



Fiscal Year 2013

# District Level School Improvement Grant Application (LEA)

**Title I School  
Improvement Grant**

**ESEA 1003(g)**

**CFDA Number 84.377A**

**Early Childhood  
Special Education  
and Title Services**

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

**2013-2014**

**PART II: DISTRICT INFORMATION**

<b>USD Name and Number</b>	
Topeka School District, USD 501	
<b>Name and Title of District Contact for Grant Application</b>	
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<b>Amount Requested</b>	

<b>Authorized District Signature</b> Dr. Julie Ford, Superintendent of Schools	<b>Date</b> May 8, 2014
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<b>SEA Approval/Date</b>	<b>Amount Awarded</b>
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**Employment/Educational Opportunity Agency**

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel  
120 SE 10th Ave.  
Topeka, KS 66612  
(785) 296-4955

The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application

## **Overview**

### **Purpose:**

The School Improvement Grants under the Elementary and Secondary Educational Act (ESEA) are grants awarded to State Educational Agencies (SEAs), to Local Educational Agencies (LEAs) for assisting their Title I schools identified as Priority under the new ESEA Flexibility guidance from the Department of Education (DOE). The Kansas State Department of Education (KSDE) will ensure the funds will be granted to those schools that demonstrate the greatest need, have the strongest commitment toward providing the resources necessary to raise substantially the achievement of their students to make adequate yearly progress, and exit Priority status.

### **Eligible Schools and Districts:**

Districts that have schools identified as Priority and are requesting funds should utilize this application. All Priority schools have a school improvement plan on file that has been reviewed and approved by the KSDE. Priority schools will be expected to update their plan when applying for new school improvement funds.

### **Eligibility Criteria**

The School Improvement Grant (SIG) Section 1003 (g) Amended Final Requirements and Guidance published in the Federal Register in January 2010 (attached as Appendix 14), states that school improvement funds are to be focused on persistently lowest-achieving schools. As identified by the Local Education Agency (LEA) as a school(s) served as Priority schools, the LEA must implement one of the four school intervention models: Turnaround Model, Restart Model, School Closure, or Transformation Model.

*Kansas has an approved ESEA Flexibility Waiver that allows KSDE to identify Priority Schools eligible for the 1003g School Improvement Grant. KSDE no longer identifies Tier I, II, and III schools.*

Selection of a Model

For each Priority School that the LEA commits to serve, the LEA must demonstrate that –

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

The Intervention Model Selection Rubrics, which is in Appendix 8, should be used by the district when selecting a model. In the LEA application the district will be asked to provide answers to specific questions about the model they have selected.

### **Turnaround Model**

The following information comes from Guidance from School Improvement Grants on Turnaround Models.

A turnaround model is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
  - Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, Screen all existing staff and rehire no more than 50 percent; and
  - Select new staff;
- (2) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (3) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (4) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

- (5) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (6) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (7) Establish schedules and implement strategies that provide increased learning time; and
- (8) Provide appropriate social-emotional and community-oriented services and supports for students.

### **Additional Requirements When Adopting a Model**

#### **Capacity:**

The LEA must demonstrate the capacity to use school improvements funds to provide adequate resources and related support to each Priority school identified in the application.

#### **Goal Setting and Reporting:**

An LEA must set annual goals for student achievement related to their results on the Kansas assessments (i.e., reading/language arts and mathematics).

The annual goals for the LEA need to be approved by the State Educational Agency.

For each identified Priority school the state will report the following:

- identity of the school;
- the interventions adopted; and,
- amount of funding awarded.

In addition,

- Achievement measures must be reported annually (i.e., improvements in student performance) and leading indicators (e.g., student and teacher attendance rates) for each identified Priority school.
- Funding awards for years two and three will be determined from data received from the LEA receiving funding in year one. This renewal, if extended, will be through a waiver based on availability within a set period of time.

**Evaluation Criteria:**

The actions listed are required by the LEA and must be completed prior to submitting the application for a School Improvement Grant.

Based on the analysis of the Priority school(s) the LEA will:

- a) Describe the need for each school identified and what interventions have been selected for each school.
- b) Describe how capacity was determined.
- c) Describe how the LEA plans to use school improvement funds to provide adequate resources and related support to each Priority school(s) identified in the application in order to implement, fully and effectively, the selected intervention in each of those schools.
- d) Include a budget to sufficiently implement the funds for the selected interventions named in each Priority school(s) as identified in the application.

**The Role of the SEA:**

- 1) Identify Priority schools;
- 2) Establish criteria to evaluate the quality of applications;
- 3) Analyze the needs and selected intervention(s) for each Priority school(s) identified in the LEA application;
  - a. demonstrated their capacity to use the funds to provide adequate resources and
  - b. to support each Priority school identified in the application in order to implement fully and effectively the selected intervention in each school; and
  - c. developed a budget with sufficient funds to implement the selected interventions fully and effectively in each Priority school identified in their applications
- 4) Establish criteria to assess LEA commitment to:
  - a. design and implement the interventions; recruit, screen, and select external providers, if applicable, to ensure their quality;
  - b. align other resources with the interventions;
  - c. modify their practices or policies, if necessary, to be able to implement the interventions fully and effectively; and
  - d. sustain the reforms after the funding period ends.
- 5) Award SIG funds to eligible LEAs in amounts of sufficient size and scope to implement the selected interventions;

- 6) Monitor LEA implementation of the selected interventions.
- 7) Hold each LEA accountable annually for meeting, or making progress toward meeting, student achievement goals and leading indicators in each Priority school.
- 8) Post on its Web site, within 30 days of awarding SIG grants, all final LEA applications and a summary of the grants.
- 9) Report school-level data on student achievement outcomes and leading indicators in Priority schools.

**Waivers**

To support effective implementation, the State may award an LEA a waiver to:

- 1) “Start over” in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- 2) Implement a school-wide program in a Priority school that does not meet the 40 percent poverty eligibility threshold.

**LEA GRANT APPLICATION  
APPLICATION REQUIREMENTS**

The LEA application form that the Kansas State Department of Education uses must contain, at a minimum, the information set forth below.

<b>A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.</b>					
An LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.					
		<b>Intervention Model</b>			
<b>School Name:</b>	<b>NCES ID #</b>	<b>Turnaround</b>	<b>Restart</b>	<b>Closure</b>	<b>Transformation</b>
Shaner Elementary	201226001439	X			

**Refer to Appendix 14 for more information on the grant requirements and general information.**  
Appendix 14 was not available in the application out on the KSDE website.

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a school improvement grant.**

(1) *For each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.*

**Report Card-Achievement Data: (Appendix Z)**

**Climate Survey-Perception Data: (Appendix Y)**

**Socio Economic Info-Demographic Worksheet: (Appendix X)**

**Data Analysis -MTSS/ICM Matrix (Appendix W)**

The ICM Matrix provided valuable insights to the status of school programs and processes as demonstrated in the matrix. Highlighted information determined the status of the school.

**Contextual:** (school processes/ programs):

- **Shaner’s building leadership team reviewed each type of required data and information from various reports such as Achievement, Leading Indicator Report, School AYP, KLN needs assessment, School Report Card, Perceptual, Contextual and Demographic data. From this set of information the team discussed challenges and strengths. Areas identified through root cause analysis were consistency of leadership, resources, expectations and scheduling. Additional intensive root cause analysis will continue throughout the life of the grant to guide instructional support and maintain fidelity to implementation of district initiatives.**

**Prescriptive Root Cause Analysis:** *Based on the school’s data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model. Examine data in the following areas and indicate root causes for each.*

- ✓ *Administrators and teachers*
- ✓ *Curriculum and materials*
- ✓ *Master schedule, classroom schedules and classroom management/discipline*
- ✓ *Student and parents*

- Strengths identified were district level support, improved climate and teacher collaboration, organized and implemented data teams, and actively involved community members at school events.
- Challenges identified were discipline, language barriers, resources (i.e. technology, culturally diverse books in book room and media center,) scheduling to meet student needs within the school day, the number of resources for English Language Learners and staff expertise in differentiation. Students shared there was not a sense of belonging at Shaner. This is due to the number of students' who are bused from other areas of the district.

*Using the needs assessment results, select the Appropriate Intervention Model, elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model. Refer to Appendix 8, School Intervention Model Selection Rubrics.*

- Through the gathering of internal and external educational stakeholders, data approaches, informational processes and finding's formats, review and analysis of Shaner Elementary data was conducted in order to assist the district and the school to select the Turnaround Intervention Model. This initial coordinating effort involved staff from Shaner, where a KLN sponsored District Facilitator and Implementation Coach was assigned to assist district and building-level staff. The rationale for the Kansas Learning Network (KLN) was that Shaner needed a combination of support and pressure to make difficult changes that would result in: 1) higher overall levels of student achievement and, 2) narrowing the achievement gaps with the purpose of having district and, 3) school staff beginning to think and act systemically—focusing on resources and energy on improving the teaching and learning process, and work collaboratively and with support from an external—critical friend.
- The goal of KLN was to initiate efforts to improve Shaner's teaching and learning qualities and increase student achievement through a collaborative, organization-development approach that focused on applying systems of theory and using data effectively. A comprehensive, root-cause needs assessment was considered as one of the first activities to be conducted in pursuit of this goal. The needs analysis encompassed an analysis of student achievement and other data, interviews and focus groups with students, parents, local community civic leaders, teachers, academic coaches, principals, district administrators, and board members as well as classroom observations using a process called the Kansas Process for Advancing Learning Strategies for Success (K-PALSS).
- Initial findings from this needs assessment are summarized in the areas of: 1) Leadership; 2) Empowering Culture and Human Capital; 3) Curriculum, Assessment, Instruction and Professional Development. Specific findings and analysis of the findings are found later in this application.

- **Now the school is initiating and implementing a new instructional tiered level of student support framework, Topeka Tier System of Supports (TTSS), to assist with the ongoing school-based needs assessment process in the areas of reading, mathematics and student behavior. This systemic approach, initiated in August 2011, is designed to support the learning of all students across the district. Simply put, TTSS is a continuum of increasingly intense, research-based interventions provided to learners that helps them appropriately address their academic and/or behavioral needs. It includes ongoing monitoring of the effectiveness of all instruction provided. The outcome is to ensure that each student at Shaner Elementary achieves to high standards. The TTSS model is a prototype extension of the state's MTSS model of intervention supports for students and mirrors many of the same attributes found within the state's MTSS system.**
- **In the Spring of 2014, Shaner's building leadership team (BLT) utilized the MTSS Innovation Configuration Matrix (ICM) to assist with conducting and identifying specific school needs and determine the level of implementation status for each respective area found within the matrix. The ICM is designed to describe the principles and practices within a tiered level of supports for students. ICM's principles and practices include focus on the essential system components that are consistent across all ages (early childhood through high school) and across all domains (academic and behavior).**
- **Finally, the KLN report was used (Fall 2013) in a variety of ways to assist Shaner staff with framing the process and gathering pertinent data to assist key school and community stakeholders in understanding and applying effective strategies/ resources and supports to better address students, certified and classified staff, parents, and community stakeholder needs. The primary use of the report was to assist in the understanding of the principles and practices of a multi-tier system and what principles/ practices look like when implemented within the school and with other collaborating, neighborhood/ community agencies.**
- **Shaner staff decided that the use of the Innovation Configuration Matrix (ICM) would be helpful in guiding critical discussions among leadership and staff—specifically focusing on understanding the structures and processes necessary in implementing a sustainable system of supports from the district as a whole, families involved, community agencies, and other stakeholders. Furthermore, it set the stage to identify the specific, essential —above and beyond/ additional support materials, resources and training needed to transform the school. In summary, the district and Shaner staff completed the following steps and data review in selecting the Turnaround Model as the framework for school reform:**

1. KLN Needs Assessment Data Completion and Analysis—in FY 2012 and FY 2013
2. School Leading Indicator Report—FY 2013
3. School AYP Data—five year trend analysis—FY 2008 through FY 2012
4. Perception, Contextual and Demographic Data—FY 2012
5. Use of the School Improvement Model Selection Rubrics—Spring 2014
6. Capacity Appraisal—ICM For Districts—Spring 2014
7. SIP Goal Setting/ Plan Development including goals/ strategies and PD components FY 2013
8. TTSS Implementation Analysis—FY 2012 and FY 2013
9. Budget Review—Spring 2013

**Model that Supports School:** *Describe why the model will be an appropriate fit for the school.*

- **The turnaround model was selected through the gathering of internal and external educational stakeholders, data approaches, informational processes and findings formats, review and analysis of Shaner Elementary conducted in order to assist the district and the school to select the Turnaround Intervention Model. This initial coordinating effort involved staff from Shaner, where a KLN sponsored District Facilitator and Implementation Coach was assigned to assist district and building-level staff. The rationale for the Kansas Learning Network (KLN) was that Shaner needed a combination of support and pressure to make difficult changes that would result in: 1) higher overall levels of student achievement and, 2) narrowing the achievement gaps with the purpose of having district and, 3) school staff beginning to think and act systemically—focusing on resources and energy on improving the teaching and learning process, and work collaboratively and with support from an external —critical friend.**

*Using the Needs Assessment and the Selected School Intervention Model, Assess the District and School Capacity Elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools. It is located at <http://www.kansasmtss.org/resources> The ICM can also be found in Appendix 5.*

- **Reference:** The MTSS/ICM Matrix can be found in (Appendix W)
- **Strengths and Weaknesses:** The strengths and weaknesses identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM) for Schools are as follows:

**Strengths**

- **Leadership team regularly engages in formal problem solving using district/building/site level data, supported by an aligned system addressing both academics and behavior.**

- **A plan that provides information and data on formal and frequent basis for communication.**
- **Practices include ongoing support and professional development.**
- **Data are openly shared and discussed at all levels.**
- **Staff members have identified assessment tool used.**
- **Progress monitoring of learners for academics and behavior are set by teams and staff.**
- **Essential components are addressed in curricular materials selected.**
- **Fidelity is monitored.**
- **Weaknesses:**
  - **The leadership team is informally identified to address academics
 
    - **and/or behavioral concerns.****
  - **The leadership team has shared information regarding MTSS.**
  - **Struggling learners are matched to existing programs to receive support.**
  - **There is no parent involvement policy.**
  - **Staff members individually determine when diagnostic assessments are given.**  
**Teams have informal or missing; access to supports, changing supports, intensifying supports, exiting supports**
  - **Academic and behavioral curricular materials assumed to be evidence-based or not evidence- based for all tiers.**
    - **There are no clear rules/behavioral expectations for the building**
    - **The process to conduct decision making addressing intensive instruction for academics and behavior is informal and does not meet regularly.**
    - **The implementation of MTSS is guided by a plan for general or special education only.**

*(2) The LEA must ensure that each priority school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.*

*Describe the process for ensuring that each priority school identified in the grant application would receive all of the State and funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.*

- **The teaching and learning department that ensures fidelity to all current programs and new initiatives implemented through-out the district. Professional development to support the identified needs of Shaner Elementary will be secured through the SIG funding program. Sustained professional development will be provided via the coaches and through the district-level support of other school leaders. The school will be provided the resources and materials necessary to support the costs of the identified initiatives. TPS will continue to support and fund State Performance Plan targets once the funding period ends. Currently IDEA funds, as well as TIP grant funds for Special Education teachers, are utilized to purchase support materials that**

are used within Special Education classrooms. Teachers will be supported through their involvement in professional development within the areas of Special Education, ESOL and TTSS.

- **General: Funds to provide services and expenses necessary to support the operation of a school (i.e. Staff Salaries, General Operating Expenses and Professional Development).**
- **Special Education: Funds to provide services to address students identified with special needs. The use of MTSS model to support students through the TTSS (Topeka Teir System of Support)**
- **Staff Salaries and professional development are provided.**
- **Economically Disadvantaged: These services will support:**
  - **Instructional Salaries—interventionists providing in-class services for students identified in need of additional academic support**
  - **Support Staff Salaries—paraprofessional staff to support student learning and increase parent involvement**
  - **Instructional support services, supplies, and materials**
  - **Professional Development**
- **Highly-Qualified Teachers: Funds to provide training for all teachers to become highly qualified and promote professional learning for all staff. Professional development will be ongoing as new initiatives are implemented and expectations of staff are increased.**
- **Technology: Integration of Technology—developing enhancing, and/or implementing technology resources available for teachers and students to aid in teaching, learning, and the collection, management and analysis of data. Professional development will be ongoing to address the types of technology used in the classroom with students and staff.**
- **Limited English Proficient/State ESOL Bilingual: To provide services and salaries of English language instruction to meet state standards, provide instructional supplies and materials, and necessary professional development.**
- **State At-Risk: Serving the needs of students meeting the at-risk criteria,(as defined by the Kansas Department of Education), and provide instructional supplies and materials.**

(3) *The LEA must describe the actions it has taken, or will take, in regard to capacity, interventions consistent with the final requirements, how it will recruit, screen and select external providers, modify its policies and practices and sustain the reforms when the funding period ends.*

- **The district and school will utilize consultants from the Kansas Learning Network (KLN) as well as the implementation coach(s) to provide support to continue the current efforts as well as expanding into new initiatives. In addition, a KLN implementation coach will continue to provide intensive feedback and onsite visitation to the school each year for three years. An additional 10 days for this coach will be secured through SIG funding, thus allowing for ongoing, intensive technical support to occur through-out each year of operation.**
- **Intensive or targeted professional development will increase the capacity of staff and lead to sustainability on all district initiatives. Professional providers, including national consultants, will be selected on the basis of instructional philosophy, quality of product, and services being provided.**

**Capacity Index**

*Each LEA must complete a self-analysis of the capacity it can provide to assist the lowest performing schools in the implementation of the selected intervention model. This will be determined utilizing a scale of 1 to 3 ranking from (1), poor (2) satisfactory and (3) commendable for the following criteria. Provide further evidence where a “3” is marked.*

<b>Criteria</b>	<b>Poor 1 Point</b>	<b>Satisfactory 2 Points</b>	<b>Commendable 3 Points</b>	<b>Points Earned</b>
<b>Prior KLN Interventions</b>	Entered KLN as Cohort 1 or 2.	<b>Enterer KLN as Cohorts 3-5</b>	Entered KLN in 2012-2103 with Priority School(s)	2
<b>Title I Monitoring Results</b>	Findings in areas requiring a repayment of funds	Findings in areas noted – repayment of funds not required	<b>No Findings in the Fiscal area</b>	3
<b>LEA Overall Achievement Ranking</b>	<b>Bottom 5% = 19 districts</b>	Middle 70% = 272 districts	TOP 25% = 97 districts	1

<b>Approval of District Action Plan by SEA</b>	<b>Not approved by the SEA.</b>	Approved by the SEA with revisions.	Approved by the SEA without revisions.	1
<b>In each LEA, Percentage of Title I Schools that Met the Achievement AMO.</b>	<b>0-51% of Title I schools met Achievement AMO.</b>	51-75% of Title I schools met Achievement AMO.	76-100% of Title I schools met Achievement AMO.	1
<b>Development of Tiered Intervention Model, like MTSS</b>	The school has not yet begun to address the practice of a tiered intervention model, like MTSS, or an effort has been made to address the practice of tiered instruction but has not yet begun to impact a critical mass of staff members.	<b>A critical mass of staff has begun to engage a tiered intervention model, like MTSS. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.</b>	The practice of a tiered intervention model, like MTSS, is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	2
<b>Development of Schools as Professional Learning Communities</b>	The school has not yet begun to address the practice of a PLC or an effort has been made to address the practice of PLCs but has not yet begun to impact a critical mass of	<b>A critical mass of staff has begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional practice.</b>	The practice of PLCs is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist	2

	staff members.	<b>Structural changes are being met to support the transition.</b>	attempts to abandon the practice.	
<b>Identification of District Leadership Team and Assignment of Responsibilities</b>	No district leadership team, or identified personnel, have been assigned for monitoring implementation.	Lacks specific identification of personnel and roles and responsibilities for the district leadership team and for monitoring implementation.	<b>A specific district leadership team is identified with specific roles and responsibilities identified. One or more persons are assigned for monitoring implementation</b>	3
<b>Building Leadership Team</b>	Building leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of the ESEA Flexibility Waiver have been met.	Building leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of the ESEA Flexibility Waiver have been met.	<b>Building leadership team members are identified on the district and school level and include a wide range of stakeholders (e.g., families, representatives of institutions of higher education; representatives of educational service centers or external providers. Evidence is produced to document whether the</b>	3

			<b>requirements of the ESEA Flexibility Waiver have been met.</b>	
<b>Budget Analysis</b>	The LEA has little or no capacity to support the selected intervention model and there is little or no analysis of state and federal funds.	The LEA has some capacity to support the selected intervention model with a budget that does some analysis and examination of state and federal funds utilized in the building.	<b>The LEA has the capacity to support the selected intervention model with a detailed budget analysis, examining all state and federal funds utilized in the building.</b>	3
<b>Sustainability Plan</b>	No sustainability plan exists or the plan is not likely to sustain SIG efforts.	<b>Plan is likely to sustain some SIG efforts.</b>	Plan is likely to sustain most SIG efforts.	2
			<b>Total Points</b>	<b>23</b>

*Turnaround Model Requirements: Refer to Appendix 14*

*(Fill out this box ONLY if you are choosing the Turnaround Model.)*

*Write a brief narrative explaining how this school will address each of the Required Activities listed below. (Required Activities)*

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<p>A. <i>Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</i></p>	<p><b>The first step in implementing the Shaner Turnaround model was to replace the principal. New principal, Mr. John Litfin, was selected in spring 2013 and assumed full administrative leadership in July 2013. He has initiated efforts in the design and implementation of cutting-edge student intervention programs which has led to significant gains in narrowing the achievement gaps in other schools. Prior to the start of the FY 2013 school year, Mr. Litfin met with teachers, parents, and the community that support Shaner to determine the current status of the school site and focused on the strengths and needs through the various perspectives of key stakeholders at the building and at the district level. Areas of concerns were identified and additional staff members are being requested through this grant to include: translator, parent liaison, full time counselor, afterschool programming focused on academics, intensive consultant support, and comprehensive results-based professional development.</b></p>
<p>B. <i>Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,</i></p> <ol style="list-style-type: none"> <li>1) <i>Screen all existing staff and rehire no more than 50 percent; and</i></li> <li>2) <i>Select new staff;</i></li> </ol>	<p><b>Mr. John Litfin became the Principal of Shaner Elementary in July 2013, also at that time, Mr. Litfin and his leadership team hired four highly qualified certified staff members to replace those who had retired, resigned or were reassigned within the district. As of May of 2014, he has replaced or added eight new staff members for the 2014-15 SY. This represents a total turnaround of 12 new staff in a staff of 22 which represents 54 percent.</b></p>

C. *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;*

**All teachers, coaches and administration will be trained annually to keep current on best practices, research-based instructional techniques to meet the academic needs of all students through the implementation of the SIG plan, TTSS model and Priority School efforts. Such areas of training will include a focus on equity issues, comprehensive literacy, differentiated instruction, cooperative learning, Professional Learning Communities (PLC), rubrics for Guided Reading, Mathematical Practices, Cooperative Learning, and Literacy Workstations. Substitute teachers will be hired for classroom rotations to support PD during the teacher work day.**

**Staff will design and implement an incentive rubric to ensure accountability for outcomes. Recognition processes and rewards to attend a national conference or the acquisition of latest technology (iPad) or provide a bonus to classroom or library materials will serve as reward examples to be received by individual staff members.**

**As cited above, teacher retention initiatives will be implemented, rewarding teachers for accomplishments associated with individual and school-based AMO accomplishments, teachers who remain in the school each year, thus reducing teacher loss to the school.**

**Teachers will receive additional compensation for responsibilities to associated with extra types of duties associated with the daily responsibilities of their job—again providing opportunities for recruitment of new staff, promotion, and career growth.**

D. *Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;*

**Highlights of this PD is found below: PLCs and collaboration time will occur on district late arrival dates with every instructional teacher, content and grade level groups of teachers and support staff. During these 1.5 hour sessions, a variety of professional development content will occur; that is, and not limited to: how to implement targeted lessons effectively, the use of progress monitoring, formative, interim and summative assessment to drive the design and delivery of instruction,**

parent engagement, a review of both individual student and classroom achievement and academic performance, the impact interventions are having on students, research based content and instructional strategy(ies), collaborative planning, differentiating instruction, English Language Learner programming components.

Joyce Epstein, consultant, with School, Family and Community Partnerships will provide professional learning opportunities with the Shaner staff to increase the needs of family and community partnerships. Epstein is a researched base initiative to address the need for school, family and community partnerships. Planning will begin in July with implementation in August of 2014-2015. The framework includes six types of involvement; parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. An inventory of practice is made available to assess the implementation of the six program types. Data from multiple measures will be discussed and analyzed to provide goals and action steps for each year's planning. Annually, Shaner's school leadership team will review team processes, scheduling, organization, membership, and program implementation.

Anthony Mohammad and Dr. Luis Cruiz, consultants, with New Frontier 21/Solution Tree will provide professional learning opportunities for Shaner Elementary staff to address culture diversity, building a culture for responsive teaching, and student success. Each consultant brings a vast knowledge base and working background with differing cultures in urban and suburban schools. Their knowledge and expertise will be the type of support and follow up necessary for Shaner staff as they grow professionally to address their diverse population. The program will focus on four areas; Communication, Relationship, Support, and Accountability.

The school culture will be rated on a four-point

rubric, based upon data collected in various forms. The data will be analyzed based upon a staff survey given to all staff members and formal interviews conducted with a representative sample from both the teaching and non-teaching staff.

The leadership team will read “The Will to Lead, The Skill To Teach” as a book study on building a culture for learning and responsive teaching. Members from the team will then lead the professional learning opportunities for teacher groups during late start Fridays for this book study.

A building team for Positive Behavior Intervention Systems (PBIS) will be formed to set building expectations for student behavior. Professional development (PD) will be provided to build the structures around each identified area for PBIS implementation. This team will then provide training and support to building staff.

PD will be aligned with district performance indicators, academic standards and address the School Improvement goals over the next three years. A minimum of 2 days per month will be set aside for work with an outside consultant to build capacity of teachers for sustainability and improve student achievement and reduce the achievement gap. Substitute teachers will be hired for classroom rotations to support PD during the teacher workday.

Behavior, Literacy and Math Interventionists and Instructional Coaches will collaborate to provide active professional development during PLC times and during district/ building sponsored staff development days on comprehensive literacy components (i.e. guided reading, work stations, writing, read alouds, and vocabulary instruction), and various topics in mathematics (i.e. mathematical practices, use of manipulatives, solving real world problems) pertinent to the student and staff needs of the school.

	<p><b>All PD will be aligned with academic standards, school curricula, and school improvement goals that will involve the active engagement of educators working collaboratively and often facilitated by school instructional coaches or teacher mentors.</b></p>
<p><i>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</i></p>	<p><b>The Topeka Public Schools district has a School Improvement Grant Coordinator that will be a liaison between Shaner and the district to assure that SIG goals, objectives, activities, timelines, and evaluation outcome measures are effectively and efficiently met. The coordinator will work directly with the administration at Shaner and keep the school focused on the goals set forth in the plan while allowing the principal to continue to be an instructional leader in the school environment. In turn, the coordinator will work with a district administrator in charge of all Priority schools.</b></p>
<p><i>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</i></p>	<p><b>A variety of data will be used to identify and implement instructional programs and TTSS intervention services to students. The types of data for ongoing review through primary research reports, clearing houses, and analysis including but not limited to: updating yearly needs assessment information and data, updating and using the school leading indicator report, thorough analysis of student and classroom data on the Kansas Assessment process, reviewing PBIS data on student referrals, analyzing the data from TTSS levels of support for students, bi-weekly review of progress monitoring of students during core instruction, formative, interim, and summative assessment data—keeping in mind that alignment and thinking pertaining to the analysis of data must be aligned with the State academic standards. Strategies for this review will occur during individual coaching times, during collaboration meetings/ PLC times for each teacher and groups of teachers, during P/T conferences, during reflective coaching sessions, walkthrough data reports and findings associated with teacher evaluation processes.</b></p>

Shaner will use the data from Frontier 21 and School, Family and Community partnerships to establish a parent involvement policy. This was at the not implementing stage of the needs assessment.

The new programs being implemented will assist the staff with strategies to customize the experiences for students to make learning relevant.

The counselor and behavioral interventionist will collaborate daily with school community and students, providing activities/events related to each of the areas for improvement in building a culturally responsive school (i.e. Welcoming : a community building positive relationships and behaviors, available translators, dual language signage, Communicating: communication folders, school calendar/events, parent activities, Student success: Student led conferences, engagement, individual goal setting Empowering culture: parent rooms, family engagement activities, parent organizations Collaborating: shared practices with school, parent and community partners). PD and late start Fridays will be used to assess additional areas of need from various data sets and address areas through-out the year.

Challenges in decision making were noted in the MTSS/ICM matrix within the academic and behavioral areas. The collaborative efforts of the administrator, counselor, behavioral interventionist, PBIS and leadership teams will address access, level, and exiting of support services and develop a plan for services to meet the needs of all students.

The MTSS/ICM matrix will be a multi-year review with planning and implementation.

The school culture data addressing diversity, responsive teaching, and student success will focus on communication, relationship, support and accountability. A four point rubric will be implemented as an evaluation tool and collected

	<p>in various forms. A survey will also be collected and analyzed. This data will be given to all staff members. Formal interviews will be conducted with a representative sample from both the teaching and non-teaching staff. A representative sample of student surveys will also be included in the building data collected.</p> <p>School, Family and Community Partnerships will use data from a comprehensive inventory given to staff. This measure is based on the framework of six types of involvement. A five point rubric will be the measuring tool. The areas of involvement are; parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. This data will provide the scope and quality of involvement activities and provide possible suggestions for direction and needed improvements.</p> <p>Annually, the school’s leadership team will review team processes, scheduling, organization, membership, and program implementation.</p>
<p><i>G. Promote the continuous use of student data (such as from formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</i></p>	<p>See comments above. In addition, differentiated workstation professional development will be implemented and continue throughout Years 1 and 2 for the purpose of increasing rigor of instruction, allowing students to practice previously learned concepts and focusing more on higher order levels of thinking by students. <u>Student Assessment Notebooks</u> (Appendix V) and data walls will be used to monitor and move students through intervention groups and instructional levels.</p> <p>Due to the state assessment data being invalid for the 2013-2014 school year, staff will use other data sources (i.e. Scantron, Fountas &amp; Pinnell, anecdotal notes, rubrics, running records, benchmarks, basic facts) to inform instruction. Reference: (Appendix U).</p>

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

**Shaner will establish intervention blocks of TTSS/MTSS intervention times each day for all students needing Tier 2 and Tier 3 intervention supports in the areas of reading, mathematics and behavior. Small group instruction, based on data collected during core instruction, progress monitoring, review and analysis of Scantron Performance and Achievement data, and the use of unit reviews, will serve as the basis for determining the level, type and content of support needed by students. Teachers/ Interventionists will receive professional development by the coaches and/or consultants to lead this process and to ensure that high levels of expectations and accountability measures are in place as intervention supports are provided. An intervention log will be maintained at all times regarding the performance of students to ascertain areas of growth and skills/ indicators that need further reinforcing. Formal reviews of the accomplishments or the status of student intervention performance will occur on a 6-week basis.**

**Staff will use the leveled book rooms as an instructional resource for discrete and differentiated Guided Reading instruction. Literacy consultants will work with instructional coaches at school. One will focus on mathematics and literacy and the remaining will coach on the comprehensive literacy model. This process will lead to closing the achievement gap and increasing teacher and student capacity.**

**The counselor and behavioral interventionist will collaborate daily with school community and students, providing activities/events related to each of the areas for improvement in building a culturally responsive school (i.e. Welcoming : a community building positive relationships and behaviors, available translators, dual language signage, Communicating: communication folders, school calendar/events, parent activities,**

**Student success:** Student led conferences, engagement, individual goal setting  
**Empowering culture:** parent rooms, family engagement activities, parent organizations  
**Collaborating:** shared practices with school, parent and community partners). PD and late start Fridays will be used to assess additional areas of need from various data sets and address areas through-out the year.

During weekly late start collaboration days, students will have the opportunity to participate in the academic remediation and /or enrichment activities. The Shaner after school program will focus on academic and enrichment activities and will be designed and implemented throughout the school year. The after school program will be available four days a week (Monday – Thursday) staffed with certified and classified personnel. Transportation will be available for students returning home at the end of the program.

Counselors will support real world opportunities by providing students with the skills needed in student led conferences, project based activities, career awareness, and community involvement. See more in I.

I. *Provide appropriate social-emotional and community-oriented services and supports for students.*

Extra time or opportunities for teachers and other school staff to create and build relationships with students evident. During the 2013-14 SY, Shaner hosted “Math is not a Spectator Sport” evening event for families in October. In January “Stone Soup” was the theme of the family reading night. A Fiesta was held in May on the playground for food and family fun!

School, Family and Community Partnerships will use data from a comprehensive inventory given to staff. This measure is based on the framework of six types of involvement. A five point rubric will be the measuring tool. The areas of involvement are; parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. This data will provide the scope and quality of involvement activities and provide possible suggestions for direction and needed improvements.

Shaner will use the data from Frontier 21 and School, Family and Community partnerships to establish a parent involvement policy. This was at the “not implementing stage” of the MTSS/ICM needs assessment.

Staff will conduct —Porch Visits—where staff go to parents homes to interact, dialog about the needs of their child, the needs of the community, and see meaningful input about how to collaborate for the success of all students. This will be initiated at the start of the school year and through-out the school year in 2014-2015 as new families become a part of the Shaner community. Similar and/or additional activities will occur moving forward. The students will also meet teachers and have familiar faces when school begins in August, reducing anxiety. An additional counselor will work directly with community, parents, and students to address social and behavioral needs of the students. More in section F.

The school will develop and encourage the use of a Room Parent program for all classrooms. A translator /coordinator for a Parent Resource Center will be hired to assist in the school/home communication.

Shaner will pursue partnerships between Topeka agencies that can provide meaningful support and create effective connections for student(s), parent(s), and community.

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

*Answer the following key questions for each external provider selected. You may also refer to the External Provider Toolkit, Appendix 15. This document will provide you with the questions and rubric KSDE will use in evaluating the application. Address the following questions for all external providers. See the formatting example in number one.*

1. Does the provider commit to achieving measurable performance goals and benchmarks, and what have the results been?
  - **Debbie Diller has been in education for over 35 years, taught Pre-10<sup>th</sup> grade. Experience ranged from classroom teacher, reading specialists, migrant educator, literacy coach, national consultant and author.**
2. What evidence does the external provider have that its actions produce the desired results?
  - **Debbie Diller has written five books over the topics of Literacy, Math, Practice with a Purpose, and Making the most of Small Groups. She is also nationally recognized and conducts workshops across many states.**
3. How does the provider measure its program's effectiveness?
  - **Rubrics are used to measure implementation. In appendices.**
  - **Debbie Diller has provided services for three years in other schools within USD501 and has proven to increase student achievement results.**
4. How has the provider integrated its services with those of other providers in the past?
  - **Work stations are a component of comprehensive literacy, Debbie Diller's work compliments this component.**
5. How has the provider communicated with appropriate district and school personnel in the past?
  - **Debbie Diller has appropriate communication with all staff through e-mail and phone calls.**
6. Are the external provider's services reasonably priced and cost-effective, and do they diminish over time?
  - **Services are based on need and staff changes. Costs will vary, but all cots align with current market costs. As staff capacity increases the need for consultant services will decrease over time.**
7. Is the provider's model financially viable?
  - **Yes**
8. Does the provider's model of change align with the district's school improvement strategy?
  - **Yes**
9. What are the underlying principles of the model?
  - **Work stations provide review and practice of direct instruction and provide differentiated to each students' need and aligns to common core standards.**

10. Do the provider's performance goals and benchmarks align with the district's goals for its school(s)?
  - **Yes**
11. Does the external provider have a clear understanding of the needs of the district's school(s) and have the ability to meet those needs?
  - **Yes**
12. How has the provider "learned" those needs? Is the provider willing to work with the district's school improvement initiatives?
  - **The district shares school data with the provider. This process is used to provide better professional development that is focused on school need.**
13. Does the provider have a plan for integrating its services with those of the district and school as well as other providers at your school(s)?
  - **Services provided to the school/district are discussed prior to the date of delivery.**
14. Has the district's school improvement strategy changed in response to data? If so, is the provider's model of change still aligned with the district's school improvement strategy?
  - **Yes, rubrics are used to evaluate instruction. Data is used with data walls and PLC collaboration and planning.**
15. Is the provider meeting its stated performance goals and benchmarks?
  - **Provider uses the state standards for planning professional development.**
  - **Consultant evaluation of services is conducted regularly by administrator to assure performance goals and benchmarks are met.**
16. Are the provider's services having measurable effects?
  - **Yes for other schools within the district. This provider will be new to facilitation with Shaner.**
17. Is the provider successfully integrating its services with those of the school and district, as well as other providers?
  - **Yes**
18. Is the provider staying within its projected budget, i.e. have the costs per task AND overall costs for the contract stayed within budget?
  - **Yes, budget is decided before services are rendered.**

*Describe how the school will modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. Examples include changes to increase learning time, provide flexibility, provide staff rewards and incentives, school reorganization, parent involvement, etc.*

- **Shaner has changed the master schedule to meet student need. This change allowed staff to collaboratively work together more efficiently. Specialized services from interventionists, Special Education, and co-teaching staff are provided during core instruction time. Push-in services are provided during tier two and tier three interventions. Pull-out is very limited and only for particular circumstances (i.e. speech articulation). Staff will design and implement an incentive rubric to ensure accountability for outcomes. Recognition processes and rewards to attend a national conference, the acquisition of latest technology (iPad), provide a bonus of classroom or library materials will serve as reward examples to be received by individual staff members.**
- **As cited above, teacher retention initiatives will be implemented, rewarding teachers for accomplishments associated with individual and school-based AMO accomplishments, teachers who remain in the school each year, thus reducing teacher loss to the school. Teachers will receive additional compensation for responsibilities associated with extra types of duties.**

*Describe how the school will sustain the reforms after the funding period ends.*

*The LEA must complete, as much as possible, the sustainability index and attach to the LEA School Improvement Grant Application. The Sustainability Index can be found in Appendix 10. The Sustainability Index will be resubmitted, along with the Leading Lagging Indicator Report, twice annually for the life of the grant.*

- **Much of the identified need is tied to building teacher capacity this will occur during the life of the grant and will end at the end of the grant funding cycle.**
- **Sustainment will be conducted through a process identifying the key strategies and programs implemented through general funds, Title funds, and additional resources provided by the district. Cost and impact associated with each program will be identified using a rubric called Program Return on Investment provided by the Kansas State Department of Education. The process allows the building to determine absolute priorities**

**that will be preserved for student achievement. They will also list those programs that will be abandoned.**

*(4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Priority school identified in the LEA's application.*

Implementation Steps	SEA Timeline	LEA Timeline and Explanation
<p><b><u>EXPLORATION AND ADOPTION</u></b> Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools</p> <p>1. Achievement Data</p> <ul style="list-style-type: none"> <li>▪ School Leading Indicator Report</li> <li>▪ School AMO Data</li> <li>▪ School Report Card Data</li> </ul> <p>2. Perception Data</p> <ul style="list-style-type: none"> <li>▪ Contextual (school processes/ programs)</li> </ul> <p>3. Demographic Data</p> <p>Selection of Model</p> <ul style="list-style-type: none"> <li>▪ School Improvement Model Selection Rubrics</li> </ul> <p>Capacity and Commitment of District</p> <ul style="list-style-type: none"> <li>▪ Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts</li> <li>▪ LEA Capacity Index</li> <li>▪ Sustainability Index</li> </ul> <p>Budget Review &amp; Negotiation</p>	<p>SEA grant application is submitted November 2013.</p> <p>LEAs with Priority schools will receive notification of SIG eligibility.</p> <p>SEA grant application and LEA grant application is approved in January 2014.</p> <p>LEA grant application is distributed in February 2014.</p> <p>KSDE offers technical assistance to LEAs on grant competition in February and March 2014.</p> <p>LEA grants due March 14, 2013.</p> <p>LEA grants evaluated and technical assistance conference calls March – April 2014.</p> <p>LEA grants awarded at KSDE Board of Education meeting April 2013.</p>	<p><b>Matrix completed-May 2014</b></p> <p><b>Achievement collected:</b></p> <p><b>School leading indicator-May 2014</b></p> <p><b>Report of data-Yearly</b></p> <p><b>AMO data-Fall/Yearly</b></p> <p><b>Report Card Data-Yearly</b></p> <p><b>Climate Survey-Fall/Yearly</b> (contains information on Perception and Demographic data)</p> <p><b>Selection of Model-May 2014</b></p> <p><b>Needs Assessment Report-August 2013</b></p> <p><b>Application information-May 2014</b></p> <p><b>Budget Review-May 2014</b></p>

<p>Approval of LEA Application by KSDE</p>		<p><b>Awaiting KSDE approval- May 2014</b></p>
<p><b>*Program Installation and Initial Implementation –</b></p> <p><b><u>PRE-IMPLEMENTATION</u></b></p> <p>Family and Community Engagement Meetings</p> <p>Rigorous Review of External Providers</p> <p>Staffing</p> <p>Instructional Programs (remediation and enrichment programs begin)</p> <p>Professional Development</p> <p>Aligning Accountability Measures for Reporting</p> <p>(*See Pre-Implementation information in SIG Guidance on School Improvement Grants, November 1, 2010, Section J.)</p>	<p>Funds available to LEAs in April 9, 2014.</p> <p>Pre-Implementation activities begin at school site in April 2014.</p>	<p><b>Conducted during FY2014 and beyond.</b></p> <p><b>Review: Past practice data, workshop information, previous work in school- April 2014</b></p> <p><b>Staffing based needs of building and qualifications. Yearly</b></p> <p><b>Held through-out school year, PD days for staff, trainings and consultant collaboration.</b></p> <p><b>Alignment of reporting will be focused around the turnaround principles and requirements of the grant.</b></p>
<p><b><u>FULL OPERATION</u></b></p> <p>SIG orientation with all stakeholders, including staff, students and families.</p> <p>Continuation of Professional Development Activities</p>	<p>August 2014</p> <p>August 2014 – May 2017</p>	<p><b>Fall – 2014</b></p> <p><b>Fall 2014 – May 2017</b></p>

Continuation of Family and Community Orientation Sessions on School Changes	August 2014 – May 2017	<b>Fall 2014-May 2017</b>
Technical assistance monitoring by KSDE staff	August 2014 – May 2017	<b>Fall 2014-May 2017</b>
<b><u>INNOVATION</u></b>		
Analysis of Yearly Data	June 2014 – May 2017	<b>Spring/Summer 2014-Spring-2017</b>
Continuous implementation of the School Action Plan using KansaStar.	August 2014 – May 2017	<b>Fall 2014-May 2017</b>
Full implementation of all requirements in the chosen model, including family and community engagement.	August 2014 – May 2017	<b>Fall 2014-May 2017</b>
Continuation of staff professional development.	August 2014 – May 2017	<b>Fall 2014-May 2017</b>
Successful completion of two KSDE monitoring visits per year.	August 2014 – May 2017	<b>Fall 2014-May 2017</b>
<b><u>SUSTAINABILITY</u></b>		
Modify practices and policies to more fully and effectively implement interventions.	August 2014 – May 2017	<b>Discussions begin in Fall 2014 and sustainability index completed each year of grant.</b>
Align other resources with interventions.	August 2014 – May 2017	<b>Fall 2015 throughout life of grant.</b>
Completion of Sustainability Plan.	August 2014 – May 2017	<b>Yearly to May 2017</b>

(5) *The LEA must describe how it will monitor each Priority school that receives school improvement funds.*

*Establish annual goals for student achievement on the State's assessment in both reading/language arts and mathematics.*

- **Reading Goal:**
  - **To increase the yearly API by 15 points on the state assessment.**
- **Math Goal:**
  - **To increase the yearly API by 15 points on the state assessment.**

*The LEA must describe how it will measure progress on the leading indicators as defined in the final requirements, in order to monitor its Priority schools. Additional goals may be provided based on the root cause analysis findings.*

- **Completion of the Priority Schools Plan and the finalization of goals will be completed in the Year 1 in June 2014. Nevertheless, the following goals will serve as the initial goals for the school under the SIG efforts; they are:**
  - 1.) **Improve all students' reading comprehension.**  
**Rationale: Scantron scores and KRA scores.**
  - 2.) **Improve all students' written communication.**  
**Rationale and Supporting Data: District Writing Assessment Results.**
  - 3.) **Improve all students' understanding of mathematical concepts.**  
**Rationale and Supporting Data: KMA, District Benchmark Assessments Results, and Scantron**

**4.) Improve all students' behavior.**

**Rationale and Supporting Data: To decrease duplicated suspensions by 10% on repeated offenders. As school climate and student behavior improves, instructional time will increase and students will become more engaged in the learning process.**

*(6) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of schools improvement models in its Priority schools.*

*Describe how the LEA has, or will, consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority schools.*

- **As delineated earlier, the district will consult and have continued contact with a variety of stakeholders. These stakeholders include district and building-specific administrators, district equity team, PBIS, Title 1 parent committee, teachers, students, families, local community agencies, KLN and contracted consultants—thus ensuring that an effective communication plan and a common direction for school improvement is forged through joint, collaborative relationships Shaner is working on implementations of district level instructional practices and strategies to decrease the achievement gap. Extensive professional development from consultants has been offered on site for comprehensive literacy, read aloud, workstations for literacy and mathematics. The staff has received Kagan coaching and the BLT has had PLC training. Shaner is working closely with our district School Improvement Coordinator as well as our grant implementation coordinator to assure that district initiatives are being followed.**
- **(Reference ( Appendix T ) Implementation Rubrics**

**A. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.**

*The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—*

- *Implement the selected model in each Priority school it commits to serve;*
- *Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority schools;*
- *Support school improvement activities, at the school or LEA level, for each Priority school identified in the LEA's application.*
- *The LEA must include a budget and budget narrative to support each line item.*

*Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.*

*An LEA's budget for each year must be a minimum of \$50,000 and may not exceed \$2,000,000 per school per year it commits to serve or no less than \$150,000 and no more than \$6,000,000 over three years.*

## Shaner Budget Narrative

### 100 Personnel Services – Salaries

- **District School Improvement Coordinator - .5 FTE \$35,000: Years 1 through 3:** A liaison between Shaner and the district will be secured to assure that SIG goals, objectives, activities, timelines, and evaluation outcome measures are effectively and efficiently met. The Coordinator will work directly with the administration at Shaner and keep the school focused on the goals set forth in the plan while allowing the principal to continue to be an instructional leader in the school environment. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.
- **Comprehensive Literacy Consultant - 1.0 FTE \$60,000. Years 1-3:** This Literacy Consultant will present information on various comprehensive literacy component processes and work with the instructional coach and literacy interventionist on strategies to close the achievement gap. The Consultant will work with BLT and staff on effective implementation of these processes with data and detailed reports submitted to the BLT and Mr. Litfin. In Year 3, this will become a .5 position as staff capacity has increased.
- **Behavioral Interventionist - 1.0 FTE \$45,000: Years 1 through 3:** The Behavioral Interventionist will assist in the design, delivery and daily operation of the school's PBIS/TTSS program. Specifically, the Interventionist will design and implement the data system of behavioral referrals, provided individual and small group support for students in Tiers 2 and 3, conduct in class observations and gather pertinent information from parents, students and staff regarding perceived needs and evaluate the effectiveness of the interventions employed. He/ She will work closely with the administration and the PBIS Coach to determine schedule and further expectations. This is a 10.5-month position. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.
- **Bilingual Family Liaison Coordinator- 1.0 FTE \$40,000:** Certified/Classified qualifications: Demonstrated proficiencies in being bilingual/bi-literate to enhance in the Home/School communication connection and relationships within the school system and community. This coordinator will assist with setting up a Parent Resource Room, organize family friendly activities and provide interpreter/translator services between staff and families. Having this position will become crucial to establish family engagement within our community—especially as the school. Shaner's targeted need is a liaison that will be able to establish a relationship with our parents; many who do not speak English as their first language. Many who are hesitant to contact the school will have an established relationship with someone who will be able to assist in answering any questions they may have about their school, their IEP or other specialized assistance to help bridge the gap between parents, the community and the school. The cost is calculated at a rate of \$40,000 for 10.5

month employment in Years 1 through 3. A 2% increase in salary for Years 2 and 3 has also been calculated with this request. This Family Liaison Coordinator position will be paid through general funds after the life of the project.

- **School Counselor - 1.0 FTE \$40,000. Certified:** Counseling will support the social emotion needs of students during the school day. The counselor will provide instructional guidance to students and will collaborate with the existing .5 counselor to maintain consistency of services. The cost is calculated at a rate of \$40,000 for 10.5 month employment in Years 1 through 3. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.
- **Literacy Services/Curriculum Technologists - 1.0 FTE \$40,000. Certified:** Literacy Services/Curriculum Technologists will support the literacy and technology needs of staff and students during the school day. Types of services will be provided through small group instruction, Literacy circles, read alouds and the teaching of technology skills. The cost is calculated at a rate of \$40,000 for 10.5 month employment in Years 1 through 3. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.
- **After School Staff -** After school staff will support students with a ratio of 10:1. These positions will be for 36 weeks/4 days a week for two hours. This includes certified and classified staff, and the after school coordinator (addendum).

**200-Employee Benefits**

- **Insurance** for 6 FTE in Year 1-3 \$ 36,993

<b>District School Improvement Coordinator</b>	<b>.5 FTE</b>	<b>.5 FTE</b>	<b>.5 FTE</b>
<b>Comprehensive Literacy Consultant</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>	<b>.5 FTE</b>
<b>Behavioral Interventionist</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>
<b>Bilingual Parent Coordinator</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>
<b>School Counselor</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>
<b>Literacy Specialists/Technology Consultant</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>

### 300-Purchased Professional and Technical Services

- **Intensive Professional Development** - All teachers, coaches and administration will be trained annually to keep current on best practices, research-based instructional techniques to meet the academic needs of all students through the implementation of the SIG plan, TTSS model and Priority School efforts. Such areas of training will include a focus on equity issues, cooperative learning, BPIS and ELL strategies that might include Saturday trainings throughout the regular school term. The request is for every certified instructional staff to receive addendums for three (3) additional days on their standard contract. These addendums will be paid at the teachers' average daily rate for attendance to intensive professional development sessions outside of the contract terms. A 2% increase in salary for Years 2 and 3 has also been calculated with this request. Year 1 cost is estimated at \$21,150; Year 2 cost is \$21,573; Year 3 cost is \$22,005.
- **Professional Development Consultants**- \$ 28,000. In Years 1 through 3: Anthony Mohammad and Dr. Luis Cruz, consultants, with New Frontier 21/Solution Tree will provide professional learning opportunities for Shaner Elementary staff to address culture diversity, building a culture for responsive teaching, and student success. Each consultant brings a vast knowledge base and working background with differing cultures in urban and suburban schools. Their knowledge and expertise will be the type of support and follow up necessary for Shaner staff as they grow professionally to address their diverse population. The program will focus on four areas; Communication, Relationship, Support, and Accountability.
- **Staff Retention Incentive** - \$15,000 in Years 1 through 3: To better address teacher absence rates and yearly retention of staff, an incentive program will be established that recognizes staff who diligently strive to meet his/her individual teacher professional plan each year, who demonstrates growth in student achievement and rapport outcomes and who assists in building a culture of success school-wide. As such, a reward incentive process will be established that is tied to teacher retention, and one that is also tied to the AMO's at the individual and school level. Staff will design and implement an incentive rubric to ensure accountability for outcomes. Recognition processes and rewards to attend a national conference or the acquisition of latest technology (iPad) or provide a bonus for classroom or library materials will serve as reward examples to be received by individual staff members.
- **Home/ Porch Visits** - Incentive Daily Rate for Shaner Staff: Professional Development for staff preparing themselves for effective family engagement and understanding expectations associated with Porch Visits. The Porch Visits are designed to raise academic achievement of all Shaner students. The program establishes meaningful communication between school personnel, parents and students. The expected outcomes are to improve student academic achievement and test scores, increase attendance at school for students and at conferences for at the parents, create community resource awareness and decrease discipline referrals. Additional pay will be provided to 22 staff members to conduct and complete porch visits in the fall and/or throughout the year with all families of Shaner students. The request is for each teacher to receive addendums for one (1) additional day on their standard contract.

These addendums will be paid at the teachers' average daily rate for work completed beyond the contract term. A 2% increase in salary for Years 2 and 3 has also been calculated with this request. Cost is estimated at \$5,500 in Year 1; \$5,610 in Year 2; and, \$5,730 in Year 3.

- **KLN Coach - A KLN Coach will assist the building-level staff at Shaner and provide support that would result in: 1) higher overall levels of student achievement and, 2) narrowing the achievement gaps with the purpose of having district and school staff beginning to think and act systemically—focusing on resources and energy on improving the teaching and learning process, and 3) work collaboratively and with support from an external—critical friend. For each year of the grant (Year 1, 2 & 3), a KLN coach will provide 10 days of support to Shaner staff. Costs will include \$800 per day (inclusive of all expenses) up to a total of \$8000 a year. Work will begin in October, 2014 and end in June 30, 2015. An agreement of services will be signed and an invoice of service will be provided prior to payment.**

#### **500-Other Purchased Services**

- **Professional development and/or national conference attendance will be offered to enhance teacher collaboration, data analysis and focusing on student achievement. The cost is calculated for Shaner staff members to attend national conferences/ professional development trainings each year in Years 1 through 3. The costs are calculated as follows: \$3,000 per national conference or professional development trainings.**

#### **600-Supplies and Materials**

- **Shaner staff will be implementing family engagement supports for students during Years 1 through 3. iPad application vouchers: \$10,000 is requested in Years 1,2 and 3. Supplies and material to sustain classroom needs, instructional initiatives, supply books for cultural diversity and literacy enrichment for the media center, classroom libraries, and level book room.**

#### **700-Property**

- **Technology will play a big role in how the classrooms and instruction will look. Shaner is going to put into place a variety of research-based strategies to increase the capacity of the students to meet Adequate Annual Progress. Some of those strategies will involve the use of technology. Shaner will purchase laptops/iPads for instructional purposes as the school moves to a one-to-one initiative and this will require funds needed for all three years of the grant. The technology will be interactive between student and staff**

**member. Charger carts and cords will be purchased to support the equipment purchased.**

**2329 - Other Executive Administration Services**

- **Indirect costs are calculated at approximately 5% annually.**

**2700 - Transportation**

- **Field trips will be available for students to connect learning within the classroom to real world experience. Transportation will be made available for students that attend the after school program. This will be a cost of \$10,000 per year for the life of the grant.**

**KANSAS STATE DEPARTMENT OF EDUCATION**  
**Title I School Improvement Grant**  
**ESEA 1003(g)**  
**PROJECTED DISTRICT BUDGET FOR May 31, 2014 TO JUNE 30, 2014**

**Pre-Implementation**

<b>Budget Categories</b>	<b>Amount Requested</b>
<b>1000 Instruction</b>	
100 Personnel Services—Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	\$11,000 (pre-implementation)
400 Purchased Property Services	
500 Other Purchased Services	
600 Supplies and Materials	\$44,952
700 Property	\$45,000
<b>2000 Support Services</b>	
2100 Support Services—Students	
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	\$5,048
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	
<b>3000 Non-Instructional Services</b>	
3300 Community Services Operations	
3400 Student Activities	
<b>TOTAL</b>	<b>\$106,000.00</b>

**KANSAS STATE DEPARTMENT OF EDUCATION**

**Title I School Improvement Grant**

**ESEA 1003(g)**

**PROJECTED DISTRICT BUDGET FOR JULY 1, 2014 TO JUNE 30, 2015**

**Year 1**

<b>Budget Categories</b>	<b>Amount Requested</b>
<b>1000 Instruction</b>	
100 Personnel Services—Salaries	<b>Pre-Year 1: \$283,400.00</b>
200 Employee Benefits	\$62,073
300 Purchased Professional and Technical Services	\$114,000
400 Purchased Property Services	
500 Other Purchased Services	\$70,000
600 Supplies and Materials	\$91,153
700 Property	\$148,000
<b>2000 Support Services</b>	
2100 Support Services—Students	\$40,000
2200 Support Services—Instructional Staff	\$5,000
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	\$41,181
2400 Support Services	
2700 Student Transportation Services	\$10,000
<b>3000 Non-Instructional Services</b>	
3300 Community Services Operations	
3400 Student Activities	
<b>TOTAL</b>	<b>\$864,807.00</b>

*Refer to the Grant Timeline to ensure congruency with budget recommendations.*

**KANSAS STATE DEPARTMENT OF EDUCATION**  
**Title I School Improvement Grant**  
**ESEA 1003(g)**  
**PROJECTED DISTRICT BUDGET FOR JULY 1, 2015 TO JUNE 30, 2016**

**Year 2**

<b>Budget Categories</b>	<b>Amount Requested</b>
<b>1000 Instruction</b>	
100 Personnel Services—Salaries	<b>Year 2: \$288,968.00</b>
200 Employee Benefits	\$62,567
300 Purchased Professional and Technical Services	\$103,000
400 Purchased Property Services	
500 Other Purchased Services	\$70,000
600 Supplies and Materials	\$100,000
700 Property	\$139,558
<b>2000 Support Services</b>	
2100 Support Services—Students	\$40,000
2200 Support Services—Instructional Staff	\$5,000
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	\$40,955
2400 Support Services	
2700 Student Transportation Services	\$10,000
<b>3000 Non-Instructional Services</b>	
3300 Community Services Operations	
3400 Student Activities	
<b>TOTAL</b>	<b>\$860,048.00</b>

*Refer to the Grant Timeline to ensure congruency with budget recommendations.*

**KANSAS STATE DEPARTMENT OF EDUCATION**  
**Title I School Improvement Grant**  
**ESEA 1003(g)**  
**PROJECTED DISTRICT BUDGET FOR JULY 1, 2016 TO JUNE 30, 2017**

**Year 3**

<b>Budget Categories</b>	<b>Amount Requested</b>
<b>1000 Instruction</b>	
100 Personnel Services—Salaries	<b>\$294,747.00</b>
200 Employee Benefits	\$59,995
300 Purchased Professional and Technical Services	\$103,000
400 Purchased Property Services	
500 Other Purchased Services	\$56,000
600 Supplies and Materials	\$65,000
700 Property	\$52,112
<b>2000 Support Services</b>	
2100 Support Services—Students	\$40,000
2200 Support Services—Instructional Staff	\$5,000
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	\$34,293
2400 Support Services	
2700 Student Transportation Services	\$10,000
<b>3000 Non-Instructional Services</b>	
3300 Community Services Operations	
3400 Student Activities	
<b>TOTAL</b>	<b>\$720,147.00</b>

**B. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

**The LEA must assure that it will –**

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority 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 Priority school that it serves with school improvement funds,
- If it implements a restart model in a Priority 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;
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.; and
- Report to the SEA the school-level data required under section III of the final requirements.

**Continuation Awards Only: Application for Fiscal Year (FY) 2013 School Improvement Grants (SIG) Program**

*In the table below, list the schools that will receive continuation awards using FY 2013 SIG funds:*

LEA NAME	SCHOOL NAME	COHORT #	PROJECTED AMOUNT OF FY 13 ALLOCATION
<b>TOTAL AMOUNT OF CONTINUATION FUNDS PROJECTED FOR ALLOCATION IN FY 13:</b>			

*In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).*

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			

### **School Improvement Grants (SIG) Program FY 2013 Assurances**

By submitting this application, the SEA assures that it will do the following (check each box):

**X** Use FY 2013 SIG funds solely to make continuation awards and will not make any new awards<sup>1</sup> to its LEAs.

**X** Use the renewal process identified in [State]'s most recently approved SIG application to determine whether to renew an LEA's School Improvement Grant.

**X** Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.

**X** Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.

**X** If a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

**X** Report the specific school-level data required in section III of the final SIG requirements.

**By submitting the assurances and information above, the Kansas State Department of Education agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2013 SIG application; however, the State must submit the signature page included in the full application package (page 2).**

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<sup>1</sup> A "new award" is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New awards may be made with the FY 2013 funds or any remaining SIG funds not already committed to grants made in earlier competitions