



1. Explain the fundamental teaching and learning needs of schools in your district, addressing specific academic problems of low-achieving students.

The Kansas City Kansas district has a poverty rate of 75% and a diverse student population that includes a rapidly growing number of second language learners. Many students enter school with a lack of strong language development, rich experiences that encourage creative and higher thinking in reading and math, and basic skills. New teachers coming to the district come with either none or very little experiences in working in an urban setting and sufficient knowledge of effective instructional strategies in reading and math.

In the 2004 State Assessments, African Americans in reading and ELL, Free/Reduced lunch, and multi-ethnic in math failed to make AYP. The district will continue to support these subgroups through site based instructional coaches who provide instructional support for teachers on a daily basis. Instructional support district wide will also consist of the study of and planning for in the area of language development. The focus of this study and planning will be to address students in low performing sub groups who demonstrate language development deficiencies that impact on reaching proficiency in reading and math. In addition the district will also begin study and conversations to address specific issues around the achievement of African-American students. Walk-throughs will occur at all school sites to monitor the implementation, by way of an evaluation tool, of alignment to the curriculum, engagement of students in the learning process, and the rigor of teaching and learning. This tool will also serve as the third neutral point for dialogue among executive directors, principals, instructional coaches, and teachers with the outcome being improved instruction that raises student achievement in low performing sub groups.

2. Describe what the district is doing to support schools to bring about increased student achievement.

All the work outlined in this plan is the district's "Focus for the Future".

The district has developed and implemented various support systems to bring about increased student achievement. Each site is assigned at least one Instructional Coach. The role of the Instructional Coach is to work strategically with the principal to support the implementation of the site's school improvement plan. This support includes both in the classroom coaching and larger group targeted staff development facilitated by the instructional coach.

District Instructional Coaches for elementary and secondary levels have the charge of designing curriculum and instruction district wide that results in the raising of student achievement. They also "check in" with schools that are on improvement to offer support and assistance as needed by the site.

ESL Instructional Coaches have been added to provide support for classroom teachers with the implementation of effective instructional strategies in reading and math for ELL students. The district has sought out resources that would assist in the review of the district's current ESL services by visiting the Dodge City School District and having an audit of the current ESL program completed by the BUENO from the University of Colorado at Boulder.

For the past seven years the district has provided additional staff development opportunities at school sites during an early release Wednesday time. The focus of these sessions is centered on the content of the sites' school improvement plan. This includes student data and specific content strategies that accommodate student needs. Elementary teachers and principals have received summer math training from the TERC institute. Middle school and high school cadres attended also summer training around reading and math. Principals also are being provided professional development in the area of math one Wednesday a month and in reading one Tuesday a month.

Walkthroughs are conducted throughout the school year at each school by a team that consist of an Executive Director, the building principal, the Instructional Coach, and in some schools teachers and/or small community house leaders. The walkthrough's purpose is to monitor the implementation of the school improvement strategies, to model learning focused conversation skills through

authentic conversations with teachers, principals, ICs, and executive directors. ; to coach the principal and IC on the use of learning focused conversation skills and on effective strategies for SIP implementation in the context of the school site that lead to raised student achievement.

Supports for schools that are on improvement include technical assistance formula grants that focus on after school tutoring and quality staff development. Audits that focus on reading and math have been conducted on these schools with recommendations being made to address specific supports for the schools to assist them in meeting their achievement goals.

## ***Part II***

### ***Specific Measurable Achievement Goals***

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1. Identify specific measurable achievement SMART (Specific, Measurable, Attainable, Results-oriented, and Time-bound goals for students across the district. Indicate which disaggregated groups of students will be impacted. Describe the evidence the district will collect to show how these goals have impacted student learning

By Spring 2005, all sub groups, including the African American sub-group will make AYP in reading on the state assessment by scoring 58.0% proficient or through the confidence level or through safe harbor.

By Spring 2005, **58.0% of** all sub groups, including the African-American sub-group will score at grade level proficiency on the local reading assessment, the Scholastic Reading Inventory, Informal Reading Inventory, or Qualitative Reading Inventory.

**Evidence of impact will be the results of the local assessments collected throughout the school year. The district and each individual school write its goals only after a careful evaluation of its data. That goal then drives their entire district/school improvement plan process.**

By Spring 2005, all sub groups, including the Free & Reduced Lunch, English Language Learners, and Multi-ethnic & Undeclared subgroups will make AYP in math on the state assessment by scoring 46.8% proficient or through the confidence level or through safe harbor.

By Spring 2005, **46.8% of** all sub groups, including Free & Reduced Lunch, English Language Learners, and Multi-ethnic & Undeclared will score at grade level proficiency on the local math assessment. The local assessment is based on four open ended performance items administered quarterly at every grade level up through grade 11.

**Evidence of impact will be the results of the local assessments collected throughout the school year. The district and each individual school write its goals only after a careful evaluation of its data. That goal then drives their entire district/school improvement plan process.**

## ***Part III***

### ***Scientifically Based Research Strategies (SBR)***

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1. Describe the scientifically based research strategies and how they will be implemented across the curriculum to strengthen reading and mathematics for all students in the district, including disaggregated groups.
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**RESEARCH** – The reading strategies from all levels are based on the research outlined from the Center for the Improvement of Early Reading Achievement.

**Scientifically Based Research Strategies for Elementary School Reading**

The district will focus on vocabulary and comprehension development through the use of questioning strategies and graphic organizers, implemented during both whole group and small group instruction in reading and mathematics, as well as across the curriculum.

**Scientifically Based Research Strategies for Middle School and High School Reading**

All of the following strategies support the five components of reading from CIERA. Middle and high only focus on 3 of the 5 as listed below.

Fluency - Reading as performance with a sense of audience.

Vocabulary - Definition maps (Frayer model, concept maps, etc.)

Comprehension – (Text Features) – Graphic Organizers, Goal Structure  
Mapping, Text Type Instruction

Comprehension - Set Purpose for Reading; Making Predictions; Visualize; Ask  
Questions of text self, and author; summarize; Self-monitor for  
Understanding

**RESEARCH** - The mathematic strategies for all levels are based on the research outlined in Adding It UP, Helping Children learn Mathematics, by the National Research Council.

**USD 500 Scientifically-based Research Strategies for Improvement of Mathematics Elementary**

The district will focus on vocabulary and comprehension development through the use of questioning strategies and graphic organizers, implemented during both whole group and small group instruction in reading and mathematics, as well as across the curriculum.

**USD 500 Scientifically-based Research Strategies for Improvement of Mathematics Secondary**

Standards-Based Curriculum - All students will complete three years of study in a standards based curriculum that integrates algebra, geometry, and trigonometry (IMP: Interactive Mathematics Program). The balanced and integrated development of all five strands of mathematical proficiency is a focus of the curriculum.

Use of Assessment to Support the Development of Students' Mathematical Proficiency – District local assessments are embedded throughout the curriculum to provide opportunities for students to learn as well as to show what they have already learned. Such assessments help teachers modify their instruction to support learning and promote greater mathematical proficiency. Rubrics are designed to measure each of the five strands of mathematical proficiency.

Solving Problems as a Context for Learning - Students will learn mathematics in the context of problem solving. Problem solving is the site for learning new concepts and for practicing learned skills. Students are provided opportunities to weave together the five strands of mathematical proficiency in the problem solving process.

**Disaggregated Groups** – The district is focusing strategies that work with all groups, but particularly with African Americans, ELL, and Free/Reduced status students. Kansas City Kansas Public Schools is composed of 48% African Americans and 75% Free/Reduced Lunch. ELL composes 12% of the student population, but is growing rapidly every year. We are currently contracting with the Bueno Center of the University of Colorado, Boulder for additional support in ELL.

**\*In order to comply with ESEA, scientifically based research strategies must be derived from the five components of reading from the Center for Improvement of Early Reading Achievement (CIERA) and the National Institute for Literacy, the five strands of mathematics from the National Research Council.**

*Part IV*  
*Professional Development*

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1. Describe the professional development for teachers and principals that will be provided across the district to support student achievement (*Note: For activities to be considered "Highly Quality*
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*Professional Development” as defined by **No Child Left Behind** and Kansas State Department of Education, see Title II Part A – High Quality Professional Development Criteria document.)*

The core of the district’s staff development is through the 50 instructional coaches that are deployed across our district at every site. Each site is assigned at least one Instructional Coach. The role of the instructional coach is to work strategically with the principal to support the implementation of the site’s school improvement plan. This support includes both in the classroom coaching and larger group targeted staff development facilitated by the instructional coach.

Coaches and principals are provided staff development through monthly ‘Level Meetings’. These sessions focus on supporting the skill development of the principals and IC’s, working strategically together, to effectively implement their SIP.

Instructional Coaches are supported with staff development every Friday. These sessions provide staff development for IC’s that include content instruction in reading and math, learning and practice around data driven dialogue strategies, facilitation skill development, coaching skill development, and presentation skill development.

Principal Development is provided through monthly Principal Study Groups. These groups focus on both Math and/or Reading content and the leadership skills needed to support implementation of quality math and reading programs at the site.

K-12 Cluster Meetings are held every 6-8 weeks. These meetings include all the Principals and Instructional Coaches from each cluster of schools. The purpose of these meetings are to develop k-12 collective responsibility for student success.

The Executive Directors provide direct staff development support through regular ‘walk-throughs’ at all school sites. The purpose of the walk-through is to provide support and coaching around instructional improvement practices and monitor the implementation of effective instructional practices outlined in the district and school improvement plans.

In order to support student achievement with our sub-groups who did not make AYP, we are providing specific content and strategy staff development in the following areas through the Instructional Coaches on both Wednesday afternoons and during district inservice: 1.) Implementation of a standards based math curriculum K-12. (Math Investigations, Connected Math, IMP). 2.) Creation and implementation of a standards based High School Language Arts Curriculum following an approach laid out by Janet Allen. 3.) Implementation of curriculum for struggling readers in high school – ‘Reading Enhancement’ and ‘KU SIM’. 4.) Ongoing support for existing Middle School and Elementary reading programs.

The district is also studying the ‘Achievement Gap’ between the various subgroups and looking for possible strategies to close the gap. This study has included both text study and visits to sites that are closing the gaps.

2. Describe how the district’s professional development supports teachers in being highly qualified as defined by NCLB?

The district is providing support to staff in becoming highly qualified at each level in the following ways:

High School – The area of high need for highly qualified in HS is Math. The district has organized a graduate level class for HS math teachers that teach both the content needed and the pedagogy expected to effectively implement our standards based math curriculum. Over 70% of our HS math teachers are enrolled in this graduate level class. This class is taught by the IC’s and is supporting the development of highly qualified staff through providing high quality, aligned content staff development for almost 3/4ths of the teaching staff, and in addition, it is providing teachers additional graduate credit to become high qualified. The district is also working collaboratively with KU through an alternative certification program, Transition to Teaching, to procure and train highly qualified staff in the areas of science and math. In addition the district continues to recruit and train

highly qualified staff through the KCK Teaching Fellows. (This is an alternative certification program in collaboration with Pittsburgh State)

Middle School – Many of our content teachers in middle school did not earn enough points on the Rubric to meet the criteria for Highly Qualified. To meet this challenge we have utilized our instructional coaches to work with these staff members on a regular basis to provide direct staff development support (and earn IDP points in content area). In addition we have directed one Wednesday a month as a ‘Special Content Wednesday’. On these half day staff development sessions, content areas are provided explicit content support by the instructional coaches. A number of our MS math teachers are enrolled in a graduate level class. This class is taught by the IC’s and is supporting the development of highly qualified staff through providing high quality, aligned content staff development for almost 3/4ths of the teaching staff, and in addition, it is providing teachers additional graduate credit to become high qualified. The district is also working collaboratively with KU through an alternative certification program, Transition to Teaching, to procure and train highly qualified staff in the areas of science and math. In addition the district continues to recruit and train highly qualified staff through the KCK Teaching Fellows. (This is an alternative certification program in collaboration with Pittsburgh State)

Elementary School – While the NCLB definition does not impact Elementary level, we are concerned about the level of content knowledge in math of our elementary teachers. This past summer we invested in a week long Math Investigations training that included all elementary principals, instructional coaches, and from every school a team of teachers. The learning from this session has been carried on and supported through the Instructional Coaches at each site. The district continues to recruit and train highly qualified staff through the KCK Teaching Fellows. (This is an alternative certification program in collaboration with Pittsburgh State)

In addition, all beginning teachers are provided a mentor for the first year to support their initial induction into teaching.

*Part V*  
*Successful Actions*

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1. Identify district actions that will have the greatest likelihood of improving the achievement of participating children in meeting the State’s academic achievement standards.

District actions include, and are not limited to the following actions: Professional development is part of the weekly routine for teachers and is specific to the taught curriculum, particularly in math and reading. The district has maintained Early Release Wednesdays for the last seven years in a concentrated effort to improve the skills of teachers for the benefit of students. These Wednesdays are connected to the work done during the quarterly District in-services, and the on going coaching done by content instructional coaches housed at each school site.

All actions are based on the State Standards and correlate with the high expectations expected on the Kansas Assessments.

**The district has identified the need for improved instruction in reading and math and began to take actions to improve that instruction by focusing on successful teaching strategies. Students can only succeed if they can make a daily connection of what they learn and what they do. Two years ago a hands and standards based math curriculum was implemented K – 12. Last year’s state assessment results show we still need to work on reading, particularly in the African American sub-group and math in the free/reduced lunch, ELL, and multi-ethnic categories. We have contracted with the Bueno Center of the University of Colorado, Boulder, to evaluate and work with the district on providing improved staff development and instruction to ELL students. Over this past summer representatives from every elementary school attended a work shop on math investigations. Middle school teachers attended training in Michigan on Connected Math and high school teachers take graduate level math classes. This type of math professional development will continue at least throughout the next three years. Students can only successfully master the math standards from teachers**

who have a full tool kit of strategies to use. Improvements in district reading scores have continued to rise, but district leadership knows that there are still too many students not on grade level. All elementary schools have math and reading blocks during the school day where all staff and students are working on math and reading mastery as the same time. Middle and high school students who are below mastery take double classes of math or reading. Monitoring of reading and math instruction is constantly watched by the executive director of each school. Throughout the year ED's schedule walkthroughs to gauge the implementation of Engagement, Alignment to the curriculum, and rigor of the subject being taught. An evaluation tool has been developed by the district and its consultants where each executive director, principal, and instructional coach can enter a classroom and easily mark the worksheet for implementation status. A version that can be loaded on a PDA and then downloaded to a computer for disaggregation is being completed this year.

*Part VI*

*Additional Instructional Time*

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1. Describe the extended learning opportunities the district is utilizing to support student needs based on the comprehensive needs assessment. Describe the evidence the district will collect to show how these opportunities have impacted student achievement.

The district is concerned about student performance on high stake tests. Particularly sub-groups that score below proficient. Title I carryover funds have been set aside to support additional instructional time to all students, but especially sub-groups that did not make AYP, in Title I schools who are performing poorly in reading and/or math. Instruction is extended two or three days a week to allow students additional support in reaching state and local standards. Saturday school also benefits those students as well with help in math and reading.

Extended learning opportunities also additional support provided to teachers to improve their instruction, which is delivered by the Instructional Coaches and Principals during Wednesday Early Release professional development. Leveled Principal and Instructional Coaches' monthly in-services and cluster meetings held 4-6 times a year also improve the quality of instruction our students receive during after school tutoring as well as every day classroom instruction. Evidence to show how these opportunities have impacted students will be collected and analyzed for the Kansas Assessments, Local Assessments, Chapter Tests, and Teacher Observations.

Improving math achievement for ELL students are also a top priority. We are hopeful that the Bueno Center will provide valuable feedback that can be implemented without delay. ELL students are being supported with additional learning time as well. Students are given tutoring opportunities before and after school as well as those students who qualify and participate in Supplementary Educational Services opportunities.

The district has encouraged outside student reading through its support of programs like Just Read, which documents the amount of material students read outside of class. This past summer KCKPS participated in a successful summer reading program sponsored by the U. S. Department of Education.

The implementation of additional learning time has been seamless for schools and students. Schools use the same curriculum materials and teach to the same standards as during regular instruction. Monitoring of after school programs is primarily done by building principals and instructional coaches through observation and student attendance logs. Continuous evaluation is made through local assessments and disaggregation of data with comparison of like students who are non-participants.

All schools are organized into small learning communities. This allows students and teachers to form stronger relationships over multiple years. Teachers are more aware of their students' strengths and weaknesses towards social and academic progress. Schools have formed strong bonds with community based organizations. Students benefit from social and academic tutoring provided by community groups during Wednesday early release.

*Part VII*  
*Parental Involvement*

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1. Describe strategies to engage parents and other members of the community in collaborative efforts to improve student achievement. Describe the evidence the district will collect to show how these strategies have impacted student achievement.

The Family Advocacy System is the Kansas City, Kansas school district system for building strong home/school partnerships. Family Advocacy is the primary system in the district for supporting and involving parents. FAS is an equal collaboration between parents and teachers with the goal of supporting students and families at school.

Through Family Advocacy, every family in the district is matched with an advocate who focuses on building relationships between home and school for improving student achievement. Advocates are usually teachers, but may also include paraprofessionals and other adults in the building.

The job of the advocate is three-fold: to ensure a weekly check-in with their assigned students, consisting of face-to-face contact around the student's own issues and/or concerns; monthly contact with the student's family; and two "family conferences" a year. Family conferences differ from traditional conferences in that the student also attends and participates in the conference. Each advocate is assigned about 20 students. In the case of elementary schools, this is often the teacher's own class. At secondary school, the students are likely in at least one class with their advocate. In support of the First Things First initiative in the district, which emphasizes continuity of care in small learning communities, students stay assigned to the same advocate for a period of between two to four years, or as long as they are in the small learning community. This emphasis on continuity provides a stabilizing influence in many students' lives.

Data collection is a key part of the Family Advocacy System, working to measure the effects of relationship-building in student success. Advocates record their conference contacts in the district database "Compass," which allows for disaggregation of data by school, grade level, advocate and cluster. Also available through Compass is an "Academic and Behavioral Profile" for each student, which includes data on each students' achievement scores, grades, attendance, and other data teachers may choose to enter, which can include individual student goals. The profile highlights for advocates areas of student strength as well as areas of student concern, providing instant information for use with families. In addition, the data can be aggregated district-wide and correlated with additional factors.

In addition, two successful parent and community collaborative strategies have been in place since 1999. One is called Study Circles. Six community organizations, including the school district and United Way, established Study Circles. More than 1,300 people have participated in Study Circles, which have been held within school boundaries, in churches and by community organizations. Each "circle" identifies an action plan. Plans have resulted in more community input at particular schools and in more tutoring for students. The study Circles initiative in KCK is the subject of a new national publication, *What Democracy Looks Like*, from the Study Circles Resource Center.

Community Conversations, the other strategy, was established through a cooperative agreement with NEA-KCK. Twenty-five community organizations have been cosponsors. More than 500 people have attended four conversations. The topics: The Purpose of Public Education, Student Behavior, Parental Involvement, and School Funding. Conversations are not strategic planning sessions but rather a chance for community members to engage in productive conversation about issues. Results are shared with the sponsoring organizations that plan follow up action plans. Following the last conversation, more than 30 people signed up with the Citizen Panning Committee to lobby legislators for more funding for public schools.

Three Student Conversations have also been held among high schools in the district. Students' views about some the topics mentioned above were received and acted on by the KCK Board of

Education.

The Community Conversation Steering Committee is in the process of planning a Community Conversation about volunteerism in schools and a Student Conversation about Parent Involvement during the second semester of this school year.

Dr. Daniels, as well as other district administrators, speaks regularly with community organizations. These organizations include, the Chamber of Commerce, Lyons Club, Kiwanis, Shepherd Center, Rotary, and alumni associations.

*Part VIII Corrective Action (If Applicable)*

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**The Kansas State Department of Education will notify and work with district that are in corrective action status regarding which corrective action will be implemented. The law requires states to take corrective action when the LEA fails to make adequate yearly progress by the end of the second full school year after identification**

*The State shall take at least one of the following Corrective Actions:*

- (1) Deferring or reducing programmatic funds.*
- (2) Instituting and fully implementing a new curriculum.*
- (3) Replacing the LEA personnel who are relevant to the failure to make adequate yearly progress.*
- (4) Removing particular schools from the jurisdiction of the LEA and establishing alternative arrangements for public governance and supervision of such schools.*
- (5) Appointing a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board.*
- (6) Authorizing students to transfer from a school operated by the LEA to a higher performing public school operated by another LEA, with the LEA of origin providing transportation for students to the appointed LEA school, along with one additional corrective action designated by the State.*

## USD 500 District Action Plan (Years)

**Reading Goal:**

By Spring 2005, all sub groups, including the African American sub group will make AYP in reading on the state assessment by scoring 58.0% proficient or through the confidence level or safe harbor.

**State Standards and Indicators Addressed**

Kansas Reading Standard Benchmark Indicators focus on Comprehension and Vocabulary SBIs and addressing the other 3/5 components of reading and comparison writing skills.

SBR Strategies	Student Groups	Professional Development	Parental Involvement	Additional Interventions (Opportunities to Learn)
Vocabulary Graphic Organizers Concept Maps	PreK-12 groups Emphasis ESL African American	Study Groups in Early Release (30 hrs); In-Depth P.D. session during District In-service (9 hours). Content Early Release (18 hours). Job embedded sessions with Instructional Coaches; SLC and grade level planning/training sessions; and Learning Focused conversations as a result of Walkthroughs.	Family Advocate Conferences; Family Literacy Events; RIF events; Just Read reading program; NCLB Summer Reading Achievers.	After School Tutoring – K-12 Jumpstart Summer School PreK-5: SMART Summer School – 6-8; High School Reading; Enhancement Courses in summer school; Double dip-second instruction during the school day; 3 Tier Model of Intervention; ESL and Special Education Support
Comprehension – Graphic Organizers Questioning Strategies	All PreK-12 groups	Study Groups in Early Release (30 hrs); In-Depth P.D. session during District In-service (9 hours). Content Early Release (18 hours). Job embedded sessions with Instructional Coaches; SLC and grade level planning/training sessions; and Learning Focused conversations as a result of Walkthroughs.	Family Advocate Conferences; Family Literacy Events; RIF events; Just Read reading program; NCLB Summer Reading Achievers.	After School Tutoring – K-12; Jumpstart Summer School PreK-5; SMART Summer School – 6-8; High School Reading; Enhancement Courses in summer school; Double dip-second instruction during the school day; 3 Tier Model of Intervention; ESL and Special Education Support

## USD 500 District Action Plan (Years)

**Mathematics Goal:**

By Spring 2005, all sub groups including Free and Reduced Lunch, English Language Learners and Multi Ethnic and Undeclared Sub groups will make AYP in math on the state assessments by scoring 46.8% proficiency or through the confidence level or safe harbor.

**State Standards and Indicators Addressed**

The five strands of mathematics as evidenced in SBIs of Number Sense, Algebraic Concepts and Geometry and Measurements

SBR Strategies	Student Groups	Professional Development	Parental Involvement	Additional Interventions (Opportunities to Learn)
5 Strands of Math Vocabulary Development	All groups PreK-12, Emphasis ESL and multi ethnic	Study groups in Early Release (30 hours); In-Depth P.D. sessions during District In-service (9 hours) and Content Early Release (18 hours); Job embedded sessions with Instructional Coach; Instructional SLC and grade level planning/training sessions; TERC massive elementary training; Math Cadre – middle and high school; and Learning Focused conversations as a result of Walkthroughs	Family Advocate conference; Math nights	After School Tutoring K-12; Supplementary Education Services; 3 Tier Model of Intervention; Double dips of Math during the school day; Elementary Jumpstart Summer School; SMART Middle School Summer School; High School IMP enrichment and compacting classes + credit retrieval; ESL and SPED services.
Questioning Skills/wait time	All groups PreK-12	Study groups in Early Release (30 hours); In-Depth P.D. sessions during District In-service (9 hours) and Content Early Release (18 hours); Job embedded sessions with Instructional Coach; Instructional SLC and grade level planning/training sessions; TERC massive elementary training; Math Cadre – middle and high school; and Learning Focused conversations as a result of Walkthroughs	Family Advocate conference; Math nights	After School Tutoring K-12; Supplementary Education Services; 3 Tier Model of Intervention; Double dips of Math during the school day; Elementary Jumpstart Summer School; SMART Middle School Summer School; High School IMP enrichment and compacting classes + credit retrieval; ESL and SPED services.