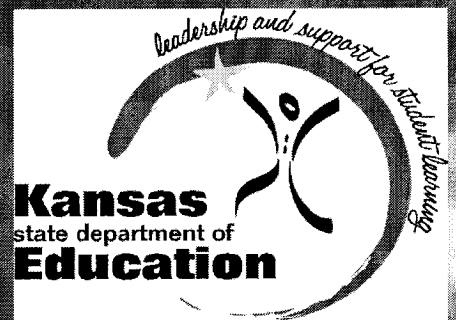


KANSAS IMPROVEMENT NOTEBOOK

Updated August 2008



EXHIBIT

tabbles

1143

Acknowledgments

The Kansas State Department of Education wishes to thank the many people who made this document possible.

- The Washington State Office of Superintendent of Public Instruction. The KANSAS IMPROVEMENT NOTEBOOK is largely based on the SCHOOL SYSTEM IMPROVEMENT RESOURCE GUIDE: PUTTING IT ALL TOGETHER (revised in 2005) which may be downloaded from the Washington State Department of Education's web site at: <http://www.k12.wa.us/SchoolImprovement/SSIRG.aspx>.
- The development committee:
Tracie Kalic, Education Program Consultant, Improvement and Support Team
Sue King, Education Program Consultant, State and Federal Programs Team
Tierney Kirtdoll, Administrative Specialist, Improvement and Support Team
Kate Petry, Education Program Consultant, Student Support Services Team
Kent Reed, Education Program Consultant, Improvement and Support Team
Sarah Thomas, Director, Improvement and Support Team, Project Coordinator
- Contributors:
Dr. Tom Foster, Deputy Commissioner, Learning Services
Dr. Larry Englebrick, Deputy Commissioner, School Innovations
Paula Kellogg, Facilitator
Beth Fultz, Education Program Consultant, Teacher Education & Licensure
Gary Manford, Technical Assistance Liaison, Mid-Continent Comprehensive Center
Staci Warren, Coordinator, Professional Learning Communities
Lynn Bechtel, Education Program Consultant, Professional Learning Communities
Theresa Steinlage, Education Program Consultant, Professional Learning Communities
Jackie Lakin, Education Program Consultant, Professional Learning Communities
Teresa White, Education Program Consultant, Professional Learning Communities
Melanie Manares, Education Program Consultant, State & Federal Programs
Pat Hill, Education Program Consultant, School Improvement & Accreditation
Matt Copeland, Education Program Consultant, School Improvement and Accreditation
Cheryl Franklin, Graphic Designer, Communications and Recognition Programs
Pat Scrivner, Senior Administrative Specialist, School Innovations
Dr. Connie Wehmeyer, Education Program Consultant, State & Federal Programs
- Leadership and Support:
Mr. Dale Dennis, Interim Commissioner of Education
Ron Nitcher, Director, Fiscal Services
Rod Bieker, General Counsel, Legal Services
Jeannette Nobo, Director, Professional Learning Communities
Phyllis Clay, Director, Research & Evaluation
Scott Smith, Director, School Improvement & Accreditation
Bill Hagerman, Director, State & Federal Programs
Judi Miller, Asst. Director, State & Federal Programs, Local Consolidated Plan & Ed. Flex
Linda Oborny, Assistant Director, State & Federal Programs, Career & Technical Education
Colleen Riley, Director, Student Support Services
Martha Gage, Director, Teacher Education & Licensure
Susan Helbert, Assistant Director, Teacher Education & Licensure
Patty Gray, Assistant Director, Student Support Services



Table of Contents

Introduction to the Notebook.....	iii
Section A: Kansas Improvement Model.....	1-8
Section B: Factors that Impact School Improvement.....	9-36
Section C: Sample Agendas with Supporting Documentation	37-86
Stage 1: Orientation & Readiness	
Stage 2: Gather & Organize Data	39-52
First Turn Last Turn Activity	41
Working Toward Consensus	42
Beliefs, Vision, and Mission	43-44
“What to Collect” Worksheets	45-52
Stage 3: Analyze Data.....	53-62
Data Carousel Activity	54-55
Three Tips for Writing Powerful Narrative Statements and Worksheets	56-60
Emerging Themes Worksheet.....	61
Prioritize Challenges Worksheet.....	62
Stage 4: Prioritize & Set Goals	
Stage 5: Research and Identify Effective Practices, Strategies, Programs and Interventions.....	63-71
Writing SMART Goals	65-66
Study Process Planning Grid	67
Study Group Report Forms	68-70
District Visitation Question Guide.....	71
Stage 6: Develop and Implement Plan.....	72-82
Integrated Improvement Plan at a Glance	73
Developing the Integrated Improvement Plan.....	74-76
Thinking It Through Worksheet.....	77
Coordination/Integration of Programs	78
Implementation: Points to Ponder	79-80
Monitoring for Implementation: The Plan	81
Monitoring Implementation: Goal Attainment Scale.....	82
Stage 7: Monitor Implementation and Progress	
Stage 8: Review and Revise	83-86
Examples of Supporting Documentation.....	84
Evaluation Worksheet (Sample).....	85
Evaluation Worksheet	86
Section D: Sample Agendas without Supporting Documentation.....	87-94
Section E: Sample Integrated Improvement Plan Template.....	95-106



Introduction to the Notebook

Adapted from *School System Improvement Resource Guide: Putting It All Together*

What is school improvement?

School Improvement is a continuous process districts and schools use to ensure that all students are achieving at high levels. All schools, in collaboration with families and communities, can create better environments so that all students are well rounded and successful. Continuous improvement of public schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with strong leadership, rigorous curriculum, staff-development, focused and aligned resources, and public participation in planning are critical factors in improving schools.

Who needs school improvement?

All schools are encouraged to engage in school improvement planning. The Kansas State Board of Education, through Quality Performance Accreditation, requires that each school develop a school improvement plan based on a self-review of the school's systems. The self-review required by the state shall include active participation and meaningful input by staff, students, parents, and community members. The school improvement process described in this guide can fulfill this requirement.

Will this process help us sustain effective changes?

In the past, school improvement plans often centered on isolated interventions, such as new programs or changes in schedules. These types of changes, called first order changes, may be positive but do not necessarily create sustained change to student outcomes. Second order changes are those that alter the school culture or the ways people work together. Second order changes often focus on systems as opposed to single programs. The process outlined in this notebook encourages second order change through activities that help staff to reflect on their beliefs and gain focus and ownership that leads to lasting benefits for students and all stakeholders.

Who uses the Kansas Improvement Notebook?

The Kansas Improvement Notebook is a resource to all Kansas school districts and schools to support their work in developing and implementing systemic improvement. *District and school personnel may choose to adopt the entire process outlined in this notebook or only adopt those sections that strengthen existing processes.*

For schools identified as accredited on improvement, conditionally accredited, or unaccredited for Quality Performance Accreditation, this notebook serves as a guide for completing an improvement process that results in completing the required Integrated Improvement Plan for Schools.

For districts and/or schools identified on improvement under No Child Left Behind, this notebook serves as a guide for completing an improvement process that results in the completion of the required Integrated Improvement Plan for Districts and/or the Integrated Improvement Plan for Schools.



Introduction to the Notebook, continued

What is the Kansas Improvement Notebook?

The Kansas Improvement Notebook was developed to

- support districts and schools as they analyze existing systems and look at additional structures they may need to create a culture in which the importance of student achievement is reflected in an ongoing, data-driven improvement process;
- provide a model planning process to support sustained school improvement; and
- highlight findings from state and national experience that provide examples of best practices with proven track records of success in improving student learning.

This guide is designed as a “work in progress” that will grow more valuable as a resource for educators as districts and schools share their insights and suggestions. Districts and schools are encouraged to suggest additional information or revisions to the content of this publication.

Section A highlights the **Kansas Improvement Model**.

Section B is an **overview of factors that impact student achievement**. District and school personnel are encouraged to review and thoughtfully consider the concepts in this section as they define and refine their improvement plans.

Section C contains the **sample agendas** from Section D along with **documents to use during the meetings**. **A result of following these agendas is the creation (or revision) and implementation of an improvement plan, specifically the Integrated Improvement Plan for Districts and/or Schools.**

Section D contains **sample agendas** that guide the districts and schools through the Kansas Improvement Model.

What additional considerations are important when developing and implementing improvement plans?

- Existing school and district improvement plans.
- Available resources, including fiscal and personnel.
- Time available for staff, parents and community to collaborate in developing, refining and/or implementing improvement plans.
- Tight connection between district and school plans, resulting in simultaneous “bottom-up” and “top-down” development with a focus on collaboration.
- Strategies to mediate the tension between decentralization/school autonomy and district centralization/direction. (See “How Effective School Systems and Schools Work Together in School Improvement?”)
- Role of the local school board in the development of policy, regulations and goals.
- Role of the school, parents and community groups in plan development and implementation.
- Role of professional associations in plan development and implementation.
- Creation of professional learning communities both at the district and school level.
- Capacity of district and school personnel to implement first order and second order change initiatives.



Section A: Kansas Improvement Model

What is the purpose of this section?

This section presents the Kansas Improvement Model as a tool to support district and school improvement efforts. District and school personnel may choose to adopt the entire model or adopt those sections that strengthen their existing processes.

A variety of improvement models are available to districts and schools. Listed below are a few organizations that offer improvement models:

- Equity Advisory Council
- National Staff Development Council
- North Central Accreditation

Table of Contents for Section A

Kansas Improvement Model

Kansas Improvement Model: Timelines

Kansas Improvement Model: Timeline for Improvement Stages – Worksheet

Kansas Improvement Model: Participants in Planning



Kansas Improvement Model

Phase 1		
Stage 1	Orientation & Readiness	Develop a level of cooperation and commitment to support the changes that will occur within the improvement process. This includes a common understanding and readiness to orient stakeholders to systematic district and school improvement processes. Attention is given to understanding the vision/mission of the school and/or district.
Stage 2	Gather & Organize Data	Collect a wide range of data that creates an accurate picture of the current reality for the school and/or the district. This includes collecting quantitative and qualitative data to conduct a self-evaluation by each school and/or district.
Stage 3	Analyze Data	Analyze data to identify strengths and challenges as well as their root causes. This includes bringing together data to formulate inferences for making informed decisions about school improvement.
Stage 4	Prioritize & Set Goals	Determine a manageable set of Specific Measurable Attainable Results-orientated and Time-bound (SMART) goals that will become the focus of improvement efforts district wide and/or school wide. This includes establishing priorities for improvement efforts based on the needs of all students.
Stage 5	Research & Identify Effective Practices, Strategies, Programs, Interventions	Identify and select practices, programs, interventions, etc. that incorporate strategies scientifically based in research (SBR) that will assist the school and/or district in reaching their SMART goals. This includes reviewing research on specific SBR strategies and/or networking with schools/districts that have implemented these specific strategies.
Phase 2		
Stage 6	Develop & Implement Plan(s)	Develop and implement an improvement plan(s) that addresses the learning needs of all students within Multi-Tiered Systems of Support (MTSS). This includes writing an improvement plan that clearly identifies a systematic approach to outlining connections between current challenges, SMART goals, identified SBR strategies, staff development, involvement with stakeholders, and measures of success.
Phase 3		
Stage 7	Monitor Implementation & Progress	Monitor the implementation of the improvement plan(s). Monitoring includes (1) ensuring the scientifically based and researched strategies are being utilized with students, (2) collecting data on the effectiveness of the strategies scientifically based in research, (3) measuring progress against indicators, and (4) implementing evaluation procedures.
Stage 8	Review & Revise	Conduct ongoing formative and summative evaluation of SBR strategies, staff development, and stakeholder involvement. Review and revision of the plan will allow the school and/or the district to cycle through as many stages of the improvement process as needed to support continuous growth.



Kansas Improvement Model: Timelines

Phase One				Phase Two		Phase Three	
Stage 1:	Stage 2:	Stage 3:	Stage 4:	Stage 5:	Stage 6:	Stage 7:	Stage 8:
Orientation & Readiness	Gather & Organize Data	Analyze Data	Prioritize & Set Goals	Research & Identify Effective Strategies/Practices	Develop & Implement Plan(s)	Monitor Implementation & Progress	Review & Revise
Develop a clear picture of what it will take to progress through the eight stages of the improvement process. The appropriate structures and supports for this to happen will be in place (e.g., planning team, district buy-in, and shared vision).	Select data to collect in five categories: perception, achievement, behavior, contextual and demographics. Conduct a self-evaluation by each district or school (see the District Integrated Needs Assessment). Data is prepared to facilitate analysis using a data carousel activity.	Identify root causes of the issue. Completion of this stage will result in an analysis of data based on narratives, charts and graphs displaying the current status of the school and/or district system. A prioritized list of challenges will be generated and used in subsequent stages to develop SMART goals and improvement plans.	Determine priorities for local needs based on district/school strengths and challenges identified by data analysis. Challenges/concerns are grouped into themes. Clear, measurable and time-bound SMART goals are written and prioritized.	Identify SBR practices, strategies, programs, and/or interventions that address the stated goals and root causes to provide the basis of improvement plans through additional research and analysis of data, identification of best practices, and site-visits. Districts encourage individual schools to deal with issues systemically.	Focus specific improvement plans on prioritized areas, describing the specific activities, timelines, persons responsible and outcome measures for each strategy, intervention, and/or program created. Implementation means putting the plan fully into practice by carrying out the tasks identified.	Monitor implementation of the action plan, identified strategies/practices and student progress to ensure continuous progress toward achieving school/district goals. Formative and summative measures are used to see if progress is occurring toward each SMART goal. Based on this information, plans are revised as necessary.	Analyze formative and summative measures specified in the improvement plans to determine if student needs have been met. Data on system changes (structural goals) and student achievement (core goals) should be considered.
<p>Deadlines: On Target*. Districts and schools establish timelines for completing each stage. It is recommended that every district and school review data at least on a yearly basis. Then review and revise improvement plans accordingly.</p> <p>Deadlines: On Watch**. It is recommended that districts and schools complete stages 1-6 during the year the district and/or school is On Watch.</p>							
<p>Deadlines: On Improvement and Accredited on Improvement***. These districts and/or schools are required to complete stages 1 - 6 within 90 days of official notification from KSDE following the Kansas State School Board meeting. Stages 7 and 8 are to be initiated by the beginning of second semester.</p>							

- *On Target refers to a district and/or school that has made AYP two or more consecutive years for NCLB. *On Target* also refers to schools that have met QPA criteria two or more consecutive years.
- **On Watch refers to a district and/or school that previously was On Target and has **not made AYP** for one year for NCLB. If that district does not make AYP for a second consecutive year, the school will be on improvement. On Watch also refers to schools previously On Target that did **not meet QPA criteria** for one year. If that school does not meet QPA criteria for a second consecutive year, the school will be Accredited on Improvement.
- ***On Improvement refers to a district and/or school that has **not made AYP** two or more consecutive years for NCLB. Accredited on Improvement refers to a school that has **not met QPA** criteria two or more years.



Kansas Improvement Model

Timeline for Improvement Stages Worksheet

Stages	Description	Expected Completion Dates
Stage 1: Orientation & Readiness	Develop a clear picture of what it will take to progress through the eight stages of the improvement process. The appropriate structures and supports for this to happen will be in place (e.g., planning team, district buy-in, shared vision).	
Stage 2: Gather & Organize Data	Select data to collect in five categories: perception, achievement, behavior, contextual and demographics. Conduct a self-evaluation by each school or district (see the District Integrated Needs Assessment). Data is prepared to facilitate analysis using a data carousel activity.	
Stage 3: Analyze Data	Identify root causes of the issue. Completion of this stage will result in an analysis of data based on narratives, charts and graphs displaying the current status of the school and/or district system. A prioritized list of challenges will be generated and used in subsequent stages to develop SMART goals and improvement plans.	
Stage 4: Prioritize & Set Goals	Determine priorities for local needs based on school/district strengths and challenges identified by data analysis. Challenges/concerns are grouped into themes. Clear, measurable and time-bound SMART goals are written and prioritized.	
Stage 5: Research & Identify Effective Strategies/Practices	Identify SBR practices, strategies, programs, and/or interventions that address the stated goals and root causes to provide the basis of improvement plans through additional research and analysis of data, identification of best practices, and site-visits. Districts will encourage individual schools to deal with issues systemically.	
Stage 6: Develop & Implement Plan(s)	Focus specific improvement plans on prioritized areas, describing the specific activities, timelines, persons responsible and outcome measures for each strategy, intervention, and/or program created. Implementation means putting the plan into practice fully by carrying out the tasks identified.	Districts and schools On Improvement for NCLB must submit the plan within 90 days of official notification.
Stage 7: Monitor Implementation & Progress	Monitor implementation of the action plan, identified strategies/practices and student progress to ensure continuous progress toward achieving school/district goals. Formative and summative measures are used to see if progress is occurring toward each SMART goal. Based on this information, plans are revised as necessary.	
Stage 8: Review & Revise	Analyze formative and summative measures specified in the improvement plans are analyzed to determine if student needs have been met. Data on system changes (structural goals) and student achievement (core goals) should be considered.	



Kansas Improvement Model – Participants in Planning

Planning Team and Core Leadership Team

DISTRICT and/or SCHOOL PLANNING TEAM

The district and/or school planning team develops the integrated improvement plan for the district and/or school. The responsibility of the district and/or school planning team includes reviewing data, identifying strengths and challenges, selecting Scientifically Based Researched (SBR) Strategies, establishing SMART Goals with a plan and determining implementation and monitoring protocols for adoption of the improvement plan.

The following chart suggests membership on the planning teams. The last column provides a place to identify the core leadership team. The core leadership team is drawn from the larger planning team and has at least two members: a person who serves as facilitator for both teams and a person who serves as the data coordinator for both teams. The facilitator and data coordinator are the primary contacts with the Kansas State Department if the district and/or school is on improvement for Title I or is accredited on improvement, conditionally accredited, or unaccredited for Quality Performance Accreditation (QPA). It is recommended that (1) one person fill no more than two roles on the team, and (2) no more than one of the asterisked roles may be filled by an employee of the school district.

School Planning Team (Sample)			
Role	Name	Email address	Phone Number
Superintendent or Representative			
Principal or Principals' Representative			
Site Council Member*			
Community Member*			
Family/Parent Representative*			
General Education Teacher			
Counselor, Social Worker, etc.			
Special Education Educator			
Local Consolidated Plan Contact (if applicable)			
Teacher of English Language Learners			
Title 1 Representative (if applicable)			
Other			



Kansas Improvement Model – Participants in Planning, continued

Planning Team and Core Leadership Team, continued

CORE LEADERSHIP TEAM

The core leadership team supports the work of the planning team and is comprised of membership from the planning team. The responsibility of the core leadership team includes preparation for planning team meetings, which includes generating agendas, and providing needed materials for the meeting. This could include gathering data, researching practices, strategies, programs, interventions, et cetera that are scientifically based in research, and drafting the improvement plans. The work of the core leadership team provides the foundation of the work of the district and/or school planning team(s). The connections between the core leadership team and the planning team are fluid and encourage collaborative workflow between the two groups. **Two critical people on the core leadership team are the planning facilitator and data coordinator.**

FACILITATOR

Responsibilities:

- oversee planning process, phases one, two and three
- organize, coordinate, and facilitate planning team meetings
- work closely with the superintendent throughout the planning process
- coordinate completion of planning team and leadership team documents and products
- attend trainings and regional meetings offered by the Kansas State Department of Education and others as needed
- understand and support the improvement planning process

Knowledge and skills to consider when selecting a Facilitator:

- experience in school and district planning
- experience in group processes
- experience in coordinating projects
- willingness to engage in the improvement process and participate in training
- written, oral and listening skills
- ability to work with a diverse group of individuals

Recommended support for role:

- training opportunities
- provision of time to fulfill facilitator responsibilities
- fiscal and other resources to support planning efforts
- support from Data Collection Coordinator
- clerical support



Kansas Improvement Model – Participants in Planning, continued

Planning Team and Core Leadership Team

DATA COORDINATOR

Responsibilities:

- participate in planning process, phases one, two and three
- participate in planning team meetings
- participate in core leadership team meetings
- coordinate the selection, collection, display, sorting and discussion of district and/or school data
- work closely with the Facilitator throughout the improvement process
- attend appropriate trainings
- understand and support the school improvement planning process

Knowledge and skills to consider when selecting a Data Collection Coordinator:

- expertise in utilization of technology
- willingness to engage in process and participate in trainings
- experience in collecting data from a variety of sources
- strong written, oral and listening communication skills
- ability to work with a diverse group of individuals

Recommended support for role:

- appropriate training opportunities
- provision of time to fulfill data collection facilitator responsibilities
- fiscal and other resources to support data collection efforts
- local technical support, if available



Kansas Improvement Model – Participants in Planning, continued

Planning Team and Core Leadership Team

Core Leadership Team		District Planning Team	
Members: Example – Superintendent, Assistant Superintendent, and any other pertinent central office staff.		Members: Example – Core Planning Team plus school principals, representation across the district, including Title I, Special Education, general education, parents and community stakeholders.	
Responsibilities	Outcomes	Responsibilities	Outcomes
<ul style="list-style-type: none"> Determine scope of participation in Kansas Improvement Process. Periodically communicate progress to district school board and district stakeholders. 	<ul style="list-style-type: none"> The planning team decides whether to adopt the entire Kansas Improvement Process or only those sections that strengthen existing processes. Create awareness through a communication plan. Form effective partnerships. 	<ul style="list-style-type: none"> Gathering and analyzing data. Identifying SBR strategies/practices. 	<ul style="list-style-type: none"> All performance data including all student groups, state assessments, all other kinds of data as listed on the “What to collect” worksheet (see page #) Select appropriate initiatives and strategies to support identified student learning needs
<ul style="list-style-type: none"> Select district/school planning team membership. Assign improvement planning facilitator and data coordinator. Schedule and plan all meetings of the District Planning Team. 	<ul style="list-style-type: none"> District/school planning team will be comprised of appropriate stakeholders. Ensuring that the Kansas Improvement Model is implemented. Ensuring that all relevant data is made available to the district planning team. Schedule for the year has been established with appropriate benchmarks. 	<ul style="list-style-type: none"> Drafting the improvement plan(s). Coordinating alignment between district and school plan(s). 	<ul style="list-style-type: none"> District improvement and/or school improvement plan(s) are submitted in a timely fashion. District and school improvement plans are aligned.
<ul style="list-style-type: none"> Develop a planning budget for improvement process. 	<ul style="list-style-type: none"> Review fiscal and human resources and reallocate, if necessary. 	<ul style="list-style-type: none"> Communicating information to all stakeholders and providing an opportunity for input. 	<ul style="list-style-type: none"> All stakeholders are offered an opportunity to provide input and all federal requirements are fulfilled.
<ul style="list-style-type: none"> Monitor the implementation of the Kansas Improvement Model. 	<ul style="list-style-type: none"> The process is adhered to and the improvement plan is created within the appropriate timeframe. 	<ul style="list-style-type: none"> Monitoring the implementation of the district improvement plan and/or school improvement plan(s). 	<ul style="list-style-type: none"> The district and school improvement plans are implemented with fidelity.



Section B: Factors that Impact School Improvement

What is the purpose of this section?

This section highlights key effective practices with proven track records of success in improving student learning. Educators are encouraged to consider these factors prior to and during the development of an improvement plan.

Who uses this section?

Both district and school personnel are encouraged to review this section as they consider strengths and challenges in their current systems.

Table of Contents for Section B

- What is a Multi-Tiered System(s) of Support (MTSS)?
- What are the 21st Century Learning Skills?
- How Can Effective Districts and Schools Work Together in School Improvement?
- How Can Leadership Impact School Improvement?
- What Does Research on High Performing Districts Say about School Improvement?
- What Can We Ask Ourselves about School Improvement?



Factors that Impact School Improvement, continued

What is Multi-Tiered System of Support (MTSS)?

for additional information on MTSS go to <http://www.kansasmtss.org/>

Core Beliefs:

Every child learns and achieves to high standards

Learning includes academic and social competencies

Every member of the education community continues to grow, learn and reflect

Every leader at all levels are responsible for every student

Change is intentional, coherent and dynamic

How to achieve the core beliefs:

Every child will be provided a rigorous and research-based curriculum

Every child will be provided effective and relentless teaching

Interventions will be provided at the earliest identification of need

Policy will be based on evidence based practice

Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice

Resources will be intentionally designed and redesigned to match student needs

Every leader will be responsible for planning, implementing and evaluating

Academic and behavioral data will be used to inform instructional decisions

Educators, families and community members will be part of the fundamental practice of effective problem-solving and instructional decision making

An empowering culture creates collective responsibility for student success



Factors that Impact School Improvement, continued

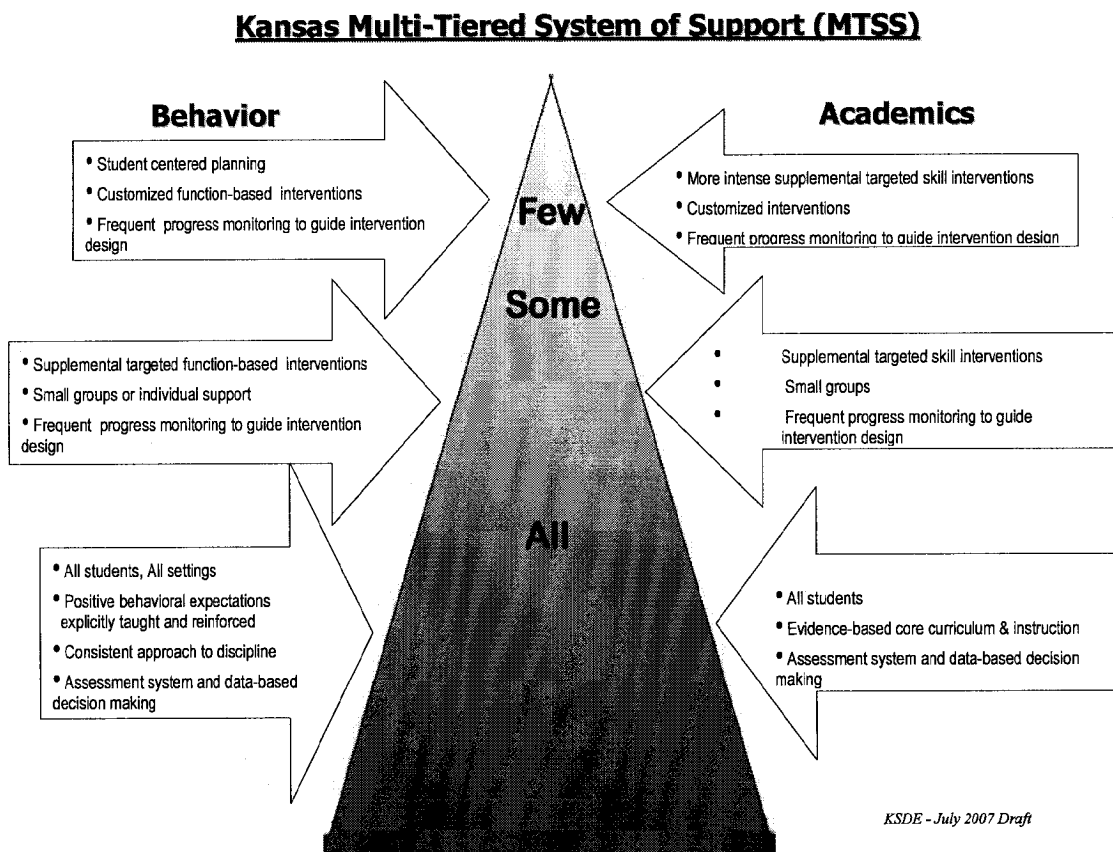
What is Multi-Tiered System of Support (MTSS)?, continued
for additional information on MTSS go to <http://www.kansasmtnss.org/>



Factors that Impact School Improvement, continued

What is Multi-Tiered System of Support (MTSS)? continued

for additional information on MTSS go to <http://www.kansasmtss.org/>



Factors that Impact School Improvement, continued

What foundation knowledge and skills do 21st Century learners need?

adapted from the Partnership for 21st Century Skills

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

Profile of the 21st Century Learner

Creativity and Innovation

The student...

- demonstrates originality and inventiveness in work;
- develops, implements, and communicates new ideas to others;
- is open and responsive to new and diverse perspectives; and
- acts on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.

Critical Thinking and Problem Solving

The student...

- exercises sound reasoning in understanding;
- makes complex choices and decisions;
- understands the interconnections among systems;
- identifies and asks significant questions that clarify various points of view and lead to better solutions; and
- frames, analyzes, and synthesizes information in order to solve problems and answer questions.

Communication

The student...

- understands, manages, and creates effective oral, written, and multimedia communication in a variety of forms and contexts and for a variety of purposes.

Collaboration

The student...

- demonstrates ability to work effectively with diverse teams;
- exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; and
- assumes shared responsibility for collaborative work.

Information Literacy

The student...

- accesses information efficiently and effectively, evaluates information critically and competently, and uses information accurately and creatively for the issue or problem at hand; and
- possesses a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Media Literacy

The student...

- understands how media messages are constructed, for what purposes and using which tools, characteristics, and conventions;
- examines how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors; and
- possesses a fundamental understanding of the ethical/legal issues surrounding the access and use of information.



Factors that Impact School Improvement, continued

What foundation knowledge and applied skills do 21st Century learners need?

Information and Communication Technology Literacy

The student...

- uses digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy;
- uses technology as a tool to research, organize, evaluate, and communicate information; and
- possesses of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Flexibility and Adaptability

The student...

- adapts to varied roles and responsibilities; and
- works effectively in a climate of ambiguity and changing priorities.

Initiative and Self-Direction

The student...

- monitors his or her own understanding and learning needs;
- goes beyond basic mastery of skills and/or curriculum to explore and expand his or her own learning and opportunities to gain expertise;
- utilizes time efficiently and manages workload;
- defines, prioritizes, and completes tasks without direct oversight;
- demonstrates initiative to advance skill levels towards a professional level; and
- demonstrates commitment to learning as a lifelong process.

Social and Cross-Cultural Skills

The student...

- works appropriately and productively with others;
- leverages the collective intelligence of groups when appropriate; and
- bridges cultural differences and uses differing perspectives to increase innovation and the quality of work.

Productivity and Accountability

The student...

- sets and meets high standards and goals for delivering quality work on time; and
- demonstrates diligence and a positive work ethic (e.g., being punctual and reliable).

Leadership and Responsibility

The student...

- uses interpersonal and problem-solving skills to influence and guide others toward a goal;
- leverages strengths of others to accomplish a common goal;
- demonstrates integrity and ethical behavior; and
- acts responsibly with the interests of the larger community in mind.

Employability and Career Development

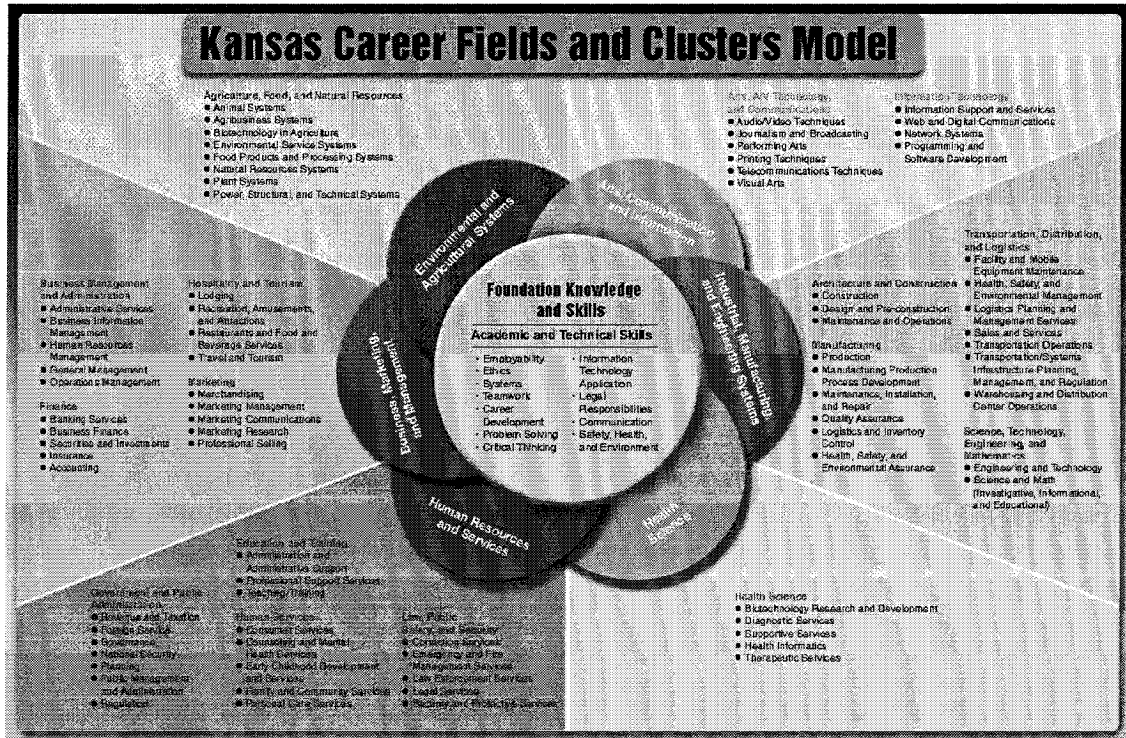
The student...

- understands the importance of employability skills;
- effectively explores, plans, and manages career choices and goals; and
- recognizes and acts upon requirement for career advancement by planning continuing education, training, and/or professional development.



Factors that Impact School Improvement, continued

What foundation knowledge and applied skills do 21st Century learners need?



Kansas Career Clusters

A Career Cluster is a group of occupations that may have common characteristics and job duties. These clusters can help students explore different career paths.

As the "Career Fields and Clusters Model" illustrates, the ability to plan a career begins with the most basic elements of success. Core knowledge, skills and intangibles such as social skills combine to form the foundation considered vital for every student. Once the foundation is in place, students can explore six basic career fields by using assessments designed to provide insight into what interests and motivates them. These assessments range from standardized testing to aptitude surveys, and are a valuable tool for evaluating potential careers.

Within the six career fields, there are 16 career clusters. Each cluster contains a set of career pathways. These pathways are exactly what they sound like, pathways that link from grade school to over 600 specific careers. The pathways identify each step, skill, education requirement and aptitude needed to be successful within any specific career. You can learn more about career clusters at www.careerclusters.org.

Kansas, like many other states, is embracing the career clusters model and applying it within schools across the state. Kansas Career and Technical Education (CTE) has been charged with creating the career pathways as they relate to the curriculum and needs of Kansas students, educators and employers. Once the model is fully integrated, each student will be able to explore every opportunity and chart his or her own path to a rewarding career.



Factors that Impact School Improvement, continued

What does quality professional development look like?

Comprehensive High Quality Professional Development	
<p><i>*This document was developed to more clearly outline what Comprehensive and High Quality Professional Development (HQPD) means as defined in the Perkins Act of 2006, No Child Left Behind (NCLB) legislation, and the Kansas Professional Development Program Guidelines. Meeting the criteria outlined in parts I, II, and III, below, are required. Note: One day and short-term conferences or workshops are NOT considered to be high-quality professional development unless part of a comprehensive on-going plan. (*This document is not required for submission to KSDE.)</i></p>	
<p>Part I: To be considered high quality professional development, the activity must meet all seven context criteria listed below:</p>	
<input type="checkbox"/> active engagement of educators, over time; <input type="checkbox"/> directly linked to improved student learning and performance within the school's curriculum <input type="checkbox"/> directly linked to priorities identified in the individual, school and district improvement plans; <input type="checkbox"/> consistent with and supportive of priorities in the individual, building, and district professional development plans;	<input type="checkbox"/> provision of sufficient time and other resources for learning, practice and follow up; <input type="checkbox"/> supported by school leadership AND, <input type="checkbox"/> provides educators with the opportunity to provide feedback on the effectiveness of their participation in the professional development activity
<p>Part II: To be considered high quality professional development, the activity must include one or more of the following processes:</p>	
<input type="checkbox"/> course work to improve content knowledge and/or instructional practice; <input type="checkbox"/> training to improve instructional practice and application; <input type="checkbox"/> action research and sharing of findings <input type="checkbox"/> peer observation and feedback <input type="checkbox"/> peer coaching and mentoring	<input type="checkbox"/> active participation in study groups; <input type="checkbox"/> grade-level collaboration and work; <input type="checkbox"/> cross grade-collaboration and work; <input type="checkbox"/> content-area collaboration and integration work; <input type="checkbox"/> specialization-area collaboration and work; <input type="checkbox"/> internships/externships <input type="checkbox"/> short-term job shadowing opportunities
<p>Part III: To be considered high quality professional development, the content must address one or more of the following concepts:</p>	
<input type="checkbox"/> knowledge related to standards and classroom instruction: <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> English, Reading, Writing, Communication, Language Arts <input type="checkbox"/> Mathematics, Sciences <input type="checkbox"/> World Languages <input type="checkbox"/> Civics, Government, Economics, History, Geography <input type="checkbox"/> Fine Arts and Humanities <input type="checkbox"/> Health & Physical Education <input type="checkbox"/> Technology <input type="checkbox"/> Other: <input type="checkbox"/> instructional strategies related to content being taught in the classroom or virtually; <input type="checkbox"/> improvement of classroom management skills; <input type="checkbox"/> a combination of content knowledge and content-specific teaching skills; <input type="checkbox"/> the integration of academics and career and technical education; <input type="checkbox"/> research-based instructional strategies;	<input type="checkbox"/> Strategies to improve language and academic skills for students with limited English proficiency <input type="checkbox"/> methods of teaching children from special populations and/or with special needs; <input type="checkbox"/> identifying early and appropriate interventions; <input type="checkbox"/> teaching students with different needs and talents; <input type="checkbox"/> use of data and assessments to inform classroom practice and student learning; <input type="checkbox"/> instruction in linking secondary and post-secondary education; <input type="checkbox"/> involving parents and/or family in improving the learning of every student; <input type="checkbox"/> strategies for integrating technology into curriculum and instruction; <input type="checkbox"/> instructional leadership development and management training for educators; <input type="checkbox"/> mentoring and/or coaching other teachers or administrators; <input type="checkbox"/> leadership development and management training to improve the quality of formal and aspiring leaders;
<p>For further information and/or suggestions for edits to this document please contact: Carla Sullivan csullivan@ksde.org Lynn Bechtel lbechtel@ksde.org Kathy Boyer kboyer@ksde.org Robin Harris rharris@ksde.org</p>	

KB7/08



Factors that Impact School Improvement, continued

How Can Districts And Schools Work Together In School Improvement?

DISTRICT	SCHOOL
District facilitates a collaborative process to establish a clear and shared district-wide vision regarding powerful teaching, powerful learning, effective leadership and commitment to equity and excellence.	School improvement and district improvement plans are aligned with this common vision. Leadership is a shared process across the district and school(s).
District develops improvement goals and an action plan using an interactive process that recognizes and incorporates information gained from data review and trend analyses developed by the district and/or school(s) as part of their improvement planning.	School improvement goals and action plans include core learning goals identified in the district improvement plan as well as data-driven goals customized to fit their unique school profile and data.
District reviews and revises policies and practices to align with and support the learning improvement efforts described in school and district improvement plans.	Schools review procedures and practices to align them to district goals.
District curriculum aligns with state assessed indicators. The district leads and supports frequent monitoring of teaching and learning to ensure implementation of the curriculum throughout the district.	Schools ensure that all students are taught and assessed in the defined curriculum in ways that meet individual learning needs. All students have access to rigorous and relevant course work with supports to succeed.
District provides a comprehensive professional development program, which includes job-embedded staff development, that builds capacity among all the adults in the system that focuses clearly on meeting the learning goals defined in the school and district improvement plans. Professional development is consistent with the vision and mission of the district and school.	Schools monitor school-based staff development to ensure that it focuses on the building school capacity of the adults in the school and on meeting the learning goals defined in the school and district improvement plans. Schools monitor participation in district-wide professional development. Professional development is consistent with district and school vision and mission.
District reviews budget and other resource allocations and realigns priorities where possible to support district and school improvement goals and action plans.	Schools review site-based budgets and resource allocations and realign priorities where possible to support their school improvement plans.
District guides and supports improvement planning processes and their implementation at each school.	Schools consider whole system as well as individual school and student outcomes in the development and implementation of school improvement plans.
District develops effective strategies to recruit, support and retain highly qualified staff.	Schools develop effective strategies to support and retain quality staff that align with district strategies.
District clarifies the roles and responsibilities of all staff and administrators and monitors accountability of adults in the school system.	Schools understand the roles and responsibilities of all employee groups in the school system and look for ways to work within this system most effectively. Schools monitor staff accountability in their schools.





Factors that Impact School Improvement, continued

How Can Leadership Impact School Improvement?

Kansas Leadership Standards* (KSLLC Standards) (*Kansas adopted licensure standards based on Interstate School Leaders Licensure Consortium (ISLLC) Standards)

The consortium was created to develop standards for school leaders. The 6 standards are as follows:

A school administrator is an educational leader who promotes:

Standard 1: the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Kansas Standard #1: The program level administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school and community.

Standard 2: the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Kansas Standard #2: The program level administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning for all and staff professional growth.

Standard 3: the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

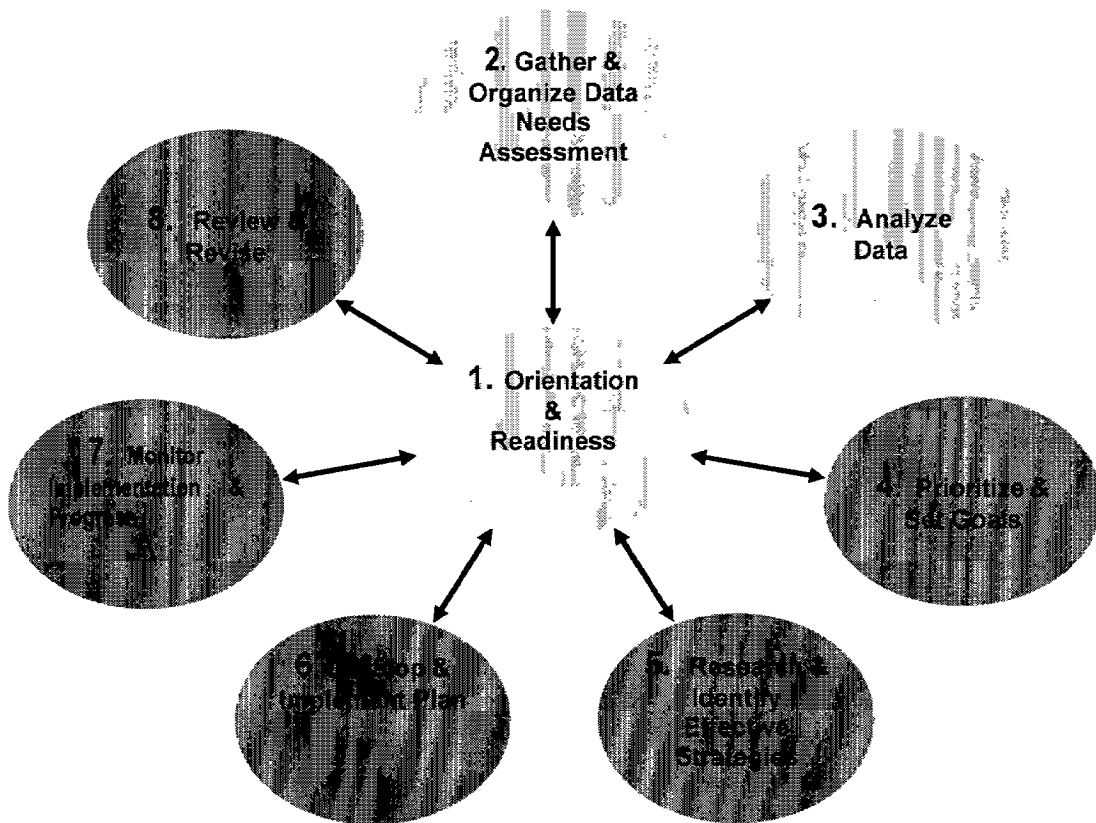
For a complete listing of Kansas program, building, and district leadership standards and indicators go to <http://www.ksde.org/LinkClick.aspx?fileticket=adxw8%3d&tabid=295>

An additional resource on national standards is *The Performance Expectations and Indicators for Education Leaders*. This document describes observable and measurable leader actions required to improve teaching and learning for every student. Based on the central concepts in the six ISLLC Standards for School leaders the performance expectations and indicators reflect a decade of experience in educational leadership. For a copy of the complete PDF document go to <http://www.ccsso.org/content/pdfs/isllcstd.pdf>



Factors that Impact School Improvement, continued

Continuous School Improvement



Factors that Impact School Improvement, continued

What Does Research on High Performing Districts Say about School Improvement?

Characteristics of Districts with High Performing Schools
Adapted from SCHOOL SYSTEM IMPROVEMENT GUIDE: PUTTING IT ALL TOGETHER

Research suggests the following best practices are common among districts with highly effective and high performing schools.

CLEAR AND SHARED FOCUS

Districts focus on student achievement, on learning and teaching, and on results. Districts reflect shared beliefs and values, establish clear and meaningful goals and a clear vision of change. Districts set goals, build commitment around goals and remove competing programs as well as barriers when appropriate.

HIGH STANDARDS AND EXPECTATIONS FOR ALL STUDENTS

Districts hold all adults in the system accountable for student learning. Districts have clear expectations for instruction that are consistent with the focus on improved outcomes for students. Superintendents expect excellence of all. Districts exhibit intensive attention to classroom practice and provide guidance and oversight for teaching and improvement of learning for all students. Schools have latitude in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.

EFFECTIVE LEADERSHIP

District leaders are dynamic, united in purpose, involved, visible in schools and interested in instruction. Leadership is ethical and distributed; all leaders have clear expectations for instruction, hold themselves and others accountable and consistently monitor schools for improved student achievement. All district administrators have direct or indirect roles in improving teaching over time.

HIGH LEVELS OF COMMUNICATION AND COLLABORATION

Districts build a culture of commitment, collegiality, mutual respect and stability. Professional norms include peer support, collaboration, trust, shared responsibility and continuous learning for all adults in the system. Professional learning communities are developed to build teacher knowledge and skill and to change instruction across the system based on student needs. Districts must also develop as professional learning communities.

ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT WITH STANDARDS

Districts align curriculum standards, assessments and policies. Curriculum is aligned district-wide and there is a centralized and coordinated approach to curriculum. Districts ensure that schools frequently monitor classroom practice for alignment of the "written," "taught," and "assessed" curriculum.



Factors that Impact School Improvement, continued

What Does Research on High Performing Districts Say about School Improvement?, continued

FREQUENT MONITORING OF TEACHING AND LEARNING

Districts use data-based evidence to monitor results, to make instructional decisions and for accountability. District staff assists schools in gathering and using data. Districts hold all adults in the system accountable for student learning, beginning with the superintendent, district staff and principals. Districts have clear expectations for student achievement and apply consistent pressure on schools for measurable improvement in student achievement. Superintendents expect excellence of all, monitor, and provide feedback.

FOCUSED RESULTS-BASED PROFESSIONAL DEVELOPMENT

Districts may be providers or brokers of high quality results-based professional development programs that are focused on classroom practice, include on-site coaching and are intensive and ongoing. Professional development support is based on needs identified at the school level through data-based evidence from results in teaching and learning. Professional learning communities are developed to build teacher knowledge and skills and support change of instruction across the system.

SUPPORTIVE LEARNING ENVIRONMENT

Districts ensure that all students are valued and honored throughout the system and assist schools in creating learning environments that provide appropriate instruction for diverse learning. They also ensure that schools are safe, healthy and inviting environments for students and their families. Districts provide professional development to support staff in developing and implementing high expectations for student behavior. Districts develop and maintain procedures to guide student behavior and provide guidelines for dealing effectively with crises.

HIGH LEVELS OF PARENT AND COMMUNITY INVOLVEMENT

Districts mobilize and manage community and business support and involve family and community as partners. Kansas schools are required to implement a site counsel as one strategy to involve parents and communities. Districts build a culture of commitment, collegiality, mutual respect and stability.

MULTI-TIERED SYSTEM OF SUPPORT FOR STUDENTS

Districts establish a multi-tiered system of support to identify instructional/behavioral needs of all students and match instruction and support with those needs. Districts provide technical assistance and professional development support to all staff as they design and implement a multi-tiered system of support in classrooms and schools.



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?

CLEAR AND SHARED FOCUS

Districts focus on student achievement, on learning and teaching, and on results. Districts reflect shared beliefs and values and establish clear and meaningful goals to create a clear vision of change. Districts set goals, build commitment around goals, and remove competing programs/priorities when necessary.

These actions support schools in which

- all stakeholders know where they are going and why;
- the focus is on achieving a shared vision and all understand their role in achieving the vision; and
- the focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

Guiding Questions

- How does the district develop and share its focus on improving student learning?
 - *Define district and school roles for curriculum and instruction.*
 - *Identify core values in strategic plans.*
 - *Address instructional goals, as well as goals for facilities and finance, in strategic plans.*
 - *Develop instructional goals and priorities based on student's academic and behavioral needs.*
 - *Ensure goals are consistent with district and/or school vision, mission, and priorities.*
- How does the district and/or school know that its focus and mission are shared?
 - *Build and ensure commitment to vision, mission and focus in the hiring and induction/mentoring processes.*
 - *Build and ensure commitment to vision, mission and focus within current staff.*
- How does the district emphasize closing achievement gaps among students?
 - *Articulate core purpose as focus on equity in student learning, both to accelerate students' learning to close achievement gaps and to enhance students' learning to achieve high standards.*
 - *Communicate clear vision of the desired results and expected changes.*
 - *Include clear and meaningful goals related to accountability for results in student learning within improvement plans.*
- How are the district-wide visions of powerful teaching and learning developed and implemented?
- How are the school-wide visions of powerful teaching and learning developed and implemented?
- Is there a clear connection between the two?
 - *Communicate clear vision of the desired results and changes expected in teaching and learning.*
 - *Collaboratively determine visions of powerful teaching and learning, and communicate both in district documents.*
 - *Provide professional development to support teachers to attain the skills and knowledge to implement those visions.*
 - *Frequently monitor both teaching and learning to support implementation of these visions.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

HIGH STANDARDS AND EXPECTATIONS FOR ALL STUDENTS

Districts hold all adults in the system accountable for student learning. Districts have clear expectations for instruction and apply consistent pressure on schools for improved outcomes for students. Superintendents expect excellence of all. Districts exhibit intensive attention to classroom practice and provide guidance and oversight for teaching and improvement of learning for all students. Central office has responsibility for defining goals and standards. Schools have latitude in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.

These actions support schools in which

- teachers and staff believe that all students can learn and meet high standards;
- while recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable; and
- students are offered an ambitious and rigorous course of study.

Guiding Questions

- How does the district monitor reform and change efforts to maintain pressure for improved learning?
 - *Use data focused on learning and classroom practices to inform instruction.*
 - *Support systemic use of data to improve classroom practice to increase student achievement and to close achievement gaps.*
 - *Provide professional development to support administrators to effectively monitor staff.*
- How does the district support and monitor school implementation of relevant and rigorous class work for all students?
 - *Support providing a full range of curriculum for all students in policy and practice.*
 - *Articulate visions for powerful teaching and learning and essential content to be mastered by all students.*
 - *Provide latitude for schools in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.*
- How does the district communicate high standards for teaching and learning and monitor implementation of these standards?
 - *Support frequent monitoring of staff to hold them accountable.*
 - *Develops processes to monitor accountability and to provide feedback to adults in the system.*
 - *Support systemic use of data to improve classroom practice to increase student achievement and to close achievement gaps.*
 - *Support providing a full range of curriculum for all students in policy and practice.*
 - *Central office staff and superintendent focus intensive attention on classroom practice.*
 - *Provide professional development to support administrators to effectively monitor staff.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

HIGH STANDARDS AND EXPECTATIONS FOR ALL STUDENTS, continued

- How do district leaders model the belief that all students can learn to high standards; how does the district help all staff to share this belief and behave accordingly?
 - *Expect excellence of all, and monitor and provide feedback relative to this expectation.*
 - *Provide guidance and oversight for improvement of learning for all students.*
- How do district leaders, principals and teacher leaders define, describe and elicit quality student work?
 - *Provide professional development to support administrators to effectively monitor staff.*
 - *Articulate visions for powerful teaching and learning and essential content.*
 - *Provide guidance and oversight for improvement of learning for all students.*
- How does the district lead and support schools to close achievement gaps among students?
 - *Provide guidance and oversight for improvement of learning for all students.*
 - *Support providing a full range of curriculum for all students in policy and practice.*
 - *Provide professional development and guidance to staff to improve classroom practice.*
 - *Provide latitude for schools in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

EFFECTIVE LEADERSHIP

Leadership is described as ethical and distributed among adults within the system. These leadership roles can include the superintendent, district leaders, principals and teacher leaders. District leaders are described as dynamic, united in purpose, involved, visible in schools and interested in instruction. Leaders provide encouragement, recognition and support. All district administrators have roles in improving teaching over time. Leaders have clear expectations for instruction, hold themselves and others accountable and provide consistent support for improved student achievement.

These behaviors and actions support schools in which

- effective instructional and administrative leadership is required to implement change processes;
- effective leaders are proactive and seek help that is needed, nurturing an instructional program and school culture conducive to learning and professional growth;
- effective leaders can have different styles and roles; and
- teachers and other staff, including those in the district office, have a leadership role.

Guiding Questions

- What is the central focus of senior administrators and other leaders in the district?
 - *Make student learning a primary reference point for decision making and resource allocation.*
 - *Lead and support schools in closing achievement gaps among their students.*
 - *Improve teaching and increase student achievement in meeting standards over time.*
 - *Educate school board members in school an improvement agenda and engage them as part of the district learning community.*
- How do leaders demonstrate their commitment to student learning and improved instruction?
 - *Hold district leaders and others accountable for student learning.*
 - *Distribute leadership among the superintendent, central office, staff, principals and teacher leaders.*
 - *Define administrative roles to align with district instructional focus.*
 - *Provide expert staff and other resources to schools to help with focused improvement efforts.*
 - *Lead and support schools in closing achievement gaps among their students.*
- How does district leadership work with unions to collaborate and focus on student learning?
 - *Develop plans and guidelines to address student learning in collaboration with the unions.*
 - *Provide opportunities and build capacity of teacher leaders.*
 - *Provide encouragement, recognition and support.*
- How is data used in decision-making processes?
 - *Guide a process of inquiry into district-wide organization and performance.*
 - *Hold district leaders and others accountable for student learning.*
- How does district leadership support school improvement; i.e., ESD partnerships, consultants, etc.?
 - *Make student learning a primary reference point for decision making and resource allocation.*
 - *Strategically use external requirements and resources to advance improvement efforts.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

EFFECTIVE LEADERSHIP, continued

- *Provide expert staff and other resources to schools to help with focused improvement efforts.*
- *Lead and support schools in closing achievement gaps among their students.*

- **How do district and school administrators lead and support schools in closing achievement gaps among students?**
 - *Demonstrate commitment through unity of purpose, visibility in schools and intensive focus on instruction.*
 - *Provide encouragement, recognition and support.*
 - *Make student learning a primary reference point for decision making and resource allocation.*
 - *Frequently monitor teaching and learning, and hold district leaders and others accountable for student learning.*
 - *Provide expert staff and other resources to schools to help with focused improvement efforts.*
 - *District leaders and others accountable for student learning.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

HIGH LEVELS OF COMMUNICATION AND COLLABORATION

Districts build a culture of commitment, collegiality, mutual respect and stability. Professional norms include peer support, collaboration, trust, shared responsibility and continuous learning for the adults in the system. Professional learning communities are developed to build teacher knowledge and skill and to change instruction across the system. Districts also develop professional learning communities.

These actions support schools in which

- there is strong teamwork among teachers across all grades and with other staff; and
- everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

Guiding Questions

- What district policies/governance support communication and collaboration among staff? Parents? Community?
 - *Develop collaborative efforts among staff to build teacher knowledge and skill and to change instruction across the system.*
 - *Develop professional learning community at district office level.*
 - *Collaborate with the teachers' association to address school and district improvement.*
 - *Allocate resources to schools to support communication and collaboration among staff and with parents/community.*
- How does the district communicate and collaborate with stakeholders about instructional focus? School improvement? Use of data?
 - *Communicate vision of powerful teaching and learning and of essential curriculum.*
 - *Focus intensive attention on classroom practice (superintendent and central office).*
 - *Review data collaboratively; ensure data is relevant and usable.*
 - *How does the district support school level communication and collaboration efforts; e.g., time, staff, technology, dollars?*
 - *Communicate the need for and lead efforts to close achievement gaps among students.*
 - *Develop professional learning communities among staff to build teacher knowledge and skill and to change instruction across the system.*
- How does the district build a culture of commitment, collegiality, mutual respect and stability?
 - *Embed collaboration among teachers in professional development activities.*
 - *Communicate the need for and lead efforts to close achievement gaps among students.*
 - *Develop professional norms of peer support, collaboration, trust, shared responsibility and continuous learning for adults in the system.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT WITH STANDARDS

Districts align curriculum with standards, assessments, and policies. Curriculum is adopted district-wide and there is a centralized and coordinated approach to curriculum. Districts use multiple measures to assess learning.

These actions support schools in which

- the planned and actual curriculums are aligned with the essential academic learning requirements (EALRs) and grade level expectations (GLEs) and are consistently delivered;
- research-based teaching strategies and materials are used;
- staff understands the role of classroom and state assessments, what the assessments measure and how student work is evaluated; and
- staff uses data from multiple assessments, including state assessments, to plan instruction.

Guiding Questions

- How does the district lead efforts to align learning standards with the state standards and assessments?
 - *Support alignment of curriculum, instruction and assessment with state standards in policy, procedures and practice.*
 - *Provide professional development to increase staff skills in alignment of curriculum, instruction and assessment with the state standards and assessments.*
 - How do district policies support alignment of curriculum, instruction and assessment?
 - *Align the written, taught and tested curriculum.*
 - *Implement policies addressing alignment of curriculum, instruction and assessment to support closing achievement gaps among students.*
 - *Use multiple measures to systematically assess student learning.*
 - *Focus on early differentiated interventions for students in danger of not meeting grade level expectations; offer extended learning opportunities to accelerate students.*
- What are the processes for coordinating curriculum district-wide?
 - *Align curriculum horizontally and vertically district-wide.*
 - *Align the written, taught and tested curriculums.*
 - *Lead a centralized and coordinated approach to curriculum.*
 - How are resources allocated to support the process of improving instruction?
 - *Allocate resources to support district-wide core curriculum.*
 - *Focus first priority on providing support, resources and academic coaches to struggling schools.*
 - *Provide professional development to support use of research-based teaching strategies.*
- How does the implementation of curriculum, instruction, and assessment support closing achievement gaps among students?
 - *Align curriculum horizontally and vertically district-wide.*
 - *Use multiple measures to systematically assess student learning.*
 - *Use research-based teaching strategies.*
 - *Provide a full range of challenging curriculum for all students and support for them to meet curriculum goals.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

FREQUENT MONITORING OF LEARNING AND TEACHING

Districts use data-based evidence to monitor results, to make instructional decisions, and for accountability. District staff assists schools in gathering and using data. Districts hold all adults in the system accountable for student learning, beginning with the superintendent, district staff and principals. Districts have clear expectations for student achievement and apply consistent pressure on schools for measurable improvement in student achievement. Superintendents expect excellence of all, and monitor expectations and provide feedback.

These actions support schools in which

- a steady cycle of different assessments identifies students who need help;
- more support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help;
- teaching is adjusted based on frequent monitoring of student progress and needs; and
- assessment results are used to focus and improve instructional programs.

Guiding Questions

- How does the district support teachers to gain the knowledge and skills described by the vision of powerful teaching and learning and essential content?
 - *Collaboratively determine and articulate visions for powerful teaching and learning and essential content.*
 - *Provide job-embedded professional development for staff to improve classroom practice.*
 - *Focus intensive attention on classroom practice (superintendent and central office).*
- How does the district support principals to lead teachers to attain those levels of expertise?
 - *Provide professional development supporting administrators to effectively monitor staff.*
 - *Provide professional development that supports school and district priorities based on student and staff needs.*
 - *Support frequent monitoring of staff to hold them accountable for implementation of powerful teaching and learning in the classroom.*
- How do teachers monitor improvement of student achievement?
 - *Support use of data focusing on learning and classroom practices to inform instruction.*
 - *Use data system-wide to improve classroom practice to increase student achievement and to close achievement gaps.*
- How does the district gather and use data to monitor teaching and learning?
 - *Support use of data focusing on learning and classroom practices to inform instruction.*
 - *Use data system-wide to improve classroom practice to increase student achievement and to close achievement gaps.*
- How does the district support principals and teachers in gathering and using data?
 - *Provide professional development on collection, use and dissemination of data.*
 - *Provide professional development in how to use data from multiple assessments to inform instructional process.*
 - *Ensure that data is relevant and usable.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

FREQUENT MONITORING OF LEARNING AND TEACHING, continued

- How do district and schools use data to inform work in closing achievement gaps?
 - *Support use of data focusing on learning and classroom practices to inform instruction.*
 - *Use data system-wide to improve classroom practice to increase student achievement and to close achievement gaps.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

FOCUSED PROFESSIONAL DEVELOPMENT

Districts may be providers or brokers of high-quality professional development programs that are focused on classroom practice, include on-site coaching, and are intensive and ongoing. Professional development support is provided based on needs identified at the school through data-based evidence designed to monitor results in teaching and learning. Professional learning communities are developed to build teacher knowledge and skills, and to change instruction across the system.

These actions support schools in which

- a strong emphasis is placed on training staff in areas of most need;
- feedback from learning and teaching focuses extensive and ongoing professional development; and
- the support is also aligned with the school or district vision and objectives.

Guiding Questions

- How are the principles of learning implemented in classrooms?
 - *Focus professional development offerings on classroom practice with follow-up for application and implementation.*
 - *Include a variety of professional development formats such as job-embedded, collaborative work and support for a professional learning community.*
- How does the district build staff capacity in the district and in schools?
 - *Support and lead staff at all levels to view themselves as learners and to model pursuit of feedback and new skills.*
 - *Include a variety of professional development formats such as job-embedded, collaborative work and support for a professional learning community.*
 - *Build school-level capacity through coaching, site-based facilitators, collaboration, etc.*
 - *Develop professional learning communities at both the school level and the district level.*
- How does the district provide opportunities to communicate and collaborate as part of professional development?
 - *Provide opportunity for vertical and horizontal collaboration and alignment.*
 - *Review data collaboratively; ensure data is relevant and usable.*
 - *Embed collaboration among teachers in professional development activities.*
- How does the district reflect research-based professional development practices?
 - *Build capacity and expectation for use of learned skills through professional development.*
 - *Address cultural competence and high expectations for all students in professional development.*
 - *Customize professional development to match needs identified at the school level.*
 - *Provide a continuum for professional development opportunities to address the developmental/differentiated needs of staff.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

FOCUSED PROFESSIONAL DEVELOPMENT, continued

- How does the district ensure coherence between professional development policies and implementation of practices at the classroom level?
 - *Monitor implementation of professional development focus and strategies through supervision at the school and classroom levels.*
 - *Focus on professional development and expectation for participation and implementation through policy and procedures.*
 - *Provide training for administrators based both on standards of instructional leadership and on monitoring of teaching and learning.*

- How does the district support use of multiple measures and analysis of data?
 - *Provide professional development for both district and school staff to support use of multiple measures and analysis of data to inform classroom instruction.*
 - *Ensure that data is “safe” and “usable.”*

- How does professional development support school leaders and teachers in closing achievement gaps in their school?
 - *Design professional development offerings based on analysis of data on student needs.*
 - *Address staff and student needs based on closing achievement gaps among students in each school in professional development.*
 - *Provide professional development to support teacher use of multiple measures and analysis of data in making instructional decisions regarding individual students.*
 - *Address cultural competence and high expectations for all students in professional development.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

SUPPORTIVE LEARNING ENVIRONMENT

Districts ensure that all students are valued and honored throughout the system and assist schools in creating learning environments that provide appropriate instruction for diverse learning. They also ensure that schools are safe, healthy and inviting environments for students and their families. Districts provide professional development to support staff in developing and implementing high expectations for student behavior. Districts develop and maintain procedures to guide student behavior and provide guidelines for dealing effectively with crises.

In order to support schools in which

- students feel respected and connected with the staff and are engaged in learning;
- the school has a safe, civil, healthy and intellectually stimulating learning environment; and
- instruction is personalized and small learning environments increase student contact with teachers.

Guiding Questions

- How does the district support staff in personalizing instruction so all students succeed?
 - *Assist schools in creating learning environments that provide appropriate instruction for diverse learning.*
 - *Provide professional development to support teachers in using differentiated instruction.*
 - *Guide schools in developing culturally relevant educational practices.*
 - *Support schools to develop a collaborative climate, which includes students in problem-solving and decision-making.*
- How does the district build caring environments that foster student resilience?
 - *Ensure that schools are safe, healthy and inviting environments.*
 - *Guide schools in developing culturally relevant educational practices.*
 - *Ensure that all students are valued and honored throughout the system.*
 - *Provide a learning environment for teachers and students that ensures that they feel safe to try new things and take on new challenges to increase their learning.*
- How does the district support schools to provide culturally relevant educational practices?
 - *Assist schools in creating learning environments that provide appropriate instruction for diverse learning.*
 - *Provide professional development to support teachers in using differentiated instruction.*
- How does the district create district and school environments that encourage staff and students to try new things and take on new challenges to increase their learning?
 - *Ensure that schools are safe, healthy and inviting environments.*
 - *Support schools to develop a collaborative climate, which includes students in problem solving and decision making.*
 - *Provide a learning environment for teachers and students that ensures that they feel safe to try new things and take on new challenges to increase their learning.*
- How do district leaders demonstrate that they honor and value students from all backgrounds?
 - *Ensure that schools are safe, healthy and inviting environments.*
 - *Assist schools in creating learning environments that provide appropriate instruction for diverse learning.*
 - *Guide schools in developing culturally relevant educational practices.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

SUPPORTIVE LEARNING ENVIRONMENT, continued

- How does the district support safe and supportive learning environments, addressing classroom management, legal rights and responsibilities of students and staff, and crisis management?
 - *Develop and maintain procedures to guide student behavior.*
 - *Provide guidelines for dealing effectively with crises.*
 - *Provide professional development to support staff in developing and implementing high expectations for student behavior.*
 - *Provide professional development to assist schools in understanding the connection between engaging classroom instruction and student behavior.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

HIGH LEVELS OF PARENT AND COMMUNITY INVOLVEMENT

Districts mobilize and manage community and business support and involve family and community as partners. Districts build a culture of commitment, collegiality, mutual respect and stability.

These actions support schools in which

- there is a sense that all have a responsibility to educate students, not just the teachers and staff in the schools; and
- families, businesses, social service agencies and community colleges/universities all play a vital role in this effort.

Guiding Questions

- How does the district support increased parent communication and involvement at all levels?
 - *Collaborate to build ownership regarding parent roles, responsibilities and programs to support student achievement.*
 - *Communicate with families from all cultures and socio-economic groups in the schools.*
 - *Use multiple strategies to reach families, including translation of written and oral communication into the first language of the home.*
 - *Focus special attention on including parents from groups who tend to be underrepresented among parents involved in schools (e.g., special education, ELL, ethnic/racial and economically disadvantaged).*
- How does the district support increased communication and involvement of the community at all levels?
 - *Mobilize community support and share school successes with the community.*
 - *Collaborate with community to gather, use and disseminate information.*
 - *Develop formal relationships (e.g., businesses adopt schools) and informal relationships (e.g., "lunch buddies") with the community.*
 - *Engage in vigorous outreach to ensure representation of all groups represented in the community.*
- How does the district ensure authentic parent and community participation in decision making at district and school levels?
 - *Collaborate to build ownership regarding parent roles and responsibilities to support student achievement.*
 - *Implement programs designed to increase parent and community involvement.*
 - *Participate in shared decision making with parents and community at the district and school levels.*
 - *Focus special attention on including parents from groups who tend to be underrepresented among parents involved in schools (e.g., special education, ELL, ethnic/racial and economically disadvantaged).*
- How does the district support administrators and staff to work effectively with parents and community?
 - *Describe expectations for creating a welcoming environment for parents and community at all levels (K-12).*
 - *Provide professional development programs to train staff in effective involvement of families and the community.*
 - *Allocate adequate resources to support implementation of programs to support parent and community involvement.*



Factors that Impact School Improvement, continued

What Can We Ask Ourselves about School Improvement?, continued

HIGH LEVELS OF PARENT AND COMMUNITY INVOLVEMENT, continued

- What collaborative efforts does the district support to build formal and informal relationships with the community?
 - Participate in shared decision making with parents and community at the district and school levels.
 - Develop formal relationships (e.g., businesses adopt schools) and informal relationships (e.g., "lunch buddies") with the community.
 - Collaborate with community to gather, use and disseminate information.



Section C: Sample Agendas with Supporting Documentation

What is the purpose of this section?

Whereas Section D only listed the sample agendas, this section provides the agenda along with instructions for supporting activities and worksheets to use during the meetings. After the planning team completes the activities that support the agendas, the core leadership team will have the information needed to complete that corresponding section of the Integrated Improvement Plan for Districts and/or Schools.

Who uses this section?

The activities and worksheets that support the sample agendas are of particular use to the core leadership team as they lead the planning team through the stages of the Kansas Improvement Model. The activities and worksheets that support the sample agendas are intended to be flexible, allowing the core leadership team to make adjustments to fit the needs of the district and/or school. The core leadership team may choose different activities or a different approach. The core leadership team may choose to combine meetings or conduct more meetings.

Table of Contents

Stage 1 and Stage 2: Meeting 1

- Agenda
- First Turn Last Turn Activity
- Working Toward Consensus
- Beliefs, Vision and Mission – Creating a clear and shared focus
- Unpacking Our Mission Statement
- “What to Collect?” Worksheet

Stage 3: Meeting 2

- Agenda
- Data Carousel Activity
- Three Tips for Writing Powerful Narrative Statements
- Narrative Statements Worksheet
- Emerging Themes Worksheet
- Prioritize challenges Worksheet

Stage 4 and Stage 5: Meeting 3

- Agenda
- Writing SMART Goals
- SMART Goal Worksheet
- Study Process Planning Grid
- Study Group Report Form
- Study Team Recommendations
- District Visitation Question Guide



Sample Agendas with Supporting Documentation, continued

Table of Contents, continued

Stage 6: Meeting 4

Agenda
Kansas Action Plan – At a Glance
School Action Plan – Activity
Thinking It Through Worksheet
Coordination/Integration of Programs

Stage 7 and Stage 8: Subsequent meetings

Agenda
Monitoring the Plan
Monitoring Tool: Districts
Monitoring Tool: Schools
Evaluation Worksheet – Sample
Evaluation Worksheet



Sample Agendas with Supporting Documentation, continued

Stage 1: Orientation & Readiness

Stage 2: Gather & Organize Data

Meeting One: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the meeting?

The goal of this meeting is to develop a level of cooperation and commitment to support changes that will occur as a result of continuous improvement efforts. This includes a common understanding and readiness to orient stakeholders to systematic district and school improvement processes. Attention is also given to understanding the vision/mission of the school and/or district.

Preparing to collect a wide range of data that creates an accurate picture of the current reality for the district and/or school is an objective of this meeting. This includes collecting quantitative and qualitative data to conduct a self evaluation by each district and/or school.

What are the tasks for the first part of the meeting?

- Participate in warm-up and/or team-building activities as appropriate.
- Discuss the rationale for engaging in a district and/or school improvement process. Consider how change may impact students and staff.
- Develop group norms for meetings.
 - Decide:
 - When will meetings be held?
 - How can the group stay focused?
 - Will team members share roles? (i.e., timekeeper, recorder, etc.)
 - How will decisions be made?
 - What are the expectations for completing tasks? (See suggestions in Working Toward Consensus)
 - What conflict resolution techniques will be adopted?
- If the district is identified on improvement or has schools identified on improvement under No Child Left Behind or if a school is Accredited on Improvement, Conditionally Accredited, or Unaccredited under Quality Performance Accreditation, the following steps are taken:
 - Review Adequate Yearly Progress (AYP) data and discuss state/district requirements
 - Review current practices that:
 - support teachers in becoming high qualified;
 - provide transitions for students between preschool, elementary, middle school, and high school; and
 - encourage parent/family involvement.
- Review *Section B: Factors that Impact School Improvement* by using the First Turn Last Turn Activity.
- Familiarize team with the Integrated Improvement Plans for districts and/or schools.
- Establish timelines for meetings and completing the Integrated Improvement Plan.
- Establish decision-making methods. The National Staff Development Council recommends consensus building and provides step-by-step guides and activities for implementing consensus building methods and developing norms in their publication *Transforming Schools Through Powerful Planning*.
- Review and analyze district beliefs, vision, and mission statements for relevance and alignment with process.



Sample Agendas with Supporting Documentation, continued

Stage 1: Orientation & Readiness

Stage 2: Gather & Organize Data, continued

What are the tasks for the second part of the meeting?

- Thoroughly review assessment data, participation rates, graduation rates, and attendance rates. This data can be found on the Kansas State Department of Education website at <http://www.ksde.org/Default.aspx?tabid=151>. Additional information is found on the Center of Educational Testing and Evaluation's website at <http://www.cete.us/>.
- Identify continuums to complete from the District Integrated Needs Assessment (DINA). These continuums maybe adapted and used at the school level as well. Make plans for administrating the continuums with appropriate stakeholders.
 - Districts and/or schools on watch are encouraged to complete:
 - Leadership;
 - Safe and Caring Environments; and
 - Student Achievement.
 - Districts on improvement are expected to complete **all** continuums at least once each year.

What are assignments for the next meeting?

- Review "What to Collect?" worksheets and establish data collection assignments
- The data coordinator assigns responsibilities for data collection using the "What to Collect" worksheets, including the following data:
 - Achievement;
 - Perceptions;
 - Contextual; and
 - Demographics.
- The data coordinator assigns logistics for data collection and storage.



Sample Agendas with Supporting Documentation, continued

First Turn/Last Turn Activity

HOW MUCH TIME IS NEEDED?

Approximately 30 – 60 minutes.

HOW THE ACTIVITY WORKS

- Divide the Planning Team into 5 small groups.
- Each group will receive copies of one of the following articles: *Research Summary on High Performing Districts*, *The eight-stage planning process for District and Schools*, *Critical Success Factors for School Leaders*, *Multi-Tiered Systems of Support*, *21st Century Learning Skills*.
- Each group is given instructions for First Turn/Last Turn activity and completes the activity.
- Groups are rearranged. At least one person from each of the first groups is in the second group. Each member shares highlights from their first discussion with the second group.

EXPLAINING THE ACTIVITY

First Turn/Last Turn

From *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry* by Bruce Wellman and Laura Lipton Page 138

1. Read individually. Highlight 2-3 items.
2. In turn – share one of your items – but do not comment on it.
3. Group members comment – in round-robin fashion*- about the item (without cross-talk).
4. The initial person who named the item then shares his or her thinking about the item and takes the last turn, making the final comments.
5. Repeat the pattern around the table.

*Round-robin is a highly structured participation strategy. Group members speak in turns, moving around the table in one direction.



Sample Agendas with Supporting Documentation, continued

Working Toward Consensus

FIST OF FIVE

This process helps teams come to consensus when choosing a topic to pursue further or in choosing a collective course of action to take:

After a list has been generated of possible actions or ideas to pursue, number each item. It is ideal to have a list of no more than five or six. Allow time for each item to be explained. Ask that the explanation be stated by a single person and that the explanation provide any necessary background information for others to understand. Explanations cannot be more than one minute in length. After each item has been explained, ask if anyone would like to participate as an advocate for any of the listed items. As an advocate, your time is limited to two minutes. The advocate must state why this action or idea is important. Do not worry if not all items have an advocate. The group process will support individual opinions.

When all advocates have had their time to share, a collective vote is taken. The facilitator asks the group to look at and consider each item and vote with their hand. Participants will hold up:

- 5 fingers** if they totally agree.
- 4 fingers** if they think it is a good idea and will support it.
- 3 fingers** if they are neutral but will support it.
- 2 fingers** if they do not agree, but will support it.
- 1 finger** if they will not support it.
- Fist** if they will resist – but will help find another resolution.

THUMBS UP/THUMBS DOWN

Use this method in small groups to get a quick reading on group consensus. Be sure to take the time for neutral and thumbs down explanations.

- Thumbs up** if they agree.
- Thumb sideways** if they are neutral – explain why.
- Thumb down** if they disagree – explain reasons for disagreement.

GROUP AGREEMENT SCALE

Use this method two or three times to gauge group support. Make the following voting indicators for each member of the group:

- 3** = total agreement.
- 2** = support idea with reservations.
- 1** = cannot support.
- ?** = need to have more questions answered.

Write statement, concept or action so all group members can see it. Ask everyone to hold up one of their numbers or a question mark. Tally the numbers and fully discuss the questions. Poll again and continue cycle of discussion and voting until highest level of agreement is achieved.



Sample Agendas with Supporting Documentation, continued

Beliefs, Vision and Mission – Creating a Clear and Shared Focus

In high performing districts, staff members find ways to address the underlying reasons and motivations for the work that is done in the central office to support them. Districts vary in the approaches for doing this. At a minimum, district staff must have the opportunity to discuss and create a common understanding of the responsibility to support schools in their role of helping students become productive, educated members of society. Use the following questions as a guide for staff discussion.

BELIEF STATEMENTS

What do we believe is true about the conditions that support learning? What have we seen in schools and classrooms where our students learn best? What is the role of the family in maximizing student learning? How do we go about incorporating new knowledge into our practice?

VISION

Staff members respond to the following question in writing or by creating a group picture on chart paper, "What do we want our district and/or schools support to be for schools, students, their families and our community?" Urge staff to move beyond current limitations and look at the ideal situation. Other questions that can prompt a vision include "I want this district to be a place where..."

MISSION

What are we going to do to ensure that the vision is actualized? This should be a general statement that encompasses all curricular areas and speaks to the entire system's responsibility to support the development and continued growth of effective schools. A mission statement usually incorporates an action verb such as "provide," "pursue" or "create."



Sample Agendas with Supporting Documentation, continued

Beliefs, Vision and Mission – Creating a Clear and Shared Focus, continued

Unpacking Our Mission Statement

1. Write the district mission statement below.
2. Write each individual part of the mission statement and put it in the “what we say” column.
3. Write the evidence that can measure what is said in the mission statement.
4. You may find that you need to gather more evidence to show whether what is said is actually happening within the district.
5. You may also find that the district mission statement does not adequately represent what is happening/what should happen now. If this is the case, create a new one.

WHAT WE SAY	EVIDENCE TO MEASURE IT	EVIDENCE WE NEED

Adapted from "Monitoring Our Mission, Holcomb, E.C. (1999) *Getting Excited About Data: How to Combine People, Passion, and Proof*. Thousand Oaks, CA: Corwin Press.



Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet

Achievement Data - Examples

Indicators in left column list sample data that districts may wish to collect.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
Kansas Assessment Results: Mathematics & Reading			
Kansas Assessment Results: History/Govt. & Science			
The Kansas State Performance Plan's data			
Local Assessment			
High School: GPAs/Numbers of Students Receiving Ds or Fs in Core Subjects			
District and Individual School AYP Information			



Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet

Achievement Data

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?



Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet, continued

Perceptions Data - Examples

Indicators in left column list sample data that districts may wish to collect.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
District Integrated Needs Assessment Data			
Guiding Questions			
Climate Surveys			
Surveys (Parent/Staff)			
Focus Groups			
Technology Survey			
Student Surveys (Communities that Care Survey, Youth Risk Behavior Survey)			
Survey of Enacted Curriculum			



Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet, continued

Perceptions Data

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?



Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet, continued

Contextual Data - Examples

Indicators in left column list sample data that districts may wish to collect.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
Discipline Data			
Parent/Community Partnerships			
Grants			
Parent Attendance at Meetings and Other Events			
Reading/LA Programs			
Math/Science Programs			
Professional Development			
Community Trend Data (CLIKS, JJA, Connect Kansas)			
Funding Sources			
Explore PLAN			



Sample Agendas with Supporting Documentation, continued

“What to Collect?” Worksheet, continued

Demographics Data - Examples

Indicators in left column list sample data that districts may wish to collect.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
School Enrollment Trends			
Free and Reduced Lunch			
Ethnicity, Gender and Special Populations			
Attendance			
Mobility			
Drop Out and Graduation Rates			
Language Proficiency			
Homeless Population			
Migrant Population			



Sample Agendas with Supporting Documentation, continued

Stage 3: Analyze Data

Meeting Two: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the second meeting?

Analyze data to identify strengths and challenges of the district and/or school as well as consider their root causes. This includes bringing together data to formulate inferences for making informed decisions about school improvement.

What are the tasks for the first part of the meeting?

- Warm-up and/or team-school activities as appropriate.
- Review which data types have been collected and why.
- Familiarize the district planning team with the collected district and/or school data.
- Introduce the data carousel activity.
- Review Three Tips for Writing Powerful Narrative Statements.
- Complete data carousel activity.
- Determine strengths and challenges using narrative statements/key findings.
- Identify emerging themes.

What are the tasks for the second part of the meeting?

- Debrief the data carousel activity.
- Review the narrative statements/key findings.
 - What, if any, information is missing from the narratives?
 - Note the strengths and discuss how these can be acknowledged and celebrated.
- Identify emerging themes.
 - Regarding challenges, what themes emerged repeatedly in the different data categories?
 - As a team, complete the Emerging Themes Worksheet.
- Prioritize challenges using the Prioritizing Challenges Worksheet.
 - Compile narrative statements/key findings that are designated as challenges.
 - Consider identified emerging themes.
 - Individually prioritize challenges by level of dissatisfaction, by severity and by how much control the district or school has over the particular challenges using the *Prioritize Challenges Worksheet*.
 - One team member tallies all ratings to determine an overall ranking.
- Evaluate the day's activities.
- Determine next steps for meeting three.



Sample Agendas with Supporting Documentation, continued

Data Carousel Activity

There are many ways to do this! The essence of the activity is that the team has a chance to see the data and formulate what they believe are strengths and challenges.

HOW MUCH TIME IS NEEDED?

Approximately 2–3 hours.

HOW THE ACTIVITY WORKS

- Data in four categories is prepared for staff member groups to review at four different stations.
- Each group should not have more than eight people. If your team is collectively more than about 32 persons, the data “stations” should be duplicated, i.e., two stations for each of the four types of data. **Important:** Mix up the groups of team members, so they have the benefit of various perspectives as they consider the data.
- Each group considers the data and writes narrative statements. After approximately 15 minutes, the group looks at a new type of data.

HOW TO PRESENT THE DATA

The packet method – One packet per data type (achievement, perception, contextual, and demographic) placed at each table.

Direct staff members to review the data individually in their small groups. After each person has considered all data, the group discusses strengths and concerns and the recorder writes these key points on two different sheets. At the end of the rotation, the sheets are collected and the group rotates to the next data station (or the data is rotated). This process continues so that each group looks at all types of data.

The large chart method – Data displayed on walls and tables. All data is enlarged so that it is easier to digest and understand. An advantage of this method is that it makes it easier to have conversations about the data.

EXPLAINING THE ACTIVITY

- 1) Each group will consider all the data at a station and information that has been collected for each area. A different type of data is displayed at each station.
- 2) Each group should choose a recorder and a facilitator who will keep you on track.
- 3) The task is to look at all the data sets at the station.
- 4) As a whole group, generate a brief narrative statement about each set of data using the *Narrative Tally Sheets*. Narrative statements should be simple, communicate a single idea about student performance and be non-evaluative. See *Three Tips for Writing Powerful Narrative Statements*.
- 5) After 20 minutes, each group moves on to the next station, first reading what the other group wrote, then creating new and/or modified statements the group agrees on. Groups will have 15 minutes at the second, third, and fourth tables.

Very important! The group should not spend time during this exercise generating solutions or having conversations about how to fix the concerns – this comes later.



Sample Agendas with Supporting Documentation, continued

Data Carousel Activity, continued

DETERMINING WHETHER NARRATIVE STATEMENTS/KEY FINDINGS ARE STRENGTHS, CHALLENGES OR BOTH

When the last rotation is finished, a member of the team should collect the narrative statements for each data category while others take a break, eliminate redundant statements and prepare them for presentation to the team for the next exercise – determining strengths and challenges.

When the team regathers, the statements are displayed on an overhead or LCD projector. The whole group agrees on the most accurate statements and then decides if each statement is a strength or a challenge (it may be both!).

Adapted from "Figuring Out What it Means." Holcomb, E.L. (1999) *Getting Excited About Data: How to Combine People, Passion, and Proof*. Thousand Oaks, CA: Corwin Press.



Sample Agendas with Supporting Documentation, continued

Three Tips for Writing Powerful Narrative Statements

- 1. Keep it simple – communicate a single idea about student performance.**

“Seventh grade reading achievement on the Kansas State Assessments increased 34 percent between 2000 and 2005.”

- 2. Make the narrative statement short and easy to read.**

“The number of English language learners at our school increased from 25 to 45 between 2000 and 2006.”

- 3. Avoid evaluative statements – just describe what you see in the data, not why or what to do about it.**



Sample Agendas with Supporting Documentation, continued

Narrative Statements Worksheet

Achievement Data

<i>Data Source(s):</i>		
<i>Narrative Statement</i>	<i>Strength</i>	<i>Challenge</i>



Sample Agendas with Supporting Documentation, continued

Narrative Statements Worksheet

Perceptions Data

<i>Data Source(s):</i>		
<i>Narrative Statement</i>	<i>Strength</i>	<i>Challenge</i>



Sample Agendas with Supporting Documentation, continued

Narrative Statements Worksheet

Contextual Data

<i>Data Source(s):</i>		
<i>Narrative Statement</i>	Strength	Challenge

Sample Agendas with Supporting Documentation, continued

Narrative Statements Worksheet

Demographic Data

<i>Data Source(s):</i>		
<i>Narrative Statement</i>	<i>Strength</i>	<i>Challenge</i>



Sample Agendas with Supporting Documentation, continued

Emerging Themes Worksheet

Themes	Is it a strength	Is it a challenge?	Most critical	Target Area

Use the answers to these questions to develop goals for your school system.



Sample Agendas with Supporting Documentation, continued

Prioritize Challenges Worksheet

After challenges are identified, have the planning team individually prioritize challenges by how severe, how crucial and how responsive they are, and whether they are within the power of the district to change. Your team can tally individual ratings for each challenge for all planning team members first and then compile all ratings to come up with an overall rating. The highest numbers indicate the highest need.

If possible, recreate an electronic spreadsheet of this page and work through the process using an LCD projector and a laptop computer.

Challenges identified in data carousel activity	How severe? Rate each item 1-5. 5=greatest dissatisfaction with results, i.e., lowest test scores, worst problem.	How crucial? Rate each item 1-5. 5=most important issue, needing most attention.	How responsive? Rate each item 1-5. 5=most important issue, needing most attention.	Individual ratings Tally responses in each box. Totals will range from 3-15. The highest totals indicate highest priorities.	Group ratings Tally responses from all team members. Divide by the total number of members.

Adapted from "Goal Setting Matrix," Holcomb, E.L. (1999) *Getting Excited About Data: How to Combine People, Passion, and Proof*. Thousand Oaks, CA: Corwin Press.



Sample Agendas with Supporting Documentation, continued

Stage 4: Prioritize & Set Goals

Stage 5: Research & Identify Effective Practices, Strategies, Programs, Interventions

Meeting Three: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the third meeting?

Determine a manageable set of Specific Measurable Attainable Results-orientated and Time-bound (SMART) goals that will become the focus of improvement efforts district wide and/or school wide.

Identify and select practices, programs, interventions, etc. that incorporate strategies scientifically based in research (SBR) that will assist the school and/or district in reaching their SMART goals. This includes reviewing research on specific SBR strategies and/or networking with schools/districts that have implemented these specific strategies.

What are the tasks for the first part of the meeting?

- Warm-up and/or team-school activities as appropriate.
- Review prioritized challenges.
- Identify areas for system-wide focus. Develop goals that need to be in place to support growth in schools across the district or individual schools, including strategies, interventions, and programs that address the needs of all students.
- Share any district, state and federal goals that are nonnegotiable.
- Draft and prioritize goals.
- Develop a communication plan for sharing the goals with stakeholders.



Sample Agendas with Supporting Documentation, continued

Stage 4: Prioritize & Set Goals

Stage 5: Research & Identify Effective Practices, Strategies, Programs, Interventions continued

What are the tasks for the second part of the meeting?

- Review goals and make minor revisions as necessary.
- Begin researching how the goals will be achieved.
- Decide which methods will be used for studying and selecting Scientifically Based Researched strategies, interventions, and/or programs. Determine whether the team will visit other districts/schools using effective practices.

Options for involving the planning team include:

1. Engage the team in studying and selecting effective practices. With this option, it helps to have the core leadership team track down several resources for each goal. Planning team members can sign up for a group that studies the resources and continues researching action steps for each SMART Goal. The advantage of this approach is that it increases the planning team's awareness and helps build buy-in. A disadvantage is that it requires a large time commitment. Team members can use the *Study Process Planning Grid* and the *Study Teams* form to guide the process and the *District visitation question guide* for investigating other school districts.
2. The core leadership team documents the research and brings it back to the larger team to reflect upon. This takes less time commitment on behalf of planning team members but makes "buy-in" more difficult. If your district or school is tackling persistently low gains, this strategy may not be the best way to build support for change.
3. Districts may choose to join with school study teams in researching common goals.
4. District teams may wish to join other districts that are researching the same topics.
5. School teams may wish to join other schools that are researching the same topics.

In all cases, the planning team is heavily involved.



Sample Agendas with Supporting Documentation, continued

Writing SMART Goals

“SMART” stands for Specific, Measurable, Achievable, Results Orientated & Relevant and Time-bound, and is a useful reminder of how to write a top quality goal. Here is what it means...

Specific – your goal should have its expected outcome stated as simply, concisely and explicitly as possible. This answers questions such as; how much, for whom, for what?

Measurable – a measurable goal has an outcome that can be assessed and/or measured in some way.

Attainable – an attainable goal has an outcome that is realistic given the current situation, resources and time available. Goal achievement may be more of a “stretch” if the outcome is tough or there is a weak starting position.

Results Orientated & Relevant – a results orientated and relevant goal helps maintain focus on the mission or the “bigger picture.”

Time-bound – a time-bound goal includes realistic timeframes. Sometimes timeframes are imposed. When that is the case, carefully consider what is attainable within the imposed timeframe.

SMART Goal Worksheet: Sample

Specific	There will be significant improvement in all students' (grades K-3) reading comprehension performance
Measurable	On the Kansas State Reading Assessment, the ITBS Reading Assessment K-3, and the District CRT Reading Assessment K-3.
Attainable	This goal is possible in the time and percentage indicated..
Results Orientated & Relevant	85% or more of our students will perform at or above “meet standards” on the Kansas State Reading Assessment at all grade levels in which the assessment is given.
Time-bound	By Spring 2008

Goal: By Spring 2008, 85% or more of our students will perform at or above “meet standards” on the Kansas State Reading Assessment in the 3rd Grade.



Sample Agendas with Supporting Documentation, continued

SMART Goal Worksheet

SMART Goal for _____
Name of School or Name of District

SMART Goal addressing area(s):

Specific	
Measurable	
Attainable	
Results Orientated & Relevant	
Time-bound	



Sample Agendas with Supporting Documentation, continued

Study Process Planning Grid

Goal:

Members:

Steps to Be Taken	Lead Responsibility	Timeline for Completion
Additional Data Analysis:		
Site Visits:		
Advice of Content Specialist:		
Research/Resources:		



Sample Agendas with Supporting Documentation, continued

Study Group Report Form

Date:

Study Group Members:

Goal:

Research Topic:

Learning (What we learned):

Rationale (Why you would use it):

Application (Considerations for putting into practice):

Research Base:

_____ Literature Review

_____ Journal Article

_____ Research Synthesis/Meta Analysis

_____ Other _____

_____ Position Paper

_____ Anecdotal/Opinion

_____ Site Visit Model/Theoretical

Level of Change:

First Order Examples (specific practice, organization, efficiency):

Second Order Examples (ownership, focus, philosophy, systemic):



Sample Agendas with Supporting Documentation, continued

Sample Study Group Report Form

Date:

Study Group Members: Teresa Smith, Jaime Sanchez, Lawrence O'Dell, Tom Johnson, Charlotte Sakue

Goal: Improve students' knowledge and skills in mathematics as measured by a 25 percent increase in students meeting grade-level final exams and 45.8 percent of students meeting standard on the seventh grade state assessment by the year 2008.

Research Topic:
Professional development

Learning (What we learned):
We need to make sure that our professional development is more effective in improving student learning by providing job embedded professional development.

Rationale (Why you would use it):
Provides a way for staff to report having difficulty teaching applications of mathematics principles.

Application (Considerations for putting into practice):
Professional development needs to take place in the classroom. Process training coaches need to be skilled in area of concern.

Research Base:
Research Base:
 Literature Review
 Journal Article
 Research Synthesis/Meta Analysis
 Other _____
 Position Paper
 Anecdotal/Opinion
 Site Visit Model/Theoretical

Level of Change:

First Order Examples (specific practice, organization, efficiency):
Improve professional development practices.

Second Order Examples (ownership, focus, philosophy, systemic):
Gauge impact of improved professional development on student learning and adopt ongoing evaluation of professional development to refine focus as needs adjust.



Sample Agendas with Supporting Documentation, continued

Study Team Recommendations

Describe how the recommendations from each study team were communicated to and discussed by all stakeholders. Insert study group reports.



Sample Agendas with Supporting Documentation, continued

District Visitation Question Guide

District name: _____ Website: _____
Contact person: _____ E-mail: _____ Phone: _____

1. In terms of [specific goal area], what approaches do you think are making the biggest difference in improving student achievement? In what way? Why did you select those approaches?
2. How have you included staff in decision making around the approaches you have put in place?
3. How is success or progress measured at the district level? At the school level? At the classroom level?
4. How has moving to this approach made a difference in teaching practices in your district/school?
5. What is the system the district uses to make transitions for students entering and leaving the district or moving to a new school within the district?
6. What kind of professional development does the district/school provide for staff and families?
7. How has the district/school involved families in strategies that improve student achievement?
8. How have you budgeted your resources to provide for this approach?
9. What surprises did you encounter in your first year of implementation?
10. How do district staff members use assessment to make program and instructional decisions?
11. What role has trust played between the district and other stakeholders? How do you build on that trust?
12. What is the district's/school's system for reevaluating and updating its plan annually?
13. How would you describe the relationship between district and school staff members?
14. What do you see as the greatest opportunities this approach has provided for your staff and students?

Specific observations you want to share:



Sample Agendas with Supporting Documentation, continued

Stage 6: Develop and Implement Plan

Meeting Four: Planning Team

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for meeting one?

Develop and implement an improvement plan that addresses the learning needs of all students. This includes writing an improvement plan that clearly identifies a systematic approach outlining connections between current challenges, SMART goals, identified SBR strategies, staff development, stakeholder involvement, and measures of success.

What are the tasks for the first part of the meeting?

- Warm-up and/or team-school activities as appropriate.
- Review SMART goals.
- Review strategies, interventions, programs, etc. that were researched by the planning team.
- Using established decision-making methods, select strategies, interventions, programs, etc. for each of the SMART Goals.

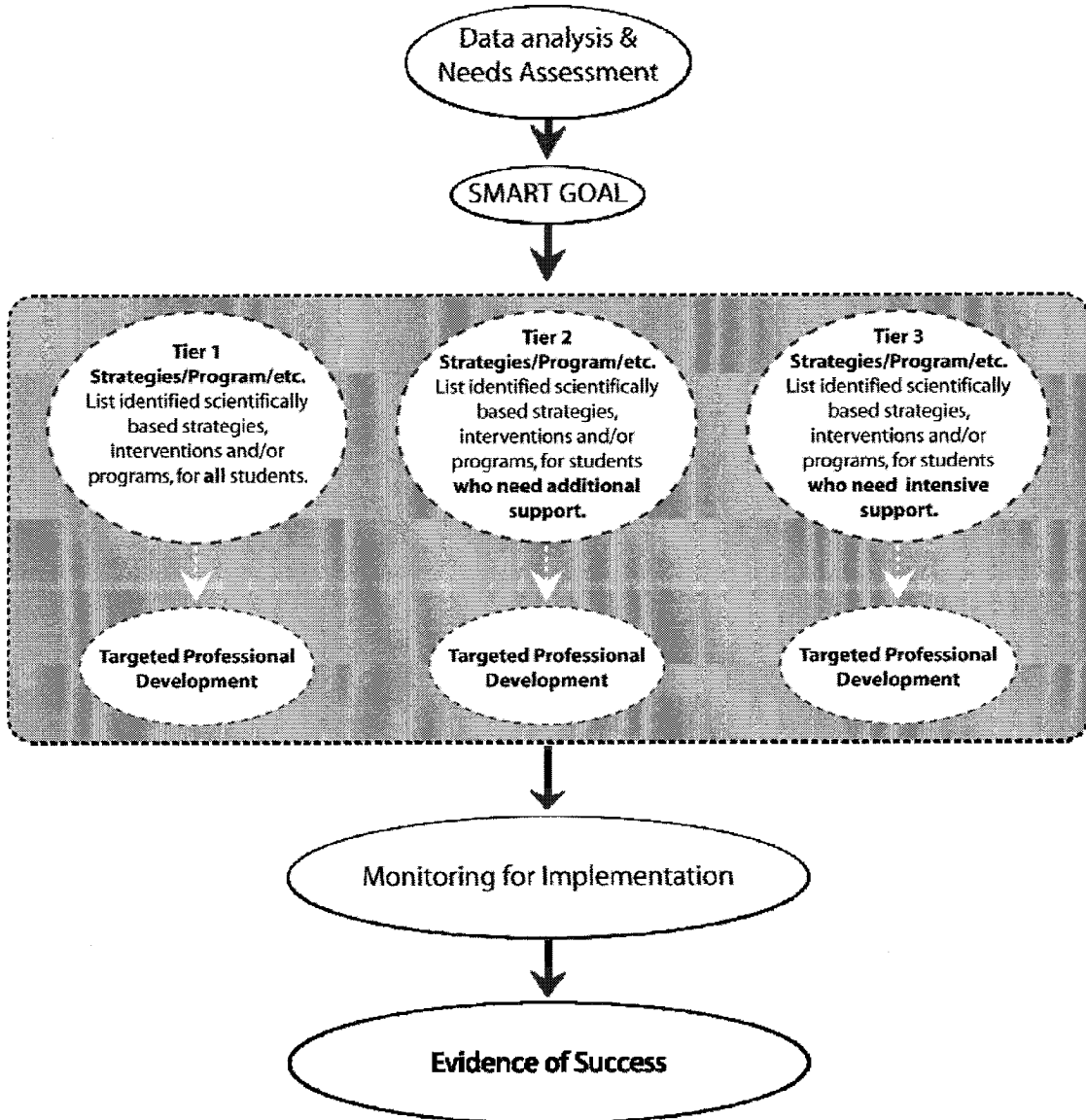
What are the tasks for the second part of the meeting?

- Create a draft improvement plan using the template in the Integrated Improvement Plan for Districts and/or Schools identifying action steps to accomplish the SMART goal and determine the following for each action step:
 - Person(s) Responsible
 - Resources Needed
 - Timeline
 - Indicators of Success
- Analyze plans using the *Thinking it Through* worksheet.
- Focus on including a multi-tiered system of support in the improvement plan that matches student academic and behavioral needs with instruction/support.
- Establish a plan to monitor implementation of the District and/or school improvement plan(s). One method of monitoring utilizes a Goal Attainment Scale.
- Determine how successes will be acknowledged and celebrated.



Sample Agendas with Supporting Documentation, continued

Integrated Improvement Plan – At a Glance



Sample Agendas with Supporting Documentation, continued

Developing the Integrated Improvement Plan

First Draft: Sometimes a first draft is what it takes to get the creative juices flowing!

- Break into pairs and have each duo fill out in broad terms the *District/School Improvement Plan Template* for one of the goals.
- Pass these drafts to the next pair to edit, review and discuss. Repeat process as appropriate.
- After the drafts rotate back to their original groups, proposed changes and rationale are discussed and incorporated.

Think through the action steps (30 minutes)

- The team as a whole works through the *Thinking It Through Worksheet*. The following questions will be considered:
 - What are the potential disadvantages to this action?
 - Who will be affected?
 - Is there a chance this may be negative or positive?
 - What can occur to ease the potential negative outcomes of this activity?
The planning team should take note of any particular leadership team members who will be heavily impacted and plan how to acknowledge the prospective change in their routines or duties.

Revisit the *Integrated Improvement Plan District/School*

- After “thinking it through,” the core leadership team and others as assigned will complete the district and/or school Integrated Improvement Plan using the draft plan as a guide.
- Discuss and plan for any training necessary for implementation of the action plans.
- Using established decision-making methods, finalize an action plan for each SMART goal with the planning team.
- Decide when and how to share the action plans with broader audiences.



Sample Agendas with Supporting Documentation, continued

Developing the Integrated Improvement Plan, continued

Complete School Improvement Plan template for each SMART goal.

Include the following in the "steps to be taken" column:

- Processes to identify and select research based strategies, interventions, and/or programs that address the needs of Tier 1, Tier 2, and Tier 3 students.
- Processes for the implementation of selected strategies, interventions, and/or programs at each Tier of need.
- Professional development on the strategies, interventions, and/or programs at each Tier of need.

District/School Improvement Plan Template (Sample)

Part A (This section is completed for each SMART Goal identified in Stage 4)

SMART Goal: (Copy SMART Goal from Stage 4)

A Action Steps	B Person(s) Responsible	C Resources Needed	D Target Completion Date	E Actual Completion Date	F Documentation of Completion
1					
2					
3					
Etc.					



Sample Agendas with Supporting Documentation, continued

Developing the Integrated Improvement Plan, continued

Part B (staff development to support Part A)

Directions: Review the school's Results-Based Staff Development plan and revise as needed to incorporate the staff development needs as identified in action steps under each of the goals.

Results Based Staff Development						
Staff Development Goals: Based Upon Identified Needs	Staff Development Strategies	Timeline	Person(s) Responsible	Resources (include Personnel & Funding)	Evaluation	
Knowledge Level						
Application Level						
Impact Level						



Sample Agendas with Supporting Documentation, continued

Thinking It Through Worksheet

Directions: Print one chart for each SMART Goal. Referring to the completed Improvement Plan template, write one SMART Goal in the upper left hand box. Write the major action steps to achieve this SMART Goal (from column A of the improvement plan template) in the boxes across the top of the chart. Then discuss each action step using the questions in the left hand column. Write highlights of the discussion in the chart.

Goal Statement: (Print one SMART Goal in this box.)	Action Step: (Write one action step to accomplish the SMART Goal)	Action Plan Step: (Write another action step to accomplish the SMART Goal)	Action Plan Step: (Write another action step to accomplish the SMART Goal)
What are the potential down sides to this action?			
Who will be affected?			
Is there a chance this may be a negative or positive?			
What can occur to ease the potential negative outcomes of this activity?			



Sample Agendas with Supporting Documentation, continued

Coordination/Integration of Programs

Describe how the activities/strategies in this plan coordinate with other district programs, school programs and community-based programs.



Sample Agendas with Supporting Documentation, continued

Implementation: Points to Ponder Worksheet

In support of SMART Goal _____

What current practices will be continued?	Who in the district and/or school will be most affected by the continuation of the practice?	What support will be provided to those individuals?	What resources will be needed?	What systematic changes are needed?
Practice #1				
Practice #2				
Practice #3				
Practice # etc.				



Sample Agendas with Supporting Documentation, continued

Implementation: Points to Ponder Worksheet, continued

In support of SMART Goal _____

What current practices will be discontinued?	Who in the district and/or school will be most affected by the discontinuation of the practice?	What support will be provided to those individuals?	What resources will be freed up?	What systematic changes are needed?
Practice #1				
Practice #2				
Practice #3				
Practice # etc.				



Sample Agendas with Supporting Documentation, continued

Monitoring for Implementation: The Plan (Sample)

List what will be monitored	Person(s) Responsible for Monitoring	Resources Needed (including training)	Monitoring Schedule	Data to be Collected	Schedule for Planning Team to Review the Data



Sample Agendas with Supporting Documentation, continued

Monitoring Implementation: Goal Attainment Scale

Goal Attainment Scale Template

The Goal Attainment Scale is used as a monitoring for implementation tool, which is developed along side the Integrated Improvement Plan. The planning team identifies which action steps are to be monitored with this tool and writes them across the top of the chart. Not all action steps need to be included and some could be combined. Periodically stakeholders are asked to rate progress toward a SMART goal by scoring progress on the identified action steps. The scores are analyzed and used for reflection. For instance, if 60% of the stakeholders reported that action step #1 is "somewhat less than expected," discussion questions could include: What do we imagine were the reasons that 60% responded this way? What would help us move forward from this point? Does the plan need to be adjusted? If so, how? Etc.

Goal (Write one SMART Goal here):

Directions: Write an "X" beside one of the following scores "-2," "-1," "0," "+1," "+2" for each action step listed across the top of the chart.

Step # (Taken from Column A on the Integrated Improvement Plan)	Action Step # 1	Action Step # 2	Action Step # 3	Action Step # 4	Action Step # 5	Action Step # 6	Action Step # 7	Action Step # 8-10	Action Step # 11	Action Step # 12	Action Step # etc
+2 (Much more than expected)											
+1 (Somewhat more than expected)											
0 (as expected)											
-1 (Somewhat less than expected)											
-2 (Much less than expected)											
Timeline (Taken from Column D on the Integrated Improvement Plan)	0/0/0	0/0/0	0/0/0	0/0/0	0/0/0	0/0/0	0/0/0	0/0/0	0/0/0	0/0/0	0/0/0



Sample Agendas with Supporting Documentation, continued

Stage 7: Monitor Implementation and Progress

Stage 8: Review and Revise

Subsequent Meetings: Planning Team

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school.

Districts are encouraged to monitor continuously. Number and frequency of meetings in stages 7 and 8 is determined by the planning team.

What are the objectives for subsequent meetings?

Monitor the implementation of the improvement plan(s). Monitoring includes (1) ensuring the scientifically based and researched strategies are being utilized with students, (2) collecting data on the effectiveness of the strategies, (3) measuring progress against indicators of success, and (4) implementing evaluation procedures.

Conduct ongoing formative and summative evaluation of SBR strategies, staff development, and stakeholder involvement. Review and revision of the plan will allow the school and/or the district to cycle through as many stages of the improvement process as needed to support continuous growth.

What will participants do in the meetings?

- Warm-up and/or team-school activities as appropriate.
- Determine how often the district planning team will meet in order to monitor for implementation of the plan.
- Review improvement plans using the District/School Monitoring for Implementation Tool.
- Determine progress toward the SMART goal(s).
- Identify emerging issues around implementation of the plans.
- Determine methods to address emerging issues as the plan is implemented.
- Determine methods of evaluating the plan, which includes identifying benchmarks.
- Acknowledge and celebrate successes.
- Revise and update district/schools improvement plans as needed.
- Make plans to administer the District Integrated Needs Assessment at least once a year.



Sample Agendas with Supporting Documentation, continued

Examples of Supporting Documentation

- Integrated Improvement Plan for Districts
 - Integrated Improvement Plan for Schools
 - Results Based Staff Development Plans (RBSD)
 - Walk Through District Audits
 - Lesson Plans
 - Curriculum Guides
 - Integrated Improvement Plan for Districts
 - Formative Assessment Data
 - Agenda of Professional Development activities
 - Electronic Data (Room/Walls)
 - Public Forums
 - District Newsletter
 - Agenda of staff briefings
 - Agendas
 - Power Point presentations
 - Board minutes
 - District website
 - District calendar
 - Title I Budget
 - Letters to parents
 - District/School website
 - School budgets
 - Parent/Community liaison
 - Charts, tables, graphs sampling from schools
 - Instructional Coach schedule
 - Newspaper articles
 - Progress reports
 - Minutes of a Professional Learning Community
 - Technical Assistance Plan
 - Professional Development learning protocol
 - Presentation
-



Sample Agendas with Supporting Documentation, continued

Evaluation Worksheet (Sample)

Goal: By Spring 2008, 85% or more of our students will perform at or above "meet standards" on the Kansas State Reading Assessment in the 3 rd Grade. Benchmarks:	Indicator of Success	Evidence
Teacher will have instructional materials aligned to State Standards.	Curriculum was reviewed based on K-12 reading standards.	Comments from the review are attached. Supplemental materials aligned with state standards were provided at all levels.
Teachers will receive comprehensive professional development in reading.	Trained reading coaches were placed in every school, K-12.	50 percent increase in use of research-based reading instruction strategies at high school level as evidenced in walk throughs.



Sample Agendas with Supporting Documentation, continued

Evaluation Worksheet (Sample)

Goal: Benchmark	Indicator of Success	Evidence



Section D: Sample Agendas without Documentations

What is the purpose of this section?

This section provides sample agendas that a district and/or school could use to work through the stages of the Kansas Improvement Model. Reviewing these agendas provides an overview of the tasks to be accomplished throughout the process. The following section provides these agendas along with directions for activities and worksheets that support the agendas. Following each meeting, the core leadership team will have the information needed to complete the corresponding section of the Integrated Improvement Plan for districts or the Integrated Improvement Plan for schools.

Who uses this section?

The sample agendas are of particular use to the core leadership team as they customize agendas for their planning team and create a schedule of meetings. The sample agendas are intended to be flexible, allowing the core leadership team to make adjustments to fit the needs of the district and/or school. Although meetings are represented as one session, they could be a series of shorter sessions. Reviewing the sample agendas as well as current district/school practices allows the core leadership team to create an improvement process that will support the creation of the Integrated Improvement Plan for districts or schools.

Note on Sample Agendas with supporting documents:

The sample agendas and supporting documents found in this notebook are drawn from the SCHOOL SYSTEM IMPROVEMENT RESOURCE GUIDE: PUTTING IT ALL TOGETHER (revised in 2005) from the Washington State Office of Superintendent of Public Instruction. This guide maybe downloaded from the Washington State Department of Education's web site <http://www.k12.wa.us/SchoolImprovement/SSIRG.aspx>.

Table of Contents

- Stage 1 and Stage 2: Planning Meeting One
- Stage 3: Planning Meeting Two
- Stage 4 and Stage 5: Planning Meeting Three
- Stage 6: Planning Meeting Four
- Stage 7 and Stage 8: Planning Meeting Five



Sample Agendas without Documentations, continued

Stage 1: Orientation & Readiness

Stage 2: Gather & Organize Data

Meeting One: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the meeting?

The goal of this meeting is to develop a level of cooperation and commitment to support changes that will occur as a result of continuous improvement efforts. This includes a common understanding and readiness to orient stakeholders to systematic district and school improvement processes. Attention is also given to understanding the vision/mission of the school and/or district.

Preparing to collect a wide range of data that creates an accurate picture of the current reality for the district and/or school is an objective of this meeting. This includes collecting quantitative and qualitative data to conduct a self-evaluation by each district and/or school.

What are the tasks for the first part of the meeting?

- Participate in warm-up and/or team-building activities as appropriate.
- Discuss the rationale for engaging in a district and/or school improvement process. Consider how change may impact students and staff.
- Develop group norms for meetings.
 - Decide:
 - When will meetings be held?
 - How can the group stay focused?
 - Will team members share roles? (i.e., timekeeper, recorder, etc.)
 - How will decisions be made?
 - What are the expectations for completing tasks? (See suggestions in Working Toward Consensus)
 - What conflict resolution techniques will be adopted?
- If the district is identified on improvement or has schools identified on improvement under No Child Left Behind or if a school is Accredited on Improvement, Conditionally Accredited, or Unaccredited under Quality Performance Accreditation, the following steps are taken:
 - review Adequate Yearly Progress (AYP) data and discuss state/district requirements
 - review current practices that
 - support teachers in becoming high qualified;
 - provide transitions for students between preschool, elementary, middle school, and high school; and
 - involve parent/family involvement.
- Review *Section B: Factors that Impact School Improvement* by using the First Turn Last Turn Activity.
- Familiarize team with the Integrated Improvement Plans for districts and/or schools.
- Establish timelines for meetings and completing the Integrated Improvement Plan.
- Establish decision-making methods. The National Staff Development Council recommends consensus building and provides step-by-step guides and activities for implementing consensus building methods and developing norms in their publication *Transforming Schools Through Powerful Planning*.
- Review and analyze district beliefs, vision, and mission statements for relevance and alignment with process.



Sample Agendas without Documentations, continued

Stage 1: Orientation & Readiness

Stage 2: Gather & Organize Data, continued

What are the tasks for the second part of the meeting?

- Thoroughly review assessment data, participation rates, graduation rates, and attendance rates. This data can be found on the Kansas State Department of Education website at <http://www.ksde.org/Default.aspx?tabid=151>. Additional information is found on the Center of Educational Testing and Evaluation's website at <http://www.cete.us/>.
- Identify continuums to complete from the District Integrated Needs Assessment (DINA). These continuums may be adapted and used at the school level as well. Make plans for administrating the continuums with appropriate stakeholders.
 - Districts and/or schools on watch are encouraged to complete
 - Leadership;
 - Safe and Caring Environments; and
 - Student Achievement.
 - Districts on improvement are expected to complete **all** continuums at least once each year.

What are assignments for the next meeting?

- Review "What to Collect?" worksheets and establish data collection assignments.
- The data coordinator assigns responsibilities for data collection using the "What to Collect" worksheets, including the following data:
 - achievement
 - perceptions
 - contextual
 - demographics
- The data coordinator assigns logistics for data collection and storage.



Sample Agendas without Documentations, continued

Stage 3: Analyze Data

Meeting Two: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the second meeting?

The goal of this meeting is to analyze data to identify strengths and challenges of the district and/or school as well as consider their root causes. This includes bringing together data to formulate inferences for making informed decisions about school improvement.

What are the tasks for the first part of the meeting?

- Warm-up and/or team-school activities as appropriate.
- Review which data types have been collected and why.
- Familiarize the district planning team with the collected district and/or school data.
- Introduce the data carousel activity.
- Review Three Tips for Writing Powerful Narrative Statements.
- Complete data carousel activity.
- Determine strengths and challenges using narrative statements/key findings.
- Identify emerging themes.

What are the tasks for the second part of the meeting?

- Debrief the data carousel activity.
- Review the narrative statements/key findings.
 - Identify what, if any, information is missing from the narratives.
 - Note the strengths and discuss how these can be acknowledged and celebrated.
- Identify emerging themes.
 - Regarding challenges, identify what themes emerged repeatedly in the different data categories.
 - As a team, complete the Emerging Themes worksheet.
- Prioritize challenges using the Prioritizing Challenges worksheet.
 - Compile narrative statements/key findings that are designated as challenges.
 - Consider identified emerging themes.
 - Individually prioritize challenges by level of dissatisfaction, by severity and by how much control the district or school has over the particular challenges using the *Prioritize Challenges Worksheet*.
 - One team member tallies all ratings to determine an overall ranking.
- Evaluate the day's activities.
- Determine next steps for meeting three.



Sample Agendas without Documentations, continued

Stage 4: Prioritize & Set Goals

Stage 5: Research & Identify Effective Practices, Strategies, Programs, Interventions

Meeting Three: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the third meeting?

The goal of this meeting is to determine a manageable set of Specific Measurable Attainable Results-orientated and Time-bound (SMART) goals that will become the focus of improvement efforts district wide and/or school wide.

Another goal of this meeting is to identify and select practices, programs, interventions, etc. that incorporate strategies scientifically based in research (SBR) that will assist the school and/or district in reaching their SMART goals. This includes reviewing research on specific SBR strategies and/or networking with schools/districts that have implemented these specific strategies.

What are the tasks for the first part of the meeting?

- Warm-up and/or team-school activities as appropriate.
- Review prioritized challenges.
- Identify areas for system-wide focus. Develop goals that need to be in place to support growth in schools across the district or individual schools, including strategies, interventions, and programs that address the needs of all students.
- Share any district, state and federal goals that are nonnegotiable.
- Draft and prioritize goals.
- Develop a communication plan for sharing the goals with stakeholders.



Sample Agendas without Documentations, continued

Stage 4: Prioritize & Set Goals

Stage 5: Research & Identify Effective Practices, Strategies, Programs, Interventions, continued

What are the tasks for the second part of the meeting?

- Review goals and make minor revisions, as necessary.
- Begin researching how the goals will be achieved.
- Decide which methods will be used for studying and selecting SBR strategies, interventions, and/or programs. Determine whether the team will visit other districts/schools using effective practices.

Options for involving the planning team include the following:

1. Engage the team in studying and selecting effective practices. With this option, it helps to have the core leadership team identify several resources for each goal. Planning team members can join a group that studies the resources and continues researching action steps for each SMART goal. The advantage of this approach is that it increases the planning team's awareness and helps build buy-in. A disadvantage is that it requires a large time commitment. Team members can use the *Study Process Planning Grid* and the *Study Teams* form to guide the process and the *District Visitation Question Guide* to investigate other school districts.
2. The core leadership team documents the research and brings it back to the larger team for investigation. This option takes less time for planning team members but makes "buy-in" more difficult. If a district or school is tackling persistently low gains, this strategy may not be the best way to build support for change.
3. Districts may choose to join with school study teams in researching common goals.
4. District teams may wish to join other districts that are researching the same topics.
5. School teams may wish to join other schools that are researching the same topics.

In all cases, the planning team is heavily involved.



Sample Agendas without Documentations, continued

Stage 6: Develop and Implement Plan

Meeting Four: Planning Team

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school. Although this meeting is represented as one session, it could be a series of sessions.

What are the objectives for the fourth meeting?

A goal of this meeting is to develop and implement an improvement plan that addresses the learning needs of all students. This includes writing an improvement plan that clearly identifies a systematic approach outlining connections between current challenges, SMART goals, identified SBR strategies, staff development, stakeholder involvement, and measures of success.

What are the tasks for the first part of the meeting?

- Warm-up and/or team-school activities as appropriate.
- Review SMART goals.
- Review strategies, interventions, programs, etc. that were researched by the planning team.
- Using established decision-making methods, select strategies, interventions, programs, etc. for each of the SMART goals.

What are the tasks for the second part of the meeting?

- Using the template in the Integrated Improvement Plan for Districts and/or Schools, identify the action steps to accomplish the SMART Goal and determine the following for each action step:
 - Person(s) Responsible
 - Resources Needed
 - Timeline
 - Indicators of Success
- Analyze plans using the plan rubrics.
- Determine and plan for professional development needs of the planning team to support implementation of the improvement plan(s).
- Focus on including a multi-tiered system of support in the improvement plan that matches student academic and behavioral needs with instruction/support.
- Determine methods to monitor implementation of the District and/or school improvement plan(s).
- Determine benchmarks for attaining the goal and indicators of success for each benchmark.



Sample Agendas without Documentations, continued

Stage 7: Monitor Implementation and Progress Stage 8: Review and Revise

Subsequent Meetings: Planning Team Agenda

The Kansas Improvement Process is inherently flexible, allowing districts to adjust the process, agendas, and/or activities to fit the needs of the district/school.

Districts are encouraged to monitor continuously. Number and frequency of meetings in stages 7 and 8 is determined by the planning team.

What are the objectives for subsequent meetings?

A goal of these meetings is to monitor the implementation of the improvement plan(s). Monitoring includes (1) ensuring the scientifically based and researched strategies, interventions, and/or programs are being utilized with students, (2) collecting data on the effectiveness of the strategies scientifically based in research, (3) measuring progress against indicators of success, and (4) implementing evaluation procedures.

Conduct ongoing formative and summative evaluation of SBR strategies, staff development, and stakeholder involvement. Review and revision of the plan will allow the school and/or the district to cycle through as many stages of the improvement process as needed to support continuous growth.

What are the tasks for these meetings?

- Warm-up and/or team-school activities as appropriate.
- Review improvement plans using the District/School Monitoring for Implementation Tool.
- Determine progress toward the SMART goal(s).
- Identify emerging issues around implementation of the plans.
- Determine methods to address emerging issues as the plan is implemented.
- Make a plan for acknowledging and celebrating successes.
- Determine how often the district and/or school planning team will meet in order to monitor for implementation of the plan.
- Revise and update district/schools improvement plans as needed.
- Make plans to administer the District Integrated Needs Assessment at least once a year.



Integrated Improvement Plan Template for schools on improvement for Title I and QPA

KANSAS STATE DEPARTMENT OF EDUCATION
Integrated Improvement Plan
QPA
Title I Year 1 and 2

USD Number _____ District Name _____ Building Number _____ Building Name _____ Building Grade Span _____
School Address _____ City _____ Zip Code _____ Telephone Number _____ Fax Number _____ E-Mail _____

Date Submitted

Date used for official data collection (_____ Month _____ Day _____ Year)
Percent of Low Income _____
Total Number of Students Enrolled in Building _____
Total number of Low Income Students _____

Schools on improvement for QPA are eligible to utilize the Expected Gains formula when they submit their plan to KSDE and attend a state sponsored Integrated Improvement Plan review. When a school meets expected gains for two consecutive years the accreditation status improves. **Using Expected Gains formula will not impact Title I On Improvement status.**

MARK THE SELECTION THAT APPLIES

- The school has applied to utilize the Expected Gains formula.
- The school has not applied to utilize the Expected Gains formula.

ASSURANCES:

- A peer review committee or representatives from the district has reviewed and approved this Integrated Improvement Plan.
- The district assures that the Title I school will spend at least 10% of its Title I allocation for high quality professional development to address the academic issues that contributed to the school being identified for improvement.
- The district assures that the school has reviewed the District State Performance Plan report (SPP)
- The district assures that a State Technical Assistance Team (STAT) has been identified for the school and will be utilized.

District signatures represent agreement to all assurances marked and that the plan has been reviewed and approved at the district level. Signature of KSDE official represents plan has been reviewed and approved in meeting all required criteria.



External Technical Assistance Team

Directions: List the name of the individuals who will serve on the External Technical Assistance Team (ETAT) with their contact information. Additional rows may be added to this chart as needed.

ETAT Membership should be selected based on the skills and knowledge necessary to support the school's identified areas of improvement. More information can be located in the QPA Manual under Quality Criteria Two.

Requirements:

- Each school will select the membership of the ETAT
- The local board approves the ETAT
- An ETAT may serve more than one school in a district
- ETAT members may be affiliated with the district
- Members are not to be affiliated with the school (not even as itinerant personnel)
- A NCA team may be used as the ETAT
- The school and ETAT members determine the frequency of the external team visits

External Technical Assistance Team (ETAT)		
Identify area(s) of expertise of each individual. Note requirements above. Place an * beside the chairperson for this ETAT team	Name	Email address Phone Number



State Technical Assistance Team

Directions: List the name of the individuals who will serve on the State Technical Assistance Team (STAT) with their contact information. Add as many rows to this chart as needed.

- If a school is on improvement for QPA and/or on improvement for Title I, membership must include at least two individuals with expertise in the areas(s) resulting in the school being on improvement and needs to include one or more of the following:*
- *Highly qualified or distinguished teachers and principals,*
 - *Pupil services personnel,*
 - *Parents,*
 - *Representatives of Institutions of Higher Education,*
 - *Representatives of regional educational laboratories or comprehensive regional technical assistance centers,*
 - *Representatives of outside consultant groups.*

Requirements:

The STAT team is assigned to the school until the school either attains accredited status or is not accredited. A STAT may serve more than one school in a district. More information can be located in the QPA Manual under State Technical Assistance.

State Technical Assistance Team (STAT)			
Identify area(s) of expertise of each individual. Note requirements in the directions.	Name	Email address	Phone Number
Place an * beside the chairperson for this STAT team			



Stage 1: Orientation & Readiness

Stage 1 of this document is to be filled out following the completion of stage 1 of the Kansas Improvement Model.

Refer to the Kansas Improvement Notebook Section C: Planning Meeting 1.

Directions: List the names of the individuals who will serve on the school planning team with their contact information. Add as many rows to this chart as needed. **The roles in bold are required.** It is also required that 1) one person fill no more than two roles on the team and 2) no more than one of the asterisked roles may be filled by an employee of the school district

School Planning Team			
Role	Name	Email address	Phone Number
Superintendent or Representative			
Principal or Principals' Representative (Each building on improvement is represented on the district team)			
Site Council Member*			
Community Member*			
Family/Parent Representative*			
General Education Teacher			
Counselor, Social Worker, etc.			
Special Education Educator			
Local Consolidated Plan Contact			
Teacher of English Language Learners			
Title 1 Representative (if applicable)			
Other			



Stage 1: Orientation & Readiness continued

Adopted Improvement Process

Describe the process that will be used to develop and maintain this plan.

Highly Qualified and Fully Licensed

List the school's professional development that supports teachers in becoming highly qualified as defined by *NCLB* and fully licensed in Kansas.

List strategies the school uses to attract highly qualified, fully licensed teachers.

List strategies the school uses to ensure paraprofessionals meet the qualifications of highly qualified.

List strategies the school uses to incorporate a teacher mentoring program as part of its professional development program.

Transitions

Describe the strategies for assisting preschool children in the transition from early childhood programs, such as preschool, Head Start, or Early Reading First to local elementary school programs. *(If applicable)*

Describe the strategies used for assisting elementary students in the transition from elementary school to middle school.
(If applicable)

Describe the strategies for assisting middle school students in the transition from middle school to high school.
(If applicable)

Describe the strategies for assisting high school students in the transition from high school to post secondary education or work. *(If applicable)*

Parent/Family involvement

See Next Page



Stage 1: Orientation & Readiness continued

The National Standards for Family School Partnerships are a comprehensive guideline that schools can use to determine how successful they are implementing family school community partnerships. More information can be found at www.pta.org for assistance on specific strategies.

Directions: Mark the standard(s) the district is using to promote effective parent/family involvement.

For each of the selected standards:

- List strategies the school is using to promote effective parent/family involvement.
- List strategies the school is using to monitor the implementation of parental/family involvement.

1. Welcoming all families into the school community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

2. Communicating effectively

Families and school staff engage in regular, meaningful communication about student learning.

3. Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

4. Speaking up for every Child

Families are empowered to be advocates for their own children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

5. Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.

6. Collaborating with Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.



Stage 2: Gather & Organize Data

Stage 3: Analyze Data (includes finding from data analysis and identifying root causes)

Stages 2 and 3 of this document are to be filled out following the completion of stages 2 and 3 of the Kansas Improvement Model.

See the Kansas Improvement Notebook Stages 2 & 3 for instructions to the Data Carousel Activity which results in the school planning teams' determination of key findings. Examples of Achievement Data, Perception Data, Contextual Data, and Demographic Data are also found in Stages 2 and 3 in the Kansas Improvement Notebook.

Identify the needs assessment instrument that will guide data collection and explain the process for review by the school planning team.

Identify the data types that were collected. *Can the data be organized into qualitative and quantitative data types? The data sources may include:

- a. Achievement Data including review of formative as well as summative data
- b. Perception Data
- c. Contextual Data
- d. Demographic Data

Write one to three sentences that capture the key findings under each of the following areas.

Explain the process for data analysis. Has enough data been gathered to start a discussion by the planning team?

From the data analysis:

1. **Identify the planning team's assessment of the strengths and their root cause(s).**
2. **Identify the planning team's assessment of the challenges and their root cause(s).**

These findings will guide the planning, development and implementation of the Integrated Improvement Plan

***Do the findings provide direction for content instructional change?**

***Are statements listed to guide the staff in the identification of scientifically based research strategies which may address the root cause?**

***Do the findings provide direction for staff or professional development needs?**

*** Discussion point**



Stage 4: Prioritize & Set SMART Goals

Stage 4 of this document is to be filled out following the completion of stage 4 of the Kansas Improvement Model. Refer to the Kansas Improvement Notebook Section C: Planning Meeting Three. When writing SMART Goals consider the following:

- A purpose of improvement plans are to ensure that each student meets or exceeds high academic and behavioral standards.
- Research indicates that systemic approaches to school improvement are essential to sustainable progress.

Meeting the 2014 AYP targets for reading and math is the long term goal of each school and district in the state of Kansas. The written SMART goals will guide the schoolwide program planning and implementation. Write:

- One SMART Goal must focus on each student meeting or exceeding Mathematic Standards. The plan should include action steps (See Stage 6 Part A) to improve student achievement for each sub group who is not meeting Mathematics Standards during the next two years.
- One SMART Goal must focus on each student meeting or exceeding Reading Standards. The plan should include action steps to improve student achievement for each sub group who is not meeting Reading Standards during the next two years.
- One or more SMART Goal(s) must focus on the areas of deficiencies for Quality Performance Accreditation (QPA).

*Is it clear that the SMART Goal(s) were written as a result of the process: needs assessment, data analysis, and available resources in the school, district, and community?

Mathematics SMART Goal(s):

Reading SMART Goal(s):

*Discussion Point



Stage 5: Research & Identify Scientifically Based Research Strategies & Practices

Stage 5 of this document is to be filled out following the completion of stage 5 of the Kansas Improvement Model. Refer to the Kansas Improvement Notebook Section C: Planning Meeting Three. The action for each tier should relate back to the SMART Goal(s). The tiers should create a systemic approach for the building or district. The professional development needs will also stem from each tier. More information on MTSS can be located at www.kansasmtss.org.

SMART GOAL(s): (Complete Stages 5 and 6 for the named deficiency; then mathematics; then reading; then other)

Name the core content program and list identified scientifically based strategies and interventions that have the greatest likelihood of bringing about positive student achievement for all students to meet the SMART Goal(s).

What assessment instrument will measure student progress? (e.g., Tier 1 of the Multi-Tiered Systems of Support)

What is the research base to support the identified strategies or interventions?

Express why these strategies have the likelihood of bringing about positive achievement for all students?

Name the targeted content program and list identified scientifically based strategies and interventions that have the greatest likelihood of bringing about positive student achievement for students who need additional support to meet the SMART Goals.

What assessment instrument will be used to measure student progress? (e.g., Tier 2 of the Multi-Tiered Systems of Support)

What is the research base to support the identified strategies or interventions?

Express why these strategies have the likelihood of bringing about positive achievement for all students?

Name the intensive content program and list identified scientifically based strategies and interventions that have the greatest likelihood of bringing about positive student achievement for students who need intensive support to meet the SMART Goals.

What assessment instrument will be used to measure student progress? (e.g., Tier 3 of the Multi-Tiered Systems of Support)

What is the research base to support the identified strategies or interventions?

Express why these strategies have the likelihood of bringing about positive achievement for all students?



Stage 6: Develop & Implement the Integrated Improvement Plan and the Research-Based Staff Development Plan

Stage 6 of this document is to be filled out following the completion of stage 6 of the Kansas Improvement Model. Refer to the Kansas Improvement Notebook Section C: Planning Meeting Four.

Part A (This section is completed for each SMART Goal identified in Stage 4) Include specific action steps to address student groups not making AYP.

SMART Goal: (Copy SMART Goal from Stage 4)

A Action Steps Tied to SMART Goal	B Person(s) Responsible	C Resources Needed	D Target Completion Date	E Actual Completion Date	F Documentation of Completion
1					
2					
3					
Etc.					



Stage 6: Develop & Implement the Integrated Improvement Plan and the Research-Based Staff Development Plan, continued

Part B (staff development to support Part A). More information can be located in the QPA Manual under Quality Criteria Four and the Kansas Professional Development Guidelines.

Directions: Review the school's Results-Based Staff Development plan and revise as needed to incorporate the staff development needs as identified in action steps under each of the goals. * **What will staff need to know or be able to do to implement action steps?**

Results Based Staff Development					
Staff Development Goals: Based Upon Identified Needs	Staff Development Strategies	Timeline	Person(s) Responsible	Resources (include Personnel & Funding)	Evaluation
Knowledge Level What do we know now that we did not know before?					
Application Level What are we doing now that we did not do before?					
Impact Level What results are we getting that we did not get before?					



Part C

Describe how all teachers will be involved in using data to provide information to improve individual student achievement and strengthen the overall instructional program.

Describe extended opportunities to learn and/or additional time that the school has in place to help ensure that all students are achieving academically in reading and mathematics. (Examples may include after school programs, summer school program, etc.)

Describe how the school will coordinate federal, state, and local services used to support this Integrated Improvement Plan for Schools.

Describe how federal, state, and local funds will be coordinated to support this Integrated Improvement Plan for Schools.

Stage 7: Monitor Implementation & Progress

Stage 7 of this document is to be filled out following the completion of stage 7 of the Kansas Improvement Model. Refer to the Kansas Improvement Notebook Section C: Subsequent Planning Meetings.

Describe the process that the district and/or school will use to monitor the implementation of this plan.

Name:

- Who will participate in the review?
- What will be reviewed (i.e., both qualitative and quantitative data)?

*Guiding questions for the review process discussion:

- To what extent is the plan being followed?
- Is the plan effective? If the plan is not effective, what revisions are needed?

Identify the timeline of the process to ensure movement to the next cycle (e.g., quarterly, by semester, annually, etc.).

*Discussion Point

