Kansas
state department of
Education
leadership and support for student learning

2010-2011

District Level School Improvement Grant Application

Wichita Public Schools
Title I
School Improvement Grant
Curtis Middle School
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 **Wichita Public Schools, USD 259**	
Name and Title of District Contact for Grant Application **Dr. Denise D. Seguine**	
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Qualifications: The school(s) in the district identified as *in improvement,* *corrective action* or *restructuring* **and which demonstrate the greatest need and commitment.**

Schools listed on the following page(s)

Curtis Middle School – requesting $1,997,000
Metro-Midtown Alternative High School
North High School
South High School
Southeast High School
Hamilton Middle School
Pleasant Valley Middle School
Truesdell Middle School
Jardine Middle School
Clark Elementary School
Enterprise Elementary School
Linwood Elementary School
Spaght Elementary School

Authorized District Signature	Date 5-5-10

SEA Approval/Date	Amount Awarded

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
Curtis Middle School	201299000328	☒ Tier 1 ☐ Tier 2 ☐ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	
Metro Midtown Alternative High School	201299001693	☐ Tier 1 ☒ Tier 2 ☐ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	
North High School	201299000346	☐ Tier 1 ☒ Tier 2 ☐ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	
South High School	201299000347	☐ Tier 1 ☒ Tier 2 ☐ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	
Southeast High School	201299000348	☐ Tier 1 ☒ Tier 2 ☐ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	

School Name	NCES #	Identified Tier	Identify a Model (Tier I & II Only)	Requested Amount
Hamilton Middle School	201299000331	☐ Tier 1 ☐ Tier 2 ☒ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	
Pleasant Valley Middle School	201299000339	☐ Tier 1 ☐ Tier 2 ☒ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	
Truesdell Middle School	201299000343	☐ Tier 1 ☐ Tier 2 ☒ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	
Jardine Middle School	201299001800	☐ Tier 1 ☐ Tier 2 ☒ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	
Clark Elementary School	201299000263	☐ Tier 1 ☐ Tier 2 ☒ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	
Enterprise Elementary School	201299000271	☐ Tier 1 ☐ Tier 2 ☒ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	

School Name	NCES #	Identified Tier	Identify a Model (Tier I & II Only)	Requested Amount
Linwood Elementary School	201299000295	☐ Tier 1 ☐ Tier 2 ☒ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	
Spaght Elementary School	201299001719	☐ Tier 1 ☐ Tier 2 ☒ Tier 3	☐ Turnaround ☐ Restart ☐ School Closure ☐ Transformation	

A. 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.

Exploration and Adoption

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)

The district leadership has spent the last school year developing a framework for implementing the Kansas Multi-Tiered Systems of Support in a way that brings focus to the work of the system and support to schools in the implementation of the plan. Included in the plan is a 5-year implementation plan for sustainability in the specific areas of literacy, behavior, program management, assessment, and instruction.

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

Because the district has conceived of its strategic plan toward MTSS in a 5 year timeline, the first three years can be dedicated to full implementation and the subsequent two years will focus on sustainability. Given the strategic rollout of this systemic work, the district will have the capacity to support the specific goals of Curtis Middle School. All of the goals and plans for Curtis align with the work of the district, yet they enhance the work as deemed necessary by the data analysis.

Given the abbreviated timeline for notification of Tier II status and the development of a plan to be implemented in the fall, the district decided not to complete a grant for any of the Tier II schools. One of the Tier II schools, Metro Midtown Alternative High School, was closed, and the other four schools identified in Tier II are working on plans for systemic change. These schools may apply to implement a model, given some additional planning time.

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.

Curtis is the only identified Tier I school in the district.

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.)

Tier III schools in the district include 4 elementary schools and 5 middle schools. All of these schools may adopt a model. Four of the middle schools have already experienced restructuring and the fifth may be in that process within a year. However, because adopting a model may provide a more coherent approach to school reform, the district is considering adopting a model for one or two additional middle schools.

B. DESCRIPTIVE INFORMATION (TO BE FILLED OUT BY EACH SCHOOL):
Needs Assessment, Selection of the Indentified 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 district organized the Curtis Planning Team to provide guidance throughout the planning process. This team represented members of district and school staff. A group of parents and community members were also represented in the planning process. The district used TA days from Cross & Joftus to hire Dr. Connie Wehmeyer to guide the needs assessment process and goal setting and assist in the grant writing. Consultant, Cindy Dethloff, led the Curtis leadership team through the ICM. The results were used as part of the needs assessment data.

- During the school restructuring process completed last year, a mission/vision statement was created for Curtis Middle School. *The vision of Curtis Middle School is that all students will be empowered with 21st Century Skills and knowledge necessary for success through a coherent, rigorous, safe and nurturing, culturally responsive and inclusive learning community.*
- The vision has been developed by the District Restructuring Team based on two prongs. The first prong being that of the needs assessment conducted at Curtis Middle School by the District Restructuring Team. The second prong is that the new vision correlates to the newly adopted (1-26-2009) District Strategic Plan that includes our district mission statement, the Works of Wichita Public Schools, shared beliefs and objectives. The SMART goals created to achieve this vision should align with the shared beliefs, work of and objectives of the District Strategic Plan created in alignment with the KLN Report conducted in the 2008-2009 school year. Throughout the data analysis process for this grant application, school leadership team members allowed Curtis staff opportunities to apply the mission and review the vision of the school around the findings statements. This process is explained further in the data analysis section.
- Stephanie Wasko, Curtis principal, and Leroy Parks, Southeast principal, attended a Fabrique Neighborhood Association meeting to discuss why they were identified as a Tier I and Tier II school respectively. Stephanie shared information about the academic history that led up to being identified and opportunities the grant could provide. She went on to discuss what options were being considered. Meeting participants were allowed to provide input and invited to visit the schools. State Board Member, Walt Chapel, was also in attendance.

The district provided Curtis staff data gathered during the 2008-2009 planning for restructuring process, namely, K-PALLS Walkthrough data, perception data from parent and community focus groups, and contextual data to identify use of Title I resources.

- On April 20, 2010, members of the district staff met with the Curtis building leadership team to begin the data collection and analysis process. Days later, the school leadership team worked with school staff in small groups to review the finding statements; identify possible causes that could become the root cause; identify vision statements that support their mission; and name possible interventions to address the root causes.
- **Data Collection Instruments were identified from the Kansas State School Improvement Handbook. Data was collected for both qualitative and quantitative data types.**

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

Academic- Kansas State Reading and Mathematics Assessment Data for '07-'10; NWEA Reading and Math data, Fall '07-Fall'09;and Gates- MacGinitie Reading Data, Fall'08- Spring-'09; AYP reports for years '07-'09;
Perception: MTSS Innovation Configuration Matrix, Parent Surveys, Teacher Survey, Student Connectedness Survey, in-service satisfaction data; neighborhood association input; parent meeting input

Contextual: Professional Development program satisfaction data; America's Choice Program data, AVID program data, Project Lead the Way data, ESOL program data, and Special Education program data
Demographic: Student Enrollment data, Ethnicity data, SES, Incident Report, Teacher demographics; Building Principals Report

Findings:

Academic

Kansas State Reading and Mathematics Assessment Data

- For the past three years, students across all grade levels scored the lowest in comprehension of persuasive text on the state reading assessment.
- For the past three years state assessment data in math show that grade 6 students have been low in number sense and geometry; grade 7 students have been low in geometry and data; grade 8 students have been low in data and number sense.

		2009	2010 preliminary		Change
Math	Grade 6	25.8%	53.8%	meets standard	+28%
	Grade 7	38.2%	48.6%	meets standard	+10.4%
	Grade 8	42.7%	49.5%	meets standard	+6.8%
Reading	Grade 6	44.8%	56%	meets standard	+11.2%
	Grade 7	60%	60.2%	meets standard	+ 0.2%
	Grade 8	52%	57.7%	meets standard	+ 5.7%

NWEA Reading and Math

- Curtis students increased their NWEA Reading RIT scores by an average of 4.2 points from Fall '07 to Fall'08 and 5.5 points from Fall '08 to Fall '09.
- Curtis students increased their NWEA Math RIT scores by an average of 6.1 points from fall '07 to Fall '08 and 7.6 points from fall '08 to fall '09.

Gates - MacGinitie
- All grade levels experienced at minimum of one grade level growth on the Gates-MacGinitie Reading Assessment from fall '08 to spring '09. However, grades 6 & 8 student's spring scores remained one grade level below while grade 7 students were .6 below grade level.

Findings Statement for Academic:
- A plan to focus on comprehension of persuasive text and grade level math standards needs to be developed. Teachers need additional training and /or resources to address these standards. Further alignment of the America's Choice programs to Kansas State Standards is needed.

Perceptual
- 45% of teachers report that the current PD model does not help them move new learning from knowledge to application.
- 50% of teachers believe building leadership does not provide opportunity for staff input before decisions are made.
- 25% of teachers do NOT believe that the culture at Curtis is focused on learning for all.
- 50 -75 % students believe that teachers care about and respect them.
- 75-100% of students believe their teachers have high expectations for them.
- 50- 75% of Curtis students report that they neither care about their current academic performance nor worry about their future academic performance.
- Parents believe relationships and communication between school and home should continue to improve.

Finding Statements for Perceptual:

- Teachers reported that the current professional development model is not meeting their learning needs. A different approach to professional development is needed to move teacher learning to deeper levels. There is a need to increase teacher participation in the decision making process. Students believe their teachers care about them and set high expectations for them.

ICM Findings

- Data-based decision making is needed to guide instructional decision making and identify professional development needs.
- Family and community involvement is not adequate to address Curtis mission and vision statements.
- PD is not aligned with MTSS.
- MTSS and Leadership focus is solely on academics – not behavior
- There is a lack of staff involvement in decision-making.

Findings Statements ICM:

Consistent with teacher surveys, teachers lack a voice in decision making at Curtis. There is a need to increase training around MTSS to include behavior, and Curtis would like to see greater parent involvement especially from African American families whose participation in school activities in the lowest among all demographic groups.

<u>Contextual</u>

America's Choice

1. Across all grade levels students enrolled in Literacy Ramp-Up demonstrated greater gains on the Kansas Reading Assessment when compared to students who were not enrolled in Literacy Ramp-Up.

2. Grades 6 and 7 students enrolled in Literacy Navigator showed greater gains on the Kansas Reading Assessment when compared to students who were not enrolled in Literacy Navigator.

3. Grade 8 students enrolled in Literacy Navigator experienced a 2.5% decline on the Kansas Reading Assessment compared to a 4% decline experienced by those not enrolled in Literacy Navigator.

3. Grade 7 students enrolled in Math Ramp-Up realized a 16% increase in math. This was a 12% greater increase on the Kansas Math Assessment when compared to those not enrolled in Math Ramp-Up.

4. The teacher perception survey and walkthrough data shows that not all teachers are implementing the workshop model of America's Choice with fidelity.

Note: Gains realized in the AC programs may not be the direct result of the program. Supplemental materials aligned with Kansas State Standards for math and reading were used to support the AC programs. Moving forward, alignment must take place between the AC programs and the state standards.

Special Education Program

- 14% of Curtis students are identified as Special Needs students.
- The CWC model is being used at Curtis for reading, math, science and social studies.
- In the all Sped group, 53% met standard or above on the state reading assessment according to the 2009-2010 preliminary data compared to 12% in 2008-2009.
- Of the Sped students in a CWC model classroom, 58.1% met standard or above on the state reading assessment according to the 2009-2010 preliminary data.
- In the all Sped group 36.2% met standard or above on the state math assessment according to the 2009-2010 preliminary data compared to 24.8 % in 2008-2009.
- Of the Sped students in a CWC model classroom, 52.1% met standard or above on the state math assessment according to the 2009-2010 preliminary data.

ESOL Program

- Of the students enrolled in the ESOL program, only 30% met standard or above on the Kansas Reading Assessment.
- Staff members report a need for greater PD around strategies to support ESOL students.
- Only six teachers are ESOL endorsed.
- Curtis has neither an approach or model for vocabulary instruction nor a set of specified strategies for building academic vocabulary.
- There is a not a translator on site to communicate with parents of ESOL students.

AVID and Project Lead the Way

- Students enrolled in these programs scored higher on the state math and reading assessments when compared to students who were not enrolled in the programs.
- The real world applications embedded in these programs encourage the use of content knowledge and support career based thinking.

Note: We questioned whether students enrolled in these programs were higher level students to begin with. Further data analysis suggests that this hypothesis is not supported.

Finding Statements for Contextual:

- The America's Choice Program is increasing the learning outcomes for students at Curtis and should continue. However, the AC curriculum needs to be aligned to the Kansas State Standards to guide selection of supplemental material and ensure student opportunity to learn the curriculum prior to testing.
- Teachers reported that the current professional development model is not meeting their learning needs. A different approach to professional development is needed to move teacher learning to deeper levels.
- AVID and Project Lead the Way offer real world application which encourage the use of content knowledge and support career based thinking. Student in these programs outperformed those students who were not enrolled in these programs.
- 44.2 % of ESOL students scored at meets standard or above in reading according to the preliminary data for 2009-2010. In 2009, ESOL students were the lowest performing group on the state reading assessment at 42.8% meets standard or above and 47.8% in 2008 performing group. This trend continues for math.   There is a concern because of the projected increase in ESOL students for the 2010- 2011 school-year and the fact that only there are only six ESOL endorsed teachers.
- Students enrolled in a CW C class outperformed those students who are in Sped resource pull out or in an unsupported integrated classroom.

<u>Demographic</u>

- Hispanic and African American subgroups represent a combined 66% of the Curtis student population with 38% and 28% respectively.
- The ESOL population is 40.6% for the 2009-2010 school years. This represents 1/3 of the student population. The projection for 2010-2011 is 48%. Of the ESOL population only 36% are enrolled in the ESOL program. Of this 36% only 6% receive ESOL services for math, science, and social studies.
- 75.6% of ESOL students are Hispanic.
- 23.1% of Hispanic students are enrolled in the ESOL program.
- Six Curtis staff members are ESOL endorsed. Four of them teach the ESOL program leaving two to assist in the classroom.
- Special Education students represent 14% of the student population in 2009-2010.
- African American families are the lowest attending group represented at parent and community involvement events.

- One third of Curtis staff members are new to the school this year as a result of restructuring.
- One third of the Curtis staff members have taught 0-3 years.
- Teacher attendance rate was 97% in the 2009-2010 school years.
- The truancy rate for Curtis for 2009-2010 school years is 7.6%.

Findings Statement for demographic
- 44.2 % of ESOL students scored at meets standard or above in reading according to the preliminary data for 2009-2010. In 2009, ESOL students were the lowest performing group on the state reading assessment at 42.8% meets standard or above and 47.8% in the 2008 performing group. This trend continues for math. There is a concern because of the projected increase in ESOL students for the 2010- 2011 school-year and the fact that there are only six ESOL endorsed teachers.
- A significant number of Curtis teachers are either new to the building or new to the profession creating a need for a focus on team building and development of new skills and knowledge.

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**

   - Curtis does not have adequate support in the ESOL program. A comprehensive program is lacking that includes a model for vocabulary instruction and a set of specified strategies for building academic vocabulary, and there are only six ESOL endorsed teachers on staff.
   - While African American students constitute the second largest subgroup in the school, there is no specific plan identified for these students. Using the *SchoolStat* process may help dig deeper into where the disconnect may be for these students and point the way to addressing their specific needs.
   - As a result of the restructuring process, one- third of Curtis staff members are new to the school this year, and one third of the Curtis staff members have taught 0-3 years. Not all teachers are implementing the workshop model of America's Choice with fidelity due to lack of training or lack of accountability.
   - Students enrolled in AVID and Project Lead the Way scored higher on the state math and reading assessments than students who were not enrolled in these programs. The real world application that these programs offer encourage the use of content knowledge and support career based thinking.
   - The current PD model does not help teachers move new learning from knowledge to application because there is fragmentation in the process; new knowledge is constantly introduced before teachers have time to internalize it, and there is a lack of time in the school day.
   - 50% to 75% of Curtis students report that they neither care about their current academic performance nor worry about their future academic performance. We believe that students lack exposure to career options and, therefore, fail to link their current academic success to future success.
   - There continues to be a lack of parent and community involvement at Curtis particularly among ESOL parents and African American parents. There is no ESOL program for parents to learn how to support their student's education. There are limited opportunities for community involvement. Career based or project based learning could support this link.
   - The ICM and the teacher survey support a lack of teacher voice in decision making at Curtis. Currently, there is not a system in place to support this need.
   - There is a need to increase training around MTSS to include behavior. Limited time for PD has resulted in lack of training around MTSS behavior needs.

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.)

As the data analysis lead to named root causes, the models were reviewed. The guiding questions found in the Transformation Model best matched the root causes. Because the school went through

restructuring a new principal and staff were placed at Curtis. As a result the school had already started to transform themselves. Staff viewed a PowerPoint explaining the model and walked through an example as to how implementation of the model might look. Finally, the transformational model was selected.

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

The model provides support for teacher professional development to meet the needs of all kids, a focus on continued data analysis to drive instruction and a focus around MTSS to differentiate learning needs. The extension of the school day and a need to strengthen parent and community are all areas of challenge for Curtis.

The model provides support for on-going, job-embedded teacher professional development which is needed at Curtis in order to increase the level of implementation around the school's instructional framework, the workshop model, and increase the instructional strategies to address the diverse student needs. The model is also appropriate as Curtis staff focus on continued data analysis to drive instruction and greater implementation of MTSS to differentiate learning needs. The extension of the school day and a need to strengthen parent and community are all areas of challenge for Curtis. In addition, the transformation model will allow Curtis to implement sheltered instruction for ESOL students Sheltered instruction, also referred to as SDAIE, is a teaching style founded on the concept of providing meaningful instruction in the content areas (social studies, math, science) for transitioning Limited English Proficient students towards higher academic achievement while they reach English fluency. Instead of providing watered down curriculum for limited English proficient students, sheltered instruction allows for the content to be equal to that of native English speakers while improving the grasp of the language. Teachers call on a number of different instruction methods such as the use of socialization practices, and multiple intelligences to allow the content to be more accessible. Finally, the transformation model will also support project based learning allowing students to learn through real life experiences. Project based learning allows teachers to create tasks whose complexity and openness mimic problems in the real world. Students can see the interdisciplinary nature of these tasks, and see that each task may have more than one solution. Students who have the freedom to choose different strategies and approaches will become more engaged in the learning process.

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

Grant Requirement 1: Developing and increasing teacher and school leader effectiveness

- (1.iA) A new principal was assigned for the 2009-2010 school year as a result of school restructuring.
- (1iB). The district had developed a new teacher evaluation instrument and process. The work was guided by the research of Charlotte Danielson and was developed with teacher and administrative input. The building will continue using the new teacher evaluation system developed for systemic use across the district. Discussion will continue with the local teachers union regarding an evaluation tied to student assessment data.
- SMART GOAL 5 (1iD) The new professional development model, The Curtis Professional Learning Lab, will provide staff ongoing, high-quality, job-embedded professional development around subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, and differentiated instructional strategies aligned with the school's comprehensive instructional program and designed with school staff. The new professional development model will focus on teacher understanding and use of data analysis to better monitor student growth. The Professional Learning Lab model will guide teachers through the professional practice of reflection of student achievement. For example, "What worked, what didn't, and how do we know?"
- SMART GOAL 3 (1iiB) The Classroom Observation Tool (COT) will be used to measure changes in instructional practices resulting from professional development through the

professional learning lab. The COT instrument and the grant interventions will need to be aligned to monitor implementation of school initiatives.

- SMART GOALs 3,5,6 (1iC) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done. Project Based Learning will be embedded in the after school program. Teachers who participate in this program will be paid a stipend.
- SMART GOAL 4 (1iE) The ESOL program will be modified to include a program for teacher endorsement in ESOL. The district will pay for the tuition and the grant will buy books and pay teachers to attend the courses that will be held at the school. Classes will Wednesdays for an hour each time. These financial incentives along with the training during the school day are designed to increase the number of teachers who are ESOL endorsed. It is believed that this action will lead to recruitment and retention of staff with the skills necessary to meet the needs of the ESOL students and the parent community.

Grant Requirement 2: Implement comprehensive instructional reform strategies

- SMART GOAL 3 (2iA) the school will implement the America's Choice Workshop model as the framework for instruction. This model will be used building wide (with the exception of intensive student services with specialized curriculum guides.) Additionally, the America's Choice curriculum will be aligned vertically from one grade level to the next and aligned to the district pacing guide and state standards.
- SMART GOAL 5 (2iB) Teachers, in conjunction with grade level coaches and the building data coach, will work continuously in the Professional Learning Lab to use student data from formative and summative assessments to differentiate learning and guide instruction. The process for data analysis will be guided by the work of Victoria Bernhardt, specifically using Multiple Measures of Data guiding questions from her book: The School Portfolio Toolkit: A planning, Implementation, and Evaluation Guide for Continuous School Improvement. Teachers will also use a process outlined by Paul Preuss in his book, Root Cause Analysis Using Data to Dissolve Problems, to identify findings statements from the data as either strengths or challenges to be followed by identifying possible causes. Finally, interventions can be developed to address the root causes.
- SMART GOAL 3 (2iiA) The school's grade level coaches and administration will continue to use the Classroom Observation Tool (COT) to collect data regarding fidelity to the instructional model and effective use of high-effect school improvement strategies. This data will help drive professional development.
- (2iiB) The Innovation Configuration Matrix (ICM) needs assessment indicated a need for the school to increase training and implementation of MTSS focused on behavior. The grant does not address this need because the district is currently working with all schools on this intervention training.
- SMART GOAL 4 (2iiC) The school will implement classes in the Sheltered Instructional Model (SIOP) for ESOL students in math, science, and social studies to offer more support in these areas through smaller class sizes of homogeneous groups of students where teachers are better able to apply ESOL strategies and modify the curriculum to better meet students' needs. Additionally, training, online materials, and technology pieces will be provided to improve the fidelity of implementing district provided curriculum in ESOL language arts classes. Finally, a program including Family Literacy will be implemented to help build communication and relationships with our ESOL families and to improve the ability of ESOL parents to support their children's education.
- SMART GOAL 4 (2iiD) The school will increase technology support in the ESOL language arts classrooms. The support offered will help students master academic content. Technology will also be utilized in the Professional Learning Lab allowing teachers to videotape lessons for personal and peer reflection, practice lessons amongst their peers using the technology already in place in their classrooms, and increase their integration of technology thereby increasing student-use of

technology. Technology will also be used in the project based classrooms and programs allowing students to explore real-world applications of state standards.

Grant Requirement 3: Raise expectations for learning and create community-oriented schools. Training on high expectations for staff and students is critical for improved student achievement.

    A. Establish schedules and strategies that provide increased learning time (as defined in this notice); and

- SMART GOALS 1,5,6 (3iA) Teachers will be provided daily 45 minutes in the Professional Learning Lab where they will learn how to implement the school's comprehensive instructional program into the workshop model, practice new learning, model and observe with their peers. Students needing intervention in math will participate in a JUMP START Program prior to the start of school. Students needing intervention in math and reading will receive additional support through Project Based classed during exploratory time, after-school, and summer camp.
- SMART GOALS 4, 6 (3iB) Teachers will involve the community and family members in Project Based learning activities through the school year. The Family Literacy program will involve ESOL parents in their students' classes by providing daily classroom time and academic time for the parent and student to work together. The school will continue to sponsor reading and math nights, cultural celebrations, and other events to encourage family and community engagement.
- (3iiB) Beginning next year, students will meet daily with a small mentoring group to build relationships between students and staff. The Student Advisory Group (SAG) will ensure that each student has a connection with at least one Curtis staff member on an ongoing basis.
- (3iiC) In partnership with the district, the Leadership Team will work this summer to create a multi-tiered system of behavioral supports to be implemented in the 2010-2011 school year.

Grant Requirement 4: Provide operational flexibility and sustained support

- In collaboration with the district, the school will be given the authority to increase site-based decision-making providing the principal and instructional staff with more control over the budget, personnel, and organization at the school level. Increased site based decision-making brings the responsibility for decisions closer to the school, creating ownership for those responsible for carrying out decisions by involving them directly in the decision-making process and by trusting their abilities and judgments.
- The school will receive on-going, intensive technical assistance through America's Choice. America's Choice coaches will help teachers transform classroom practices to raise student performance levels and will work with the school leadership team, instructional coaches, and classroom teachers using a process of needs assessments and evaluation, demonstration, modeling, and ongoing observation and feedback. Additional ongoing, intensive technical assistance will be provided by a professional development consultant and a Cross and Joftus implementation coach.

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

- An external consultant will be hired to offer guidance for the development and implementation of the Professional Learning Lab Model. The consultant will be screened by district and school staff and should meet the following criteria
  - o Be knowledgeable of the Curtis School Restructuring Plan
  - o Be knowledgeable of the Curtis School Improvement Grant Plan
  - o Possess knowledge and background in research-based professional development
  - o Possess knowledge of data collections and the process for data analysis
  - o Possess knowledge of and experience in implementation of the Professional Learning Communities Model

- o Possess knowledge in differentiated instructional strategies
- o Be able to participate in a weeklong planning session each summer and be on-site a minimum of two days per month.
- o The ability to work with staff in a collaborative team approach.
- Grant Manager

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

- The school will continue to use Title I funds to support to use Title I funds to support the use of America's Choice curriculum and professional development.
- Title IIA funds will continue to provide additional professional development and training to assist teachers in meeting highly qualified requirements.
- The school will continue to utilize the district training and support around the implementation of MTSS structures for both academic learning and behavior.
- America's Choice Staff will continue to support the programs implementation through on-going training for Curtis staff.
- The school will continue to utilize the support of the KLN Implementation Coach
- Current programs like AVID and Project Lead the Way will support the ongoing development of the career exposure and Project Based Learning.
- District support for ESOL materials and training will continue to be provided and offer support to the expansion of the ESOL program at Curtis.
- District trainers will provide Sheltered Instruction Observation Protocol (SIOP) training for all teachers providing sheltered instruction classes for ESOL students.
- The ESOL coach will work with teachers in content classes to provide modifications to instruction to meet the need of ESOL students and will also work with ESOL teachers to ensure that they are implementing a student-centered instructional focus with an appropriately modified workshop model.
- Coaches and teachers will use the guidance document from America's Choice: *Teaching English Language Learners: Literacy* as additional support for integrating the America's Choice curriculum and instructional practices with SIOP.
- The after school recreation program will provide the infrastructure need to support the Project Based Learning Program which will be offered from 3:20-5:00 pm Monday through Thursday.

6. Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.
- Review the teacher evaluation system. Although Wichita is implementing a new teacher evaluation system, that system may not have a strong enough component for connecting teacher evaluation with student outcomes. Therefore, the district will work with the State to consider implementation of the state pilot system for teacher evaluation as a way of meeting these criteria.
- Flexible teaching schedules
- Stipends plus additional compensation for additional work beyond the contractual time
- Protected positions and personnel in times of budget reductions
- Flexibility in dismissing personnel who are not willing or able to follow the Curtis plan

7. Explain how the school will sustain the reforms after the funding period ends.
- The school will continue to sustain the reforms through existing Title funds
- The district has adopted the workshop model of America's Choices the district instructional framework.
- The sustainability of new learning and culture established at Curtis.

- <mark>Professional learning lab inservice model will be continued at pre-grant staffing levels by reducing staff and professional development periods from 5 periods per week to three periods per week.</mark>
- The continued support from the district General Funds.
- The district work with UPD SchoolStat will continue to provide training around the collection and analysis of data to drive instructional decision-making.
- Parent and community involvement activities will continue to be offered and expanded upon to include monthly activities (e.g., Curtis Fall Festival, Pages and Pancakes, CSI Investigations Math Night).
- The district has established a district-wide framework for the implementation of MTSS systemically.

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

   Consultant, Cindy Dethloff, led the Curtis leadership through the ICM. The ICM was used to help determine the readiness of the school around implementation of a true system of Multi-Tiered Systems of Support. Additionally, the results were used as part of the needs assessment process leading to the model selection and the articulation of the SMART GOALS.

   At the district level, the District MTSS Leadership Team participated in an activity to rate the district in its implementation of the MTSS model through the ICM. Chart paper was posted around the rooms and hallways to accommodate the 58 ratings on the ICM. Participants were given post-it notes to identify their rating in each of the 58 areas. In the end, when everyone had posted their ratings, bar charts were created to display the reflection of the team. A team of people in each major area analyzed the data and presented it to the rest of the group. Findings were identified from this process.

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.

ICM Findings

Strengths:
- They system impacts learning through the intentional design and redesign of the curriculum, instruction, and environment. The implementation of the America's Choice Program and instructional strategies named by Kagan, Marzano, and AVID are examples of the impact to student learning. Parent and community involvement activities were offered and well attended throughout this past year (e.g., Curtis Fall festival, Pages and Pancakes, CSI Investigations Math Night)
- Curtis has a Data Coach who has been formally trained to administer assessments with reliability and validity.
- Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation, and administrative decision.
- The schedule provides sufficient time for core, supplemental, and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized. The Curtis schedule allows for all tiers of instruction, and the principal is quite attentive to keeping it free from interruptions.

- Supplemental and intensive group size is based on the premise that as intensity of instruction increases, group size decreases, and instruction is delivered by highly trained staff. The sizes of these groups are small, and the staff teaching these groups have the maximum amount of training offered by the district.

Challenges:
- More use around data-based decision making is needed to guide instructional decisions and identify professional development needs.
- Family and community involvement is not adequate to address Curtis mission and vision statements. Curtis would like to see greater parent involvement especially from African American families whose participation in school activities is the lowest among all demographic groups.
- PD is not aligned with MTSS.
- MTSS and Leadership focus is solely on academics – not behavior.
- There is a lack of staff involvement in decision-making.

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.
    - **Leadership**: The Assistant Superintendent serves as the liaison between the district office and the school. The district provides external coaching from the Cross & Joftus consultant, and America's Choice consultant. The school has a strong leadership team whose meeting time is scheduled on a weekly basis. There is a Restructuring plan in place to guide school improvement efforts to capture the vision of change articulated for Curtis.
    - **Culture and Human Capital**: Through Restructuring, Curtis hired a highly effective principal with experience in the district as an administrator at the secondary level. Her leadership will provide vision for Curtis staff to prepare students for the future. She is supported by two assistant principals. Curtis has a highly qualified staff with skill and desire to bring about needed change. Grant dollars will provide professional learning opportunities to assist staff in meeting the needs of each student. The Danielson model of evaluation adopted by the district is being implemented at Curtis in 2010-2011.
    - **Instructional and Professional Culture**: Instructional Framework: The workshop model is in place to provide staff direction around lesson design and delivery to ensure student centered quality instruction. Schedule: The school has control over the schedule which allows for 90 minutes of instructional time for reading and math. There is also time for team planning and professional development with reading and math coaches.
    - **Curriculum and Assessment:** Programs: America's Choice will continue to support the curriculum for students who are below grade level for both reading and math. The ESOL program has support from the district and quality staff at Curtis. Both will be needed to implement the changes to the ESOL program. The district will continue to provide support and training around MTSS. The school will need this framework to identify the positive behavior supports as well as the academic in the form of curriculum, instruction and assessment needs of each student.

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

See Curtis School Improvement Grant/Restructuring Template in Notebook provided

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.

- **Math SMART Goal(s):** SMART Goal: The percent of students enrolled in the District Core Math Program, America's Choice Math Navigator and Math Ramp-up who scored below meet standard on the state math assessment will decrease by 10% as measured by the 2011 state mathematics assessment ==to meet Safe Harbor==.

- **2. Reading SMART Goal(s):** The percent of students enrolled in the enrolled in America's Choice Core Instructional Program, Literacy Navigator, Literacy Ramp-up, and Language! who scored below meet standard on the state reading assessment will decrease by 10% as measured by the 2011 state reading assessment ==to meet Safe Harbor==.

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

SMART GOAL 4: ESOL

Findings and Root Causes

- The ESOL population is 40.6% for 2009-2010. This represents one third of the student population. The projection for 2010-2011 is 48%. Of the ESOL population, only 36% are enrolled in the ESOL program, meaning those students who have ESOL language arts class. Of the students enrolled in the ESOL program, only 30% were at meets standard or above on the Kansas State Reading Assessment. Of these students enrolled in an ESOL program, only 6% receive ESOL services for math, science, and social studies. 75.6% of the ESOL students are Hispanic. Six Curtis staff members are ESOL endorsed, and four of these teachers teach the ESOL program leaving only two to provide support for the rest of the building.

- 44.2% of ESOL students scored at meets standard or above in reading according to the preliminary data for the 2009-2010 school year. In 2009, ESOL students were the lowest performing group on the state reading assessment at 48% meets standard or above and 47.8% in the same performance group in 2008. This trend continues for math.

- Staff members report a need for greater PD around strategies to support ESOL students. There is not a translator on site to communicate with parents of ESOL students. Parents express the need for improved communication and relationships amongst school staff and parents. Curtis has neither an approach or model for vocabulary instruction nor a set of specified strategies for building academic vocabulary.

SMART GOAL: ESOL

1. Through the implementation of the Sheltered Instructional Model and the Language! Curriculum, ESOL students who scored below meets standard on the state reading and math assessments will decrease by 10% as measured by the 2011 state math and reading assessments ==to meet Safe Harbor==.

2. During the 2010-2011 school year, a parent ESOL Program will be implemented to equip parents and families with the academic vocabulary needed to better support their children's education. Program implementation will be measured through the program ==curriculum and assessments== as well as parent attendance at school events.

Conceptual Framework

ESOL students need more support in math, science, and social studies than they currently receive. Once they have been in the ESOL program for one year to 18 months, ESOL students are placed into mainstreamed math, science, and social studies classes with only limited paraprofessional support. With only two other ESOL endorsed teachers, these students have inadequate support to be academically

successful. The Sheltered Instructional Model will provide smaller class sizes to homogeneous groups of students where teachers are better able to apply ESOL best practices and instructional strategies and modify the curriculum and their instructional strategies to better meet students' needs.

The district provides materials and curriculum for ESOL students. However, additional training, online materials, and technology pieces are needed to improve the fidelity of implementing these pieces. These additions are not provided by the district.

- A program will be implemented to helps build communication and relationships with our ESOL families and to improve the ability of ESOL parents to support their children's education. This program will target the families of our Level 1, 2, and 3 ESOL students. It will also provide English as a Second Language classes for all ESOL parents. This program will not only help parents, it will also better support students in reaching greater academic gains. A full time bilingual resource teacher will be hired and housed in the "Parent and Community Resource Center" This resource teacher will support ESOL parents.

SMART GOAL 5: Professional Development Model
(Curtis Professional Learning Lab)

Findings and Root Causes
- Curtis teachers report the current professional development model does not provide opportunities or support to assist them in moving new learning into their classroom practice. School initiatives come and go before true implementation has occurred. This finding is also supported by the Classroom Observation Tool (COT) data.

- There is not a focus on high yield strategies. Data suggests that teachers have a limited repertoire of instructional strategies to guide instruction for ESOL students in the area of vocabulary especially ESOL students.

- Teachers expressed concern over lack of time and knowledge to complete the data analysis necessary to guide instruction.

- Twenty –five percent of teachers report that culture at Curtis is not focused on learning for all.

- There is not a strategic plan or process to guide conversation around professional learning.

SMART GOAL: A Professional Development model will be created and implemented during the 2010-2011 school year to focus on moving new learning from knowledge to application as measured by design documents, participant attendance sign-in sheets, participant reflection, and classroom observation data. The Professional Learning Community Model will be used to guide the process. By offering a school-based professional development program, the teaching and learning at Curtis shall be improved as measured by a 10% decrease in students who scored below "meet standard" on 2011 Kansas Reading and Math Assessments.

Conceptual Framework
Teaching is a collaborative activity, which cannot take place in an isolated manner but requires continuous interaction and reflection with teacher colleagues. Curtis teachers will have 45 minutes built into their schedule daily to take new learning and move it to classroom application through research based professional learning components; grade level collaboration, practice, reflection, observation, feedback and follow-up from outside experts with expertise in the subject of the new learning, instructional coaches and their peers. Also, the open cooperation with colleagues will help to enhance didactical and pedagogical knowledge and skills by exchanging best practices.

Teachers would have a shortened teaching schedule to accommodate their participation in the PLC guided PD program. The model will allow participants to learn strategies and build them into their lesson design, practice the lesson among their peers, and gather data monitoring teacher implementation effectiveness. In this way study lessons through peer collaboration will become central to professional growth. Participants with a renewed sense of purpose and efficacy toward their contribution to student success will foster a culture on learning for all.

The PD plan will be data-driven to implement high-yield strategies applicable to all content areas that can be incorporated into the America's Choice workshop model. Data collection and analysis will be an integral part of the learning process.

SMART GOAL 6: Project Based Learning Model

- **Findings and Root Causes:**

  - Some 7th and 8th grade students participated in Project Lead the Way, a project-based technology class with an engineering focus. Those students realized greater gains on their state math and reading assessments than their grade level peers as a whole. More project-based learning is needed.

  - It was discovered through analyzing Student Connectedness Surveys that the majority of Curtis students neither cared about their current academic performance nor worried about their future academics. AVID students realized greater gains on their state math assessments than their grade level peers as a whole. Students need to see more relevance in their learning to connect what they do today with possibilities for their futures.

  - The Project Lead the Way and AVID curriculums are not widely available to students who need interventions, as some of the interventions take the place of exploratory classes where these courses are taught.

- **SMART Goal:** During the 2010-2011 school year, a Project Based Learning Model will be developed and implemented. Business and community members will mentor students in the program to provide career exposure and relevance. The program will be offered during the school day as part of the curriculum for students who have not been successful in academic classes as determined by performance on multiple measures. It will also be implemented as part of the after-school program by student selection and teacher encouragement. Program success will be measured by a 10% increase in student and community involvement, student opportunities for career exposure, and student attitude toward learning (survey) and student formative assessment data. .

- **Conceptual Framework:**
  Students need more exposure to rigorous and relevant activities. Providing targeted students with project-based instruction will allow these students to be immersed daily in applying state standards in real-world projects. Additionally allowing community and business partners to mentor these students will help students envision greater possibilities for their futures and give them reason to care about their current and future academic success.
- Because of these needs, 4 sections of a project-based exploratory class will be offered to targeted students who demonstrate below-grade performance based on multiple measures (i.e. unit assessments, course grades, state assessments, etc.) during the 2010-2011 school year. These classes will be one semester long. Additionally, a three week long project-based summer camp will be offered to additionally meet the needs of targeted students.
- Finally, an after school Project Based Learning class will be added to the current after school program and offered to interested students. Teachers will help recruit students and promote this program. Students will stay after school from 3:20-5:00 to work on semester-long projects. After this pilot year, additional sections of Project Learning will be added to support additional grade levels.

SMART Goal 7: **Parent and Community Involvement**

SMART GOAL: During the 2010- 2012 school years, Curtis staff and administration will embed a school wide family relationship building model to increase parent and community involvement as they focus to create a culture of openness and welcome. Success will be measured by parent surveys, parent use of school resources, teacher contact logs, and attendance at Curtis sponsored family events.

Findings and Root Causes:

- Hispanic and African American subgroups represent a combined 66% of the Curtis student population with 38% and 28% respectively. It is important to reach out to this parent and community group.

- The ESOL population is 40.6% for the 2009-2010 school year. This represents 1/3 of the student population. The projection for 2010-2011 is 48%.
- African American families are the lowest attending group represented at parent and community involvement events.
- Parents believe relationships and communication between school and home should continue to improve.

- **Conceptual Framework:**

In response to our root causes and supported by research, students whose parents are actively connected to their student's educational experience realize greater academic success. Families will be welcomed into the building, honored for their culture and connected to their student's academic life.

Curtis will employ a Family Engagement Liaison to man the Parent and Community Resource Room. The person would facilitate the family engagement team, coordinate school and community events, publicize Parent Assist, and coordinate Quarterly Positive Communication. This person will also provide professional development to school staff to empower teachers to communicate and engage parents in the academic life of their student.

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.

Kathy Busch	Assistant Superintendent
Stephanie Wasko	Principal
Valarie Ellis	Assistant
Erich Stephen	Assistant
Parent Meeting Attendees	
Charlotte Foster	
Bart Flickinger	Parent Rep.
Claudia Griffith	Building Parent Involvement Coordinator
Denise Seguine	LCP Contact
Jessica Mow	ELL Teacher
Gary Willis	Data Coach
Mary Lusk	Instructional Coach
Erin Nichols	Instructional Coach
Connie Wehmeyer	C&J TA provider KLN Implementation Coach for Curtis

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.

T**he 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?

As the data analysis lead to named root causes the models were reviewed. The guiding questions found in the Transformation Model best matched the root causes. Because the school went through restructuring a new principal and staff were placed at Curtis. As a result the school had already started to transform themselves. Staff viewed a PowerPoint explaining the model and walked through an example as to how implementation of the model might look. Finally, the transformational model was selected.

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

The district will work with the teacher's bargaining unit and the Board of Education to define an agreeable plan to ensure sound, sustainable staffing at Curtis, recognizing that for the school to meet its goals, quality staff is key. Because Curtis was restructured for the 2009-2010 school year, approximately 50% of the teaching staff is new. At that time, one requirement was that every teacher hired was highly qualified or had a specific plan to become so. During the 2010-2011 school year, classroom observations will be conducted to monitor implementation of the Curtis plan, and teachers will be provided professional development that supports their learning and implementation needs. Student achievement data will be analyzed to determine success. Those teachers who fail to implement the plan and do not show signs of student improvement will be removed from the Curtis teaching staff.

As recruitment of new teaching staff is necessary, the Curtis administration will use the implementation data and student outcome data to describe the comprehensive plan. The components of the Curtis plan will be described to show support for teachers and student success in a way that attracts qualified staff. Curtis may develop recruitment materials with this data, using the district's Marketing Division.

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

The district is poised to support the work of Curtis because the Curtis plan is fully aligned with the new district framework for systemic implementation of MTSS. Curtis will initially have the financial resources it needs as well as the personnel to carry out the plan. The district will continue to support an monitor the implementation of the plan to ensure its sustainability.

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

District policies will need to be reviewed to ensure the necessary flexibility the Curtis plan will require. Changes may be necessary in the areas of flexible teaching schedules, stipends plus additional compensation for duties outside the contractual time, protected positions and personnel in times of budget reductions, and flexibility in dismissing personnel who are not willing or able to follow the Curtis plan.

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

Potential changes may have to be considered in bus times, teaching schedule, and financial compensation. The district will work with the teacher's bargaining unit as well as the operations areas in the district. As part of the district's MTSS systemic plan, all areas of operations will be included in the work and will adhere to the district non-negotiables, which support the Curtis plan. Parental involvement will increase as a result of the project-based learning occurring outside of the school day, which essentially could represent an extension of the school day for these learners.

Title I School Improvement Grant
ESEA 1003(g)
PROJECTED DISTRICT BUDGET FOR JULY 1, 2011 TO JUNE 30, 2014

(See Appendix A for more detailed budget)

	Grant Budget	Year 1	Year 2	Year 3	Total 3 Yrs.
100	**Personnel**	1,017,320	1,214,017	1,242,162	3,473,498
200	**Fringe**	236,279	324,121	332,907	893,308
300	**Purchased Professional Services**	332,455	204,000	82,000	618,455
400	**Purchased Property Services**	-	-	-	-
500	**Other Purchased Services**	5,521	6,315	6,499	18,334
600	**Supplies**	156,859	155,971	149,456	462,286
700	**Equipment**	153,473	-	91,601	245,074
800	**Other**				
	Total Grant Direct Costs	**1,901,908**	**1,904,424**	**1,904,625**	**5,710,956**
	Indirect 5.87 %	95,095	95,221	95,231	285,548
	Total Cost	**1,997,004**	**1,999,645**	**1,999,856**	**5,996,504**
	How much free budget left	*2,996*	*355*	*144*	*3,496*

Budget Narrative

100　　　　　　Personnel

- A grant manager will be hired to manage and maintain grant compliance with all applicable federal auditing regulations, collecting data for measurable objectives and benchmarks. The grant manager will be responsible for report writing and submission, file and inventory maintenance, reviewing, approving and certifying human resource and payroll related documentation, and approval of grant expenditures, journal entries, and obligations. Coordination of training in regulations and policies on personnel, purchasing, and other resource management for all grant staff will also be under the auspices of the grant manager.
- In addition, a grant bookkeeper will be hired to process grant financial transactions such duties including : tracking purchasing card transactions, recording and submitting orders for supplies and equipment, preparing, monitoring and submitting grant related human resources and payroll documentation, personal activity reports, and salary certifications, providing customer service, copying and filing financial paperwork, preparing journal entries, and the reconciling and monitoring of grant expenditures and obligations within approved budget limits. (Smart Goals 1-6)
- Eleven additional instructional staff members will be added to facilitate the implementation of a professional development model that will focus on moving new learning from knowledge to application. Teachers will be given release time to allow for focused, content specific, professional development during the school day. (Smart Goal 5) The addition of an instructional technology teaching specialist will allow input in the development of a system-wide and building

level program that enables students to use technology as learning tools, provide training to teachers in the use of current technology to meet curriculum goals, and participate in the development of activities that help integrate technology into project-based lessons. The instructional technology teaching specialist will also assist in the development and implementation of technology professional development. (Smart Goals 5, 6, 7)

- Six instructional coaches will work as colleagues with classroom teachers to support effective instruction and student learning. Instructional Coaches will focus on individual and group professional development that will focus on moving new learning from knowledge to application. (Smart Goal 5).
- A family literacy/interpreter will be hired to implement an ESOL program designed to equip parents and families with the academic vocabulary needed to better support their children's education, and build communication and relationships with ESOL families. (Smart Goal 4)
- A family engagement liaison will be hired to implement a school wide family relationship building model to increase parent and community involvement and focus on creating a culture of openness and welcome. (Smart Goal 7)
- Stipends and teacher incentives will be paid to instructors who plan for and provide a Jump Start program (prior to the start of school) targeted at those students needing additional intervention in math. Stipends and teacher incentives will also be provided for those teachers who plan for and provide Project-based lessons during exploratory time, after-school and during a Project-based summer camp. (Smart Goals 1 & 6)
- Staff members engaged in the completion of ESOL endorsement classes, America's Choice trainings, project-based instruction training will be paid stipends for their work outside the school day. (Smart Goals 1, 2, 4, & 6) In addition, teacher incentive pay will be provided for those staff members who commit to planning and implementing projects and programs outside the school day.
- ***A 3% cost of living increase has been budgeted for FTE related salaries and benefits in year 2 and 3.*

200   Fringe Benefits

Employee benefits will be paid for newly created positions. Fringe benefits include health insurance, life insurance, employee assistance, and early retirement. All employees receive disability insurance at .40%, Workers compensation at .80%, social security at 7.65%, unemployment insurance at .10%.

300   Purchased Services

- An external professional development consultant will be hired to oversee and direct the implementation of the school's comprehensive instructional program. America's Choice professional development/training will be conducted throughout the school year with a significant of number of trainings held during the summer months.
- In addition, the services of an external grant evaluator will be contracted to provide assistance in determining what progress the school is making in implementing the project and to what level the school is achieving the expected results or outcomes. (Smart Goals 1-7)
- Charles Curtis Middle School will contract the services of Urban Policy Development (UPD) to implement the SchoolStat process. UPD serves as an internal project management and process improvement consultant. UPD's mission is to develop the school's organizational and managerial capacity, with a strong foundation in data-driven decision making. The SchoolStat process is a set of sound management principles that will be applied to the data-driven decision making at Curtis. No matter the work, it can be improved if planning and regular measurement and performance evaluation take place. (Smart Goals 1-7)

400/500   Purchased Property Services/Other Purchased Services

- Grant funds will be used to provide <u>materials, supplies, and an off-site venue</u> for a staff planning retreat and administrative planning sessions. (Smart Goals 1 & 2).
- In addition, district general liability insurance will also be purchased for all newly created FTE positions. (Smart Goals 2, 4, 5, 6, & 7)

`600            Supplies`

- Supplies to be purchased with grant funds include: Additional America's Choice Math and Language Arts <u>materials</u>, <u>student incentives</u> for summer Jump Start program, and project based learning classes and summer camp, <u>classroom instructional materials</u>, ESOL Endorsement Class <u>Textbooks</u>, *Inside* online curriculum, Microsoft <u>License and battery fees, computer software</u>, and professional development <u>supplies</u>. (Smart Goals 1-7)
- As named student academic goals, parent and community engagement goals, and classroom instructional practice goals specific to the instructional program are attained, responsible staff will receive <u>incentive rewards</u> (e.g., personal computers, gift certificates to book stores and educational supply shops, and conference travel and related expense to enhance their professional practice). A final incentive structure is still being defined and discussed by district office staff. (Smart Goals 1-7)

`700            Equipment`

- The addition of 11 teaching positions will require the purchase of additional <u>classroom desks for classrooms, rolling carts, and laptops</u> for those teachers who are not assigned to a specific classroom and "float" from classroom to classroom. (Smart Goal 5)
- <u>I pad computers and carts</u> will be purchased to support project based exploratory classes, project based after school recreation classes, and project based summer camp. Teachers will provide a technology-infused environment that incorporates student-generated project-based learning. Project based instruction teaches students 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills. (Smart Goal 6)
- <u>Computer laptops</u> will be used to provide ESOL students with internet access for research, build background knowledge, scaffold lessons and to differentiate instruction. In addition, ESOL students will benefit from the on-line textbook resource *Language Coach*. (Smart Goal 4)
- Finally, the process of learning in Curtis classrooms will become significantly richer as students gain access to new and different types of technology, such as <u>Smart Response Clickers, Smart Boards, Polycom Teleconferencing equipment, and multimedia software applications</u>. (Smart Goals 1-6)

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 schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

❑ Serving a Tier II school.

Process Timeline based on the Six Steps of Implementation

Implementation Steps	Timeline

Exploration and Adoption
1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools
    o Achievement Data
        ▪ 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
    o School Improvement Model Selection Rubrics
3. Capacity of District
    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
	February 2010 through May 2010

Program Installation 1. Completion of Stages 5 though 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	May 2010 through August 2010
Initial Implementation 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	August 2011
Full Operation 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	August 2010 through May 2011
Innovation 1. Analysis of Year One Data 2. Revisions to School Improvement Plan 3. Continuation of School Staff Training	June 2011
Sustainability 1. Evaluation 2. Resource Alignment 3. Abandonment and Redesign	August 2011

Systemic Coherence and Capacity Addendum

Leadership

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

Culture and Human Capital

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

Instruction and Professional Development Culture

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

Curriculum and Assessment

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

Appendix E
School Leading Indicator Report

USD Number & Name __259, Wichita__ Name of School ___Curtis___ Grade Span __6-8 __ Building Number __**1808**__

Indicator	Year 1 (Baseline)	Year 2	Year 3	Year 4
1. Number of minutes within the school year.	TBD			
2. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup	Reading: 99.1 Math: 99.1			
3. Students proficient or above in reading	58.1%			
4. Students proficient or above in math	50.5%			
5. Dropout rate				
6. Student attendance rate	95.83%			
7. Number and percentage of students completing advanced course work				
AP	/	/	/	/
IB	/	/	/	/
Early College High Schools	/	/	/	/
Dual enrollment classes	/	/	/	/
8. Discipline Incidents				

✓ Weapon Incidents-OSS	6			
✓ Weapon Incidents-Exp				
✓ Illicit Drug Incidents-OSS				
✓ Illicit Drug Incidents-Exp	1			
✓ Alcohol Incidents-OSS				
✓ Alcohol Incidents-Exp				
✓ Violent Incidents with injury OSS	1			
✓ Violent Incidents with injury Exp				
✓ Violent Incidents without injury OSS	12			
✓ Violent Incidents without injury Exp				
9. Truants	7.6%			
10. Distribution of teachers by performance level on the LEA's teacher evaluation system				
11. Teacher Attendance Rate	97%			