the 50th percentile. The district trajectory in reading was 35.7% in 2008 and hitting the 50th percentile target in 2010, and in math in 2008 it was 33.9% with the target of 50th percentile in 2010, and the school was not close to either trajectory in these core subjects.

As far as Perception Data, the team reviewed the First Things First Survey data that students fill out. This data is critical as it is from the perception of students. In grades 3-5, the "Experience of Teacher Support," measures the extent to which students feel

supported by their teachers, as well as students’ views on how teachers relate to them. The school showed that only 48.4% of the students feel supported. The highest subgroup is Hispanic at 46.2% and no other group exceeds that boundary. Other perception data included “Student Engagement in Learning.” This is an important precursor of positive student outcomes, this construct encompasses both the effort put into school and the understanding students have about the purpose of school assignments and activities. High levels of student engagement have been linked with higher performance and lower dropout rates. The school percentage was 53.1% for student engagement. The African American subgroup of students far out ranked this indicator with the highest at 73.7%. Mark Twain holds Family Math and Literacy nights for families and approximately 25% of the families attend these events. Family Advocacy conversations from First Things First are done in August and again in the Spring and Mark Twain has experienced an attendance rate of approximately 85%.

The Contextual Data includes discipline and suspension rates, EXPLORE, and ACT scores, college enrollment rates, AP courses, school transitions and grant data. During 2008-2009, Mark Twain had 11 office referrals and 10 suspensions. During the 2009-2010 school year, the school has reported only 16 office referrals and 9 suspensions through the 3rd quarter. In supporting preschool students to transition into elementary school, there are Kindergarten roundup days that allow students and families to visit classrooms and meet with staff. If students are currently enrolled in the at-risk preschool, those academic objectives were aligned with the Kindergarten objectives making the academic transition smoother and more successful. Transition from elementary to middle school is done with the counselors and administrators from the middle school coming to Mark Twain and meeting with students and doing an orientation. Students and parents are encouraged to visit the school and classrooms prior to school beginning. All of the schools federal and state funds are used to support the implementation of the school improvement plan that is aligned with the district improvement plan. Mark Twain has used Title 1 Money for 1 ESL aide, almost 60 collaboration days, and resources around literacy and math. School improvement grants funds were used for interventionist, technology upgrades, and resources to support literacy and math instruction. The growing ESL population requires the additional support of the aide and preferably bilingual staff/aides.

Please see the School Leading Indicator Report for Mark Twain for additional data.

Mark Twain

Root Causes	Possible Interventions	Measures
Lack a challenging Tier I instruction that will engage all students	(1) Implement the 5-step process of strengthen Tier I instruction. (2) Implement the Coach to Coach support (3) Strengthen Implementation Coach support from KLN,	(1) A minimum of 25% of classrooms doing learning walks daily observing a minimum of four of five steps in 5-Step Process

	<p>working with school and district</p> <ul style="list-style-type: none"> (4) Align the curriculum (5) Development and implementation of strong lesson plans and gap lessons as needed (6) Implement formative assessments every 4 ½ week and strengthen data analysis skills. (7) Materials to supplement instruction that aligns with state standards 	<ul style="list-style-type: none"> (2) Coaching teachers minimum of 5-6 hours daily as evidenced by coaching logs. (3) Assist Executive Directors to support principal leadership development through implementation logs (4) All students will increase performance on the checkpoint assessments by 80% mastery as defined by 75% or higher meeting or exceeding standards on state assessments. (5) All students will have equitable access to materials across subjects as evidenced by inventory per subject.
<p>Teachers lack awareness about how teaching strategies increase student achievement and overcome barriers of ESL and low SES (poverty).</p> <p>Lack of teacher leadership and development.</p>	<ul style="list-style-type: none"> (1) Interview the entire staff using the Haberman interview protocol. (2) Replace up to 50% of the staff within the building. (3) Follow and implement DuFour’s Model for effective PLC’s on and across levels. (4) Provide professional development on oracy and language acquisition and ensure understanding of application of ELL 	<ul style="list-style-type: none"> (1) Complete interviews of 100% of staff and score. (2) Based on interview scores, staff will be selected. (3) Increase conversations within the PLC’s about student work by 25% as evidenced by conversation logs.

	<p>strategies from Dr. Diana Giesler</p> <p>(5) Provide collaborative planning days and training for effective use of those days</p> <p>(6) Study and implementation of strategies for students of low SES, i.e., Ruby Payne or similar author and/or researcher.</p> <p>(7) Increase number of teachers endorsed in ESL.</p>	
<p>Lack of extended day learning opportunities</p> <p>Parents and community do not feel engaged in the school</p>	<p>(1) Partner with Kidzone to provide additional minutes of learning per month. Every other Saturday includes the parents.</p> <p>(2) In year two, establish a Parent Education Center through the partnership with CIS.</p> <p>(3) Negotiate with NEA-KCK regarding schedule changes for the following year, ie, year-round school.</p> <p>(4) Wraparound services as needed through Wyandot Center, Health Dept, etc.</p>	<p>(1) Increase extended learning by a minimum of 1,500 minutes per month.</p> <p>(2) Increase parent involvement in school by 20% annually.</p> <p>(3) Increase parent participation in their child's education by 40% annually.</p> <p>(4) Increase number of in school supports for students and families by 10% annually.</p>

Selection of Model

The district made the decision on which model would be implemented based on the data reviewed. The school was also able to clearly see which model seemed most appropriate after reviewing all of the data. The Superintendent and incoming Superintendent met individually with the principal regarding this selection and the impact it would have on them as a building leader and the staff. In Mark Twain the principal has been in her current assignment for less than two years. The current Superintendent and incoming Superintendent discussed the impact on the staffing and how all of the staff would have to interview and it would be determined if they were the right staff for the school to support the implementation of the Transformation model. The school and the district

reviewed the School Intervention Model Selection Rubric and it became even more evident that there are areas that Mark Twain and the district will have to continue to work toward (refer to Appendix D). The principal and school leadership shared with Mark Twain staff the process on the selection of the model and reasons behind the selection of the Transformation model for Mark Twain. The data review was a critical component of the staff's understanding of selection and implementation of the model.

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

The Transformational model is the best fit for Mark Twain because based on the Innovation Configuration Matrix that reflected issues around comprehensive assessment, and curriculum and instruction. "Universal screening of academic skills occurs less than 3 times per year," was noted for Mark Twain as not implementing. "Academic and behavioral curricular materials assumed to be evidenced-based *or not* evidenced based for all tiers," identified for Mark Twain as somewhat in progress. "The staff select academic curricula, behavioral instructional materials, and programs/processes for supporting behavior that are an appropriate match for the needs of the learner at some tiers," as definitely in progress. When it comes to behavioral concerns and implementing behavioral curriculum with fidelity at all tiers, Mark Twain ranked in the not implementing and there continues to be concerns around fidelity of addressing behavior issues across the district. The root cause analysis further supported the needs of the individual students, staff and surrounding community. Staff lacked awareness of and how to use specific teaching strategies for ELL and around poverty. Teacher leadership and commitment is questionable at Mark Twain and thus will be a focus on putting the right staff in place, but also strengthening the Professional Learning Communities to work together to ensure student success.

Through the Transformation model, Mark Twain will have the opportunity to implement a complete alignment of the curriculum, both vertically and horizontally; including the support of a strong behavior based curriculum (Second Step is what the district has supported and it is nationally recognized and research-based). In addition, Mark Twain will establish a strong family and community connection. First, by establishing the partnership with Kidzone to provide after school tutorial support and Saturdays. Every other Saturday will also have a parent component to engage the parent in the education of their child. In year two, the partnership will expand and include a parent education center to engage families in the process. This application will further support ELL endorsements and strategies to be used in the classroom and better understand poverty and strategies to work with students who are engulfed in an impoverished family and community.

School described how it used the School Intervention Model Selection Rubrics to choose a model. The school did not make the selection for the model to be implemented, the district made the decision. The district did review the School Intervention Model Selection Rubric for Mark Twain and it further supported the decision to go with the Transformation Model. For example, "adopting and implementing an evaluation system for teacher and principals that are rigorous, transparent and equitable and that were designed and developed with teacher and principal involvement," is an indicator under leadership that must be addressed to move toward exemplary development and

implementation. In year one, the district will be working toward the development of Professional Practice Standards that will lead Mark Twain into having a tool that can be utilized for teacher and leader evaluation. In addition, KSDE is currently working with ETS to complete an evaluation tool that may be implemented in year two at Mark Twain to ensure exemplary status. In implementing the transformational model, Mark Twain has established high academic standards for all students that are directly aligned with the state and federal standards under No Child Left Behind. Professional development and practice will be integrated into the 5-step process and other needed professional learning needs as outlined in the root causes and interventions. The district and Mark Twain have identified the external partners as Evans Newton, Institute., KSDE and KLN, [Kidzone](#), [PTA](#), [families](#), UMKC, and neighborhood Churches as partners to provide guidance and assistance in the movement and progress of the Mark Twain. Under the Culture and Human Capital standard there will be a stronger emphasis placed in adopting and implementing community-oriented services and supports to students. Under the curriculum and assessment standard a strong focus for Mark Twain will be on using data to identify and implement an instructional program that is aligned (vertically and horizontally), research-based and 4 ½ week formative assessments. The Instruction and Professional Development standard will focus on moving toward flexing schedules and strategies that provide increased learning time.

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

The final requirements of the grant for Mark Twain include both school data and student outcome/academic progress data, and school connection and climate data. This translates first into tracking the schools goals identified in their school improvement plan, AYP status, AYP targets the school met and/or missed and the schools improvement status. The academic progress will be meeting the state standards in reading and math all subgroups, percentage of ELL students who attain English proficiency, graduation rates, dropout rates, student attendance rates, college enrollment rates and number and percentage of students completing advanced coursework. Climate and school connection data will be discipline referrals and truancy and highly qualified teachers. **The identified interventions addressed are aligned to their root cause analysis and needs assessment.** The data sets outlined on the School Leading Indicator Report will also be tracked to determine growth and impact. [Mark Twain will strengthen the parent/community involvement component along with extended learning opportunities and those interventions will be evaluated to determine impact. The partnership with Kidzone will be evaluated on changes in academic performance of students and the social, emotional and behavioral aspects the students demonstrate through the extended learning opportunities. Kidzone will establish clear indicators of success for all students that participate, and the indicators will be both outcome and process indicators.](#)

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

[Mark Twain will have General fund, Capital Outlay, Parent Involvement and School Improvement funds that will all contribute to the successful implementation of the interventions outlined in this application. It will take all of these available resources to implement interventions, support the alignment of the curriculum, extended day and](#)

family/student/community engagement. Special education, Title III funds for ELL students will all be utilized for professional development and meeting the needs of those students that are eligible under those funding streams.

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

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

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

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

SCHOOL CAPACITY

It is through the School Improvement grant that the school has the opportunity to make significant changes within the school that need additional support and effect change through stronger interventions. Mark Twain has the capacity to utilize the funds to support a school wide change and significant interventions all aligned with the district wide plan. Mark Twain outlined their respective review of the ICM and indicated the model selected as a result of the ICM and the data. Mark Twain, although implementing the Transformational model will also be interviewing all staff to ensure that the right staff is in place to move this school in the right direction. Furthermore, the model allows for the focus to emphasize teacher quality and effectiveness. The changes being made coupled with the outlined plan of action within this proposal strengthens Mark Twain's capacity to perform and make progress on student achievement.

The school intends to focus on three primary areas: (1) comprehensive instructional programs; (2) extended learning time and creating community-oriented schools; and (3) teacher development. First with the comprehensive instructional programs, the school will be on the fast track to be one of the leaders (district-wide) in implementing the guaranteed and viable curriculum that is supported through the KCK 5-Step process. This process will provide teachers with the needed support and aligned curriculum that is needed, as well as outline the lessons that need to be taught sequentially and followed with additional resources (filling the gaps) with plans for missing lessons. All students will be assessed with the 4 ½ week checkpoint/formative assessments and teachers can also choose to continue using common assessments to determine immediate feedback and progress of every student. Partnership with ENI will provide more support and resources to the teachers so that they can focus on quality instruction. Enhanced technology will be integrated into the school through the formative assessments as well and teachers will get immediate feedback on how students perform. Students will utilize the laptop computers in the carts (30 per cart) – approximately 7 carts will be ordered for Mark Twain for the Formative assessments. Technology is becoming a more essential part of all students learning.

The extended learning time and creating community-oriented schools is currently highlighted at Mark Twain through site council and PTA groups, mentoring support through YouthFriends. The SIG grant funds will allow for collaboration with Kidzone to provide after school and Saturday extended learning, up to 1,600 minutes per month, includes the parents as well. It is anticipated that Communities in Schools (CIS) would partner with Mark Twain in the second year to support a parent education center at the school and bring in “wraparound” services as needed for families and students. Currently reach out to Wyandot Center and other local community agencies to provide services to the students as deemed necessary.

Finally, Mark Twain wants to focus on teacher quality and development. It has been raised that the educators within Mark Twain may not all exhibit the type of leadership expected in the school and lack the knowledge of how to work within professional

learning communities. Thus, replacing some of the staff through interviewing the entire staff and placing the right people in the building coupled with studying and implementing DuFour's Model on PLC development will begin to enhance the development of the teachers. In addition, Ms. Egidy, principal, will also be doing number of learning walks in the classrooms to provide guidance and assistance to all teachers and the Executive Director of the Turnaround office will also be assisting in the learning walks. According to the root causes, teachers also seem to lack the knowledge and application of ELL strategies and strategies that may be related to students of poverty; thus, additional ESL endorsements will be done and work with Dr. Geisler to ensure that there is understanding for the application of the strategies.

TIMELINE AND GOAL SETTING

Mark Twain

Goals:

- (1) In the first year, 2010-2011, 70% of all students will be proficient in Reading and Math on the State assessments, with 15% growth each year.
- (2) In the first year, 2010-2011, 60% of ELL and F&R student will be proficient in Reading and math on the State assessments with 10% growth each year.
- (3) Increase number of teachers that obtain their ELL endorsement by 10% annually.

Project Deliverable	Description	Projected Date	Attendees/Responsible	Completion
Individual School Planning	Review Documents School Site Visits Review Needs Assessment	May/June 2010	Principal and School Staff 5-Step Project Manager (ENI)	Bi-monthly site visits by project manager
Leadership School Advisory	Administrative Site Planning	May/June August/Sept November April/May 2010	Principal and 5-Step Consultant	Dates of visits and agendas
New Staff	Interview all staff within building and outside of facility	May/June 2010	Outside consultant – Dr. Gus Jacob, Instructional ED's and Instructional Team	Replace up to 50% of staff
Parent Nights	Host parent nights to provide information and encourage involvement	Spring 2011 Fall 2010	Principal, Family Community Specialist	Dates and Sign In
Project Verification	ENI meets with district to obtain Project Verification Form for Signature	May/June 2010	Curriculum Director Principals 5-Step Project Manager (ENI) Asst Supt of Instruction Supt	Signature Form
Administrator	ENI provides 2	May/June	Principals and	Orientation

Orientation	hour orientation	2010	Directors	Training Sign In
More intensive KLN Coaching integrated with Coach to Coach from 5-Step process for KCK	Strong, viable support for the school	Monthly	Administrators, Teacher Leaders, Teachers, Support Staff	Dates and Agendas
KLN Implementation Coach	Coordinate work with KLN IC and Coach to Coach model in 5-step process for KCK	Ongoing throughout the year	KLN IC 5-Step Project Manager Director of Curriculum Asst Supt of Curriculum Supt	Establish protocols and working relationships with coaches
Order Materials for Book Study	School will place order for books for Payne and Jarvius	May 2010	Principal or secretary	Books, purchase orders
Meet with Kidzone – Establish this partnership at Emerson	Determine role and responsibilities in Emerson	May-June 2010	Asst. Superintendent of Curriculum Director of Student Services	Hiring of staff person and outline of responsibility
Teacher Initial Inservice	ENI provides overview of 5-Step process for KCK	August 2010	Teachers, Principal	Sign in sheets and agendas
Pacing Guide Review, K-5	Collaborative Review with District	August 2010	KCK curriculum staff and ENI subject specialists	Sample of pacing guides
Administrator Inservice	ENI presents overview of alignment findings	Sept 2010	Principals, Coaches, District Curriculum Specialist, Director of C&I, Supt, etc.	Dates, sign in sheets and agendas
Saturday Learning Academy (8-11pm); Every other Saturday for Parents also	Extended learning time – 180 minutes/week	Sept 2010 – May 2011 (ongoing)	Principal, Teacher Leader, Leadership Team, families, students	Dates, sign in sheets.
Coaching per school	18 days Lang Arts 18 days Math	Oct/Nov/Dec 2010 Jan/Feb/Mar 2011	Principal and Teachers	Topics covered
Math Fill the Gap Training	ENI facilitates process for filling gaps in curriculum coverage	Oct/Nov 2010	Teachers, coaches, curriculum specialists.	Samples of lesson plans
Mental Health Services	Provide outreach to families and students in need	Throughout the year	Administrators, teachers	Number of referrals
Benchmarking Inservice	ENI trains how to develop addtl assessment items	Oct 2010	Teachers, coaches, curriculum specialists.	Sample of assessment items

	for classroom use			
Dr. Geisler – ESL Consultant	Make arrangements to work with consultants	June – throughout the year	Administrators	Dates work with staff

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

Section D: Transformational Model – Descriptive Information for Each School

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

The principal at Mark Twain, Ms. Katie Egidy, has been in place for less than two years, thus, she will not be replaced with the implementation of the Transformation model. The district believes that Ms. Egidy has the foresight, creativity and enthusiasm to move Mark Twain forward. In fact, she has shown gains in her first year. Ms. Egidy understands instruction and realizes that she has to be the instructional leader in the building. Ms. Egidy reaches out and utilizes the resources around her to assist the students and ensure their academic success.

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

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

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

The district and the school have the capacity to support a transformational model. As noted throughout the proposal, the district is relying on the cooperation and collaboration of the Kansas Learning Network (KLN), UMKC, KSDE, Communities in Schools (CIS), PREP-KC, UMKC, YouthFriends Mentoring, neighborhood Churches and ministers and the newest partner Evans Newton, Institute. It is through these partnerships that the district and the school have the capacity to learn and make needed changes. Trying to align curriculum or write hybrid (KCK Standards) as done historically on our own would not allow us as a system to focus on what is needed, teaching and learning. The surrounding community is very supportive of Mark Twain and wants to see it be successful. Although there are not a number of community organizations near the school, there are some that would reach out and support the school as deemed necessary and appropriate. The existing Superintendent and the incoming Superintendent have both supported the KLN organizational structural changes and this too will contribute to capacity of the LEA to implement the transformation model. Specifically, the incoming Superintendent has placed all of her focus on student achievement being the primary vision with all other areas being in direct support of this vision. Again, Inspiring Excellence in every grownup, every child, everyday will be the foundation of student achievement and collective responsibility. Collaboration is what capacity is all about and through these partnerships; the district has more than enough capacity. Furthermore, the KCKPS district has unprecedented experience in implementing nationally recognized reform efforts district wide. The capacity to do this is based on staff commitment, leadership vision and opportunities supported by partnerships and collaborators. This

district has a proven track record with capacity to make change for its students; this is the next phase of that change effort.

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

The research of Marzano clearly indicates that schools and districts must have tightly coupled, non-negotiable centralized decisions that are supported by more loosely coupled, autonomous school-based decisions. To simply provide the schools complete autonomy, the research does not support student growth, improved instruction and aligned curriculum occurring. The district will be implementing under Marzano's research non-negotiable goals that are board, district and school supported and driven and resources to support these goals that include things such as the aligned curriculum. The district will then support the principal in determining how he would like to see certain things implemented to obtain the goals; this will be the loosely coupled decisions. Mark Twain is also engaged in zero-based budgeting that will allow them to infuse their decision-making regarding their own allocated resources. As noted, Ms. Egidy will have total involvement and flexibility in staffing decisions for Mark Twain. She has established a zero-based budget that allows for her to determine the specific needs of Mark Twain, aligned with the School Improvement plan and the District Improvement plan and in year one conversations with NEA-KCK will begin to allow for flexibility in scheduling in year two).

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

Operationally, the infusion of new staff will be the beginning of laying the foundation for new operational strategies and practice. Several indicators became evident in the schools review of their SIP and the root cause analysis. The school along with the others clearly did not show any indication of an aligned curriculum or implementation of a curriculum with consistency. In addition, lack of family/student and community connectedness to the school and within the community and finally extended learning opportunities for students as evidenced through operational flexibility and intensive supports. As outlined in the application, the processes and programs being implemented are designed to build capacity internally. Those that require financial support, the district is making difficult but right decisions to redirect funds to the specific services that students need to be successful. Thus, all interventions proposed are not outside the scope of sustainability. The school has been cautious not to implement strategies that could not be sustained beyond the life of this application.