



Integrated Improvement Plan For Districts

To be completed by Districts on Improvement · Title I Year 1 & 2

USD Number USD497

District Name Lawrence Public Schools

Superintendent Name Dr. Rick Doll

District Address 110 McDonald Drive

City Lawrence

Zip Code 66044

Telephone Number 785-832-5000

Fax Number 785-832-5099

LCP Contact Ellen Willets

Telephone Number 785-832-5000 ext 4769

Fax Number 785-8325016

E-mail ewillets@usd497.org

ASSURANCES: Please put a check mark in all the boxes that apply.

- If applicable, the district assures that not less than 10% of the Title I funds received for each fiscal year the district is identified for improvement is spent for professional development.
- The district has a Professional Development Plan on file at KSDE.
- The district assures that an effective parental/family involvement policy exists that enables parents/families to support their children toward making educational progress.
- The district assures the use of federal funds to supplement and not supplant funds to support students participating in federal programs.
- The district assures maintenance of effort for Title I funds and comparability of services will be maintained according to federal program requirements.

District signature represents 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.

Signature of Authorized District Representative

Signature of KSDE Official

Date

Date

Target Improvement Plan application

INTRODUCTION

The Kansas school and district improvement model has seven stages as follows (for more information, see the Kansas Improvement Notebook at <http://www.ksde.org/Default.aspx?tabid=1957>):

- Stage 1: Orientation and Readiness
- Stage 2: Gather and Organize Data
- Stage 3: Analyze Data
- Stage 4: Prioritize and Set SMART Goals
- Stage 5: Research and Identify Effective Practices, Strategies, Programs, and Interventions
- Stage 6: Develop and Implement the Integrated Improvement Plan and the Research-Based Staff Development Plan
- Stage 7: Monitor Implementation and Progress

This Integrated Improvement Plan for Districts seeks to help districts that are on improvement, corrective action, or restructuring—as defined by the federal No Child Left Behind Act of 2002—apply the improvement model in a way that:

1. Meets federal and state laws and regulations;
2. Aligns with the work of the Kansas Learning Network, which is one of the state’s primary strategies for helping schools and districts improve the quality of education they provide to all students; and
3. Helps districts plan effectively for improving the quality of education their schools provide to all students.

To keep this plan as easy to use as possible, KSDE encourages district teams to reference the Kansas Improvement Notebook for context and additional information.

STAGE 1: ORIENTATION AND READINESS

During this stage, district and school staff are determining and/or reviewing how the district improvement plan will be developed, updated, and maintained (Step 1). The staff are also determining or updating membership on the District Planning Team (Step 2). Once the District Planning Team membership is decided, the Team will establish and communicate its vision and theory of action for improving the quality of education students receive (Step 3) and facilitate the district improvement process that achieves that vision through implementation of the theory of action (Step 4).

In this section, the District Planning Team will need to complete Steps 1 through 4. Specific directions and/or suggestions are given for each step.

Step 1: Systemic Improvement Process

Directions. In narrative form, describe the process that will be used to develop and maintain this plan. Include answers to the following five questions in your response:

1. Who was involved in the process?
2. Who assisted stakeholders in understanding components of the district improvement process? How was teacher voice and buy-in achieved?
3. What was the timeline for planning?
4. How was the plan communicated to parents, teachers, and the board of education? Are interpreters or translation used?
5. What steps have been taken to ensure the plan is maintained over time?

Please enter response below:

The Kansas Learning Network conducted an onsite needs assessment on November 1-3, 2010. During the K.L.N. visit, ninety-five certified, classified, and administrative staff members, board members, students, parents, and community leaders participated in eighteen focus groups and/or individual interviews. Eleven Lawrence teachers and administrators were on walk-through teams that conducted 221 walkthroughs in Grades 3 - 12 reading and mathematics classes. Fifty percent of the eligible teachers and eighty-seven percent of principals and assistant principals completed an anonymous online survey as part of the KLN needs assessment. The final Kansas Learning Network Needs Analysis was received on January 6, 2011. District executive administrators met with the KLN facilitator to review the findings in January. The report was reviewed and analyzed for gaps and connections to current district goals and initiatives during an administrative professional development session on January 19. On January 24, the superintendent and chief academic officer reviewed and discussed the report with our L.E.A. teachers' association president and the teacher representative on our KLN district team. The report was also presented to the board of education and posted on the district website on January 24. The local newspaper and television station reported on the KLN visit and findings. Superintendent Doll produced a video message about the KLN findings and district improvement initiatives. The video was shown and discussed during school staff meetings on January 31. Principals have been encouraged to share information and discuss the report at school

site council meetings. The KLN report and district improvement plan will be on the agenda for discussion at an upcoming District Equity Council meeting. The superintendent and district administrators have and will continue to share information about N.C.L.B. and the district improvement process at various community and civic organization meetings.

One of the KLN recommendations is that we participate with KSDE's Special Education Technical Assistance Support Network, to conduct a more in-depth special education needs assessment to determine how to improve outcomes for students with disabilities and to ensure that students have access to, and make satisfactory progress in the general curriculum. On January 14, the special education director and chief academic officer engaged in a conference call with TASN staff to discuss technical assistance options. On February 15 -16, a team of district and building administrators participated in the KSDE TASN Roots to Resources Workshop in Wichita. The purpose of the workshop was analyze delve into special education data using root cause analysis strategies and protocols. Since that workshop the team has shared information with the Superintendent's Administrative Team (district executive administrators and building principal representatives) and the district Teaching & Learning administrative team. Our Roots to Resources action plan also pointed to the need to compile and disaggregate additional data to answer some of the "root cause" questions about the academic achievement and educational performance of our students with disabilities. Information about this special education needs analysis will be shared with key stakeholders following the compilation and analysis of the data we identified in the initial workshop.

The goals identified in the district improvement plan will be incorporated in our district goal setting process. Regular progress updates regarding these district goals are made to the board of education and posted on our district website. This will ensure that the goals remain active and in the forefront of our work.

Step 2: District Leadership Team

A formal District Leadership Team should be in place to facilitate the process of developing, implementing, and maintaining the school improvement plan. The diversity of stakeholders included on the membership team provides a broad and knowledgeable perspective regarding the preparation of students for the 21st century.

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

DISTRICT PLANNING TEAM			
<i>Name</i>	<i>Role</i>	<i>Email address</i>	<i>Phone Number</i>
Superintendent or Representative	Dr. Rick Doll	rdoll@usd497.org	785-832-5000 ext 4599
Principal or Principal's Representative	Dr. Matt Brungardt	mbrungar@usd497.org	785-832-5050 ext. 1696
Site Council Member*			
Community Member*			
Family/Parent Representative*	Rich Minder	successby6@sunflower.com.	785-842-8719
General Education Teacher	Adela Solis	asolis@usd497.org	785-832-5640 ext.4550
Counselor, Social Worker, etc.			
Special Education Educator			
Local Consolidated Plan Contact	Ellen Willets	ewillets@usd497.org	785-832-5000 ext.4769
Teacher of English Language Learners (if applicable)			
Title I Representative (if applicable)	Ellen Willets	ewillets@usd497.org	785-832-5000 ext 4769
KLN District Facilitator	Dr. Ray Daniels	rajodani@yahoo.com	
Other	Kim Bodensteiner, Chief Academic	kbodenst@usd497.org	85-832-5000 ext 1642

	Officer Kevin Harrell, Division Director-Student Intervention Services	kharrell@usd497.org	785-832-5000 ext. 2221
	Dr. Angelique Kobler, Division Director - Curriculum & Instruction	akobler@usd497.org	785-832-5000 ext. 2440
	Dr. Terry McEwen, Division Director - Assessment, Grants, & School Improvement	tmcewen@usd497.org	785-832-5000 ext. 2613

Step 3: District Vision and Theory of Action

A vision and theory of action for improving the quality of education all students receive are critical to helping the district foster systemic coherence by aligning systems, policies, practices, structures, resources, culture, and stakeholders. Coherence means that “the elements of a school district work together in an integrated way to implement an articulated strategy.”¹

Directions. Describe the impact that district systems have on student learning. (Data to consider: leadership structures, teacher licensure, teacher assignments, calendar, budget, schedules, professional learning program, data management, instructional programs, extended learning).

Please enter response below:

The KLN Needs Analysis indicated that over the past few years, USD 497 has shifted toward a more coherent management approach. With the addition of a new superintendent and several new board members, Lawrence has begun to create a more unified system to support student achievement and learning, as is evidenced by the adoption of a new district-wide mathematics curriculum at the K-5 level. Parents and students appear to be very supportive of the school system and view the system’s leadership in a positive light. Community members see the district as an asset to Lawrence as well.

LEADERSHIP STRUCTURES:

To support district and school level functions, the district level administration is organized in two units: Teaching & Learning and Administrative Operations. Both units understand that our work must support and enhance teaching and learning in our schools. The superintendent and chief administrators for these two units work closely together on all aspects of district leadership. This executive team meets bi-weekly with representatives from elementary and secondary principals' groups for coordination, problem solving and planning. The district administrative team, including all district level administrators and key administrative assistants,

¹ Childress, S., R. Elmore, A. Grossman, and Caroline King (2007). Note on the PELP Coherence Framework. Public Education Leadership Project at Harvard University.

meets bi-weekly to coordinate district-wide initiatives, plan for board meeting agendas, and address district administrative issues. Principals are supervised and evaluated collaboratively. Monthly administrative professional development sessions bring district administrators and building principals together to improve knowledge and skills for effective leadership. The two principal groups have a monthly meeting with administrators in Teaching & Learning. These meetings incorporate administrative tasks and targeted professional development tied to improvement initiatives at elementary, middle or high school levels.

TEACHER LICENSURE:

The district currently utilizes Title IIA funds to reimburse teachers with provisional licenses and on waivers for coursework to complete full licensure. Based on district need, this has been targeted for teachers in special education. In addition, the district allocates funding to purchase required textbooks and pay tuition and Praxis fees for elementary teachers who are required to complete E.S.O.L endorsement to teach in one of our E.S.L. cluster or neighborhood schools.

TEACHER ASSIGNMENTS & BUDGET:

Funding is allocated to schools on a per pupil basis. One of our 2010-2011 district goals is to develop a plan to direct resources to maximize student learning and achievement. This will involve investigating current policy and practices related to allocation of school staffing, developing a procedure for evaluating programs and practices in order to redirect resources, and planning for the expansion of job-embedded, school-based professional development (e.g. instructional coaches).

CALENDAR, SCHEDULES:

The district calendar incorporates weekly early release time at the elementary and middle school levels and late start at the high school to provide time for collaborative planning among certified and classified instructional staff related to instructional planning, student interventions, and professional learning community meetings.

Daily school schedules have been redesigned for the middle and high school levels as part of our grade reconfiguration planning process. The high school schedule has been modified to increase student access to courses and curriculum by going from a six to seven period school day. The middle school schedule has been modified to include an advisory program, a period for targeted, data-based, flexible group instruction for all students, back-to-back periods for core content areas to allow teacher teams to plan for flexible, extended instruction and/or integrated curriculum units.

PROFESSIONAL LEARNING, INSTRUCTIONAL PROGRAMS:

1. DISTRICT-PLANNED COLLABORATION DAYS

Six of the weekly early release collaboration days for elementary and middle school staff are designated for district-planned collaboration and professional development activities. This year these dates have been utilized for professional development related to elementary mathematics instruction and planning/preparation for the transition from Grades 7-9 junior high schools to Grades 6-8 middle schools.

2. INSTRUCTIONAL COACHING

Last year the district reorganized existing coaching positions, assigned to technology, novice staff, and reading, to create coaching teams assigned to "families" of schools. The "families" were high school, junior high school, Title I/Reading First elementary schools, Title I/ESL elementary schools, and non-Title I/non-ESL schools. The teams of learning coaches worked together to support professional development and technical assistance needs in their assigned schools. Novice teachers were required to participate in work with the coaches as part of their orientation and induction program. Two coaches were specifically assigned to work with beginning special education teachers. Veteran teachers had the option of requesting collaboration or support from learning coaches. Following the first year of implementation, the board of education cut ten of the fifteen learning coach positions. During this school year, the remaining coaches are based at the district office and are primarily working on district improvement initiatives and novice teacher support. Some individual Title I schools are using ARRA funds to continue funding a full or part-time coaching position. Those funds will end this year.

3. DISTRICT INSTRUCTIONAL FRAMEWORK

Last year, district administrators and instructional coaches (with review and input from classroom teachers, resource teachers, and principals) developed a new instructional framework founded on research-based instructional practices designed to have the greatest impact on increasing achievement. In addition, various district or building programs (e.g. Sheltered Instruction Observation Protocol, Fred Jones, Marzano) have been aligned to the framework. Slides showing this alignment have been developed to provide a visual summary for staff.

4. DISTRICT PROFESSIONAL DEVELOPMENT DAY

The district calendar includes only one district-planned professional development day. Last year the sessions were focused on district improvement focus areas at the various levels. This year the high school day was used for the work of four-year high school work groups and curriculum planning committees. The middle school session featured a presentation by Dr. Tom Erb on effective middle school teaming with time for small group discussion and planning. The elementary session provided time for school-based grade level teams, including general education, special education, Title I, and ESL teachers, to engage in mathematics unit planning incorporating differentiation and accommodations for learners with special needs. The other professional development dates built into the calendar are planned at the building level. This year the middle school building-level days have been collaboratively planned and implemented to support the transition from junior high to middle school philosophy and programming.

5. RAISING ACHIEVEMENT FOR ALL WHILE CLOSING ACHIEVEMENT DISPARITIES

This district goal was identified to address significant gaps in student achievement and graduation rate. Several years ago, we began with study groups including administrators, NAACP, Equity Council, site councils, and staff. A team of administrators and teachers attended the first national "Courageous Conversations on Race" summit. That team recommended that our district continue this work by conducting a two-day "Beyond Diversity" seminar for administrators, board members, teacher leaders, and community members. Approximately eighty individuals participated in this first Beyond Diversity seminar in Lawrence. Those participants reaffirmed the importance of continuing the work through a long-range plan for training and technical assistance. We began contracting with Pacific Educational Group for professional development & technical assistance including (to date) three

two-day Beyond Diversity” seminars, six Equity Leadership seminars for all principals and district administrators, the formation of a District Equity Leadership Team, and three work sessions with the board of education, superintendent, chief operations officer, and chief academic officer. Most recently, we have formed Building Equity Leadership Teams in both high schools and approximately half of our elementary schools. These groups are beginning a series of professional development sessions. The middle schools and remaining elementary schools will initiate E-Teams next year. These teams are part of a multi-year plan to transform our district through equity-focused leadership. In addition, community volunteers have worked with high school administrators to develop very active “Can We Talk?” high school mentoring and discussion groups. We re-energized our District Equity Council by soliciting open applications for membership. This has resulted in broader representation and includes student members.

6. MTSS

All Lawrence schools developed "Pyramids of Intervention" as part of our work with Rick DuFour's Professional Learning Communities. Several individual schools have participated in KSDE training to plan and implement MTSS at the school level. An examination of our district curriculum and student achievement data indicated that we had work to do to clearly establish a guaranteed, viable core curriculum in Tier I. We are moving forward with a comprehensive Teaching & Learning Review Process to develop tighter, better-articulated district curriculum with clear implementation expectations. At the same time, we are beginning planning for district-wide MTSS. Building and district administrators are in process of going through the Leadership Essentials training. The district’s goal is to develop teams at each of the school sites and begin the structuring process in fall of 2011.

DATA MANAGEMENT

1. DATA CAROUSEL

Lawrence Public Schools' Teaching & Learning administrators began using a "data carousel" activity in 2007-08. A data carousel allows a school staff to review and discuss data and other information about their individual school. The facilitators explain various charts and graphs while guiding staff through questions and discussion about the strengths or concerns revealed in the data. Schools that do not make "adequate yearly progress" as defined by the No Child Left Behind legislation are required to complete this type of data review process. Most of our schools, regardless of AYP status, participate in an annual data carousel to review their current and longitudinal school data with all staff. In addition, Teaching & Learning administrators conduct district-wide data carousels for our entire administrative team and for the Board of Education each year.

A data carousel is an interactive look into data for a particular school or for the district as a whole. Schools (and the district) view where they have been over the past five years, and they look more deeply into the data for the most recent school year. Three types of data are presented: Mathematics Performance Data, Reading Performance Data, and Perceptions Data. The Mathematics and Reading data are provided through our student performance on the Measures of Academic Progress (MAP) assessment as well as the Kansas State Assessments. Perceptions data summarize how students perceive their school through the Communities That Care

Survey, administered each year to our 6th, 8th, 10th and 12th grade students. Individual schools also review staff perceptions through the results of an organizational health inventory. The Lawrence Public Schools' Data Carousel has evolved and improved over the past three years. We began with everyone having folders of paper charts and graphs to our current version presented via an electronic power point presentation. The data carousel is a time-efficient way to share large amounts of information with the entire staff at one time. Additional benefits are found in the conversations that occur among teachers, principals and district administrators. These conversations can lead us to new strategies and better approaches to improve student learning. upcoming data warehouse.

2. DATA WAREHOUSE

In 2009- 2010, one of our district goals was to investigate options for the possible purchase of a data warehouse system to improve the collection, analysis, and access to data related to improving teaching and learning in our district. Following review by a committee of teachers, principals, district administrators, and technology support staff, a recommendation was made and the board approved the purchase of the Viewpoint product. Currently, the basic demographic, assessment and student information systems data are being imported into the system. During spring and summer 2011, input will be collected from key users and stakeholder groups (e.g. certified staff, principals, district administrators, board members) to guide the preparation of data to ensure key reports and data analysis will be available to teachers, PLCs, instructional coaches, principals, and other key decision-makers. The goal is to have initial professional development early in the 2011-12 school year.

EXTENDED LEARNING

1. TARGETED AT-RISK FUNDING

In 2007-08, the board of education agreed to set aside approximately \$100,000 of At-Risk funding to be allocated to individual schools not making A.Y.P. The purpose of the funds is to provide extended learning opportunities specifically to support students who were not achieving proficiency in reading and/or mathematics. School leadership teams submitted an research or evidence-based plan for the use of the funds, targeted students, methods of progress monitoring, and proposed budget. The teams meet with district Teaching & Learning administrators to discuss the plan and the school's needs for technical assistance.

2. HIGH SCHOOL CREDIT RECOVERY

Each high school has used various strategies for credit recovery including traditional "seat-time" summer school classes and the use of the Lawrence Virtual School for online course recovery. These options have shown limited success. The high schools have began using the At-Risk targeted funds (described in #1 above) to implement a contract-based summer credit recovery program. Individual students and the content area teachers develop an individual contract based on the reasons the student failed the regular school-year course. Once the student has successfully completed the contracted assignments, projects, exams, and/or learning demonstrations, she or he has successfully completed the course and the summer program. Giving the student greater control over the amount of time spent in summer school and employing their own high school teachers to develop contracts and teach in the summer program has resulted in more acquired credits completed by students. Based on the success of this model, funding has

been formalized in the budget rather than being based on the targeted At-Risk funds for schools not making A.Y.P. This will also the high schools to use that funding for other intervention and extended learning initiatives.

3. PARTNERSHIP WITH BOYS & GIRLS CLUB

Homework "Power Hour", tutoring with university students and other volunteer tutors, and collaboration with classroom and resource teachers are some of the strategies implemented in partnership with The Boys & Girls Club of Lawrence. Afterschool programs are provided in some individual elementary school buildings and through bussing students to the centralized elementary club site and the teen center for middle and high school students.

4. TITLE I SCHOOLS also use Title I funding for extended learning tutoring and/or summer programs based on their individual school improvement plans .

Describe the technical assistance the district provides schools in helping the district to improve student learning as measured by:

- Adequate Yearly Progress
- State Performance plan indicators (students with disabilities)
- Annual Measurable Achievement Objectives (AMAOs)—if applicable

Please enter response below:

ADEQUATE YEARLY PROGRESS:

District administrators developed and facilitate a data review activity, called a "data carousel", to engage school staff in review and discussion of their building data. See above "DATA MANAGEMENT #6 Data Carousels" for a description. Following the data carousel. The division director for assessment, research and school improvement also provides technical assistance to principals and school staff to access and interpret data for school improvement planning. He also presents information about data and assessments to school site councils and provides professional development for principals, instructional coaches, and teachers on data analysis and interpretation. Instructional coaches are also available to assist professional learning communities, teacher teams, school staff, and individual teachers with student data.

SCHOOL IMPROVEMENT PLANS & TARGETED AT-RISK FUNDING

As described in the previous section, the board of education has allocated \$100,000 of at-risk funds for schools not making A.Y.P. District Teaching & Learning administrators provide technical assistance to schools as identified in meetings with individual school principals and leadership teams to discuss their plans for this funding. Curriculum administrators have assisted with analyzing individual student data, determining appropriate class or intervention group placement for students, identifying instructional resources and strategies, and identifying professional development resources.

PROFESSIONAL DEVELOPMENT - READING

As part of Reading First, 2003-2010, the five elementary schools participating in the project over the 7 year period received training from the district or district supported consultants on all assessment tools and interpretation of the data. For all 15 elementary schools, the district has provided a segment of the Language Arts Academy devoted to review and analysis of the AYP data for Reading for each grade level. During the professional development sessions, elementary teachers develop their analysis of the data and goals for changing instruction to cause improvement in the data. The district language arts curriculum specialist also regularly shared AYP data and assisted teachers in interpretation and curriculum planning within the High School Language Arts Steering Committee and the Middle School Language Arts Academic Planning Committee.

PROFESSIONAL DEVELOPMENT - MATHEMATICS

Elementary Field Test & Professional Development

During 2010-11, K - 5 faculty and principals have been meeting monthly for professional development. Half day sessions were conducted in August, November, January, March and April to provide extended time for the topics and five PLC Wednesday early-release collaboration dates were also utilized for follow-up. Staff input was solicited to determine the topic focus and differentiation for each session.

August - Introduction to district on-line resources (ThinkCentral and curriculum documents) and Effective Lesson Design

September – Student Discourse

October – Formative Assessments

November - Support for Expressions Implementation - Daily Routines, Daily Practice, pacing guide, etc

December – Support for monitoring student progress on State indicators

January – Effective building level collaboration

February – Support for Expressions implementation (Primary grade levels) and Support for monitoring student progress (Intermediate grade levels)

March – Enhancing Effective Homework practices

April - Teaming

Middle & High School Mathematics Curriculum & Course Planning

A Middle School Math Academic Planning Committee was established as part of the Lawrence Public Schools' Middle School redesign process. This group met four times during District PLC Wednesday early release days.

In addition, a Middle School Math Leadership team was formed with representation from 6th, 7th 8th grade math teachers, ESL teachers and SPED teachers. This leadership team worked to develop 6th, 7th and 8th grade Core Curriculum guides and Power standards. Department chairs from both high schools worked with 8th grade staff to ensure the Middle School curriculum supports student readiness for Geometry as 9th graders.

The Middle School Math Leadership team also identified essential skills for each grade and will continue working this summer on the vertical alignment (scope and sequence) for middle school math skills. Pacing guides were reviewed by 6th and 7th grade

staff. Eighth grade staff will be evaluating possible resources to support their identified curriculum. Eighth grade staff will develop a pacing guide for use next school year once a resource has been decided.

As part of the middle school redesign work, the Middle School Math Leadership team selected new names for math classes to better represent the philosophical shift to an integrated mathematics curriculum which will include stronger focus on all four mathematics standards. Beginning with 2011-2012 math classes will be titled Integrated Algebra 6, Integrated Algebra 7, and Integrated Algebra 8 to distinguish them as math classes supporting all four math Standards – Number Sense, Algebra, Geometry and Data/Stats.

High School staff realigned high school course offerings to accommodate the 9th grade classes moving to high school. Staff reviewed and updated essential skills for Introductory Algebra, Algebra 1, Geometry, Algebra 2, and Advanced Algebra 2. Math teachers from both high schools are working together to develop common Core Curriculum guides and power standards for Algebra 1 and Geometry. Algebra 2 and Advanced Algebra 2 will be reviewed next school year.

The need to support 10th – 12th grade students who continue to struggle with Algebraic concepts after Algebra 1 was identified and a new course - Principles of Algebra and Geometry - will be offered next year to address this need. Combined staff from both high schools will continue working on the curriculum documents for the class this summer.

STATE PERFORMANCE PLAN FOR SPECIAL EDUCATION(SPP Indicators)

SSP indicators (FY08 data) showed the district did not meet expectation in the following areas:

Graduation rate - 64.35 %

Drop-out rate – 9.51 %

Math proficiency – 64.5%

Reading proficiency – 67.02%

As a district we have determined that these are not “special education only” issues. We have participated in administrative problem-solving and professional development with general and special education administrators. Special education teaching staff have participated in professional development about Reading and Mathematics, along with their general education colleagues. This collaborative professional development was designed to ensure that special education staff understand core curriculum and classroom instructional strategies in Reading and Mathematics. This should allow the special education teacher to better support classroom teachers and students with disabilities in core instruction.

District special education staff are currently revising and restructuring our transition process and procedures for students ages 14 – 21. Our goal is to improve transition and outcomes planning to focus on skill instruction, appropriate course selection, and realistic post-school goals for students with disabilities. Special education and general education administrators and faculty are working together to determine professional development and educational resource needs to ensure students with disabilities are instructed by qualified staff with appropriate resources.

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES FOR ESOL (AMAOs)

AMAOs 1 and 2: KELPA Focus

The district has provided professional development sessions for school principals and teachers regarding:

- a) administration, analysis, and use of LAS and KELPA data. Emphasis on data analysis and instructional decision making.
- b) initial implementation and ongoing use of ESOL Student Enhancement Plans. Emphasis on using KELPA and LAS data combined with formative and summative classroom data to develop individual annual goals.

AMAO 3 - State Reading and Math Outcomes

The district has provided professional development on the

- a) Sheltered Instruction Observation Protocol (SIOP). Both introductory and intermediate levels have been offered within the last 2 years. Sessions are offered for elementary and secondary teachers at ESL and non-ESL buildings.
- b) Knowledge & skills for ESOL endorsement and provision of effective education practices through the development and facilitation of a District ESOL Academy. The academy increases the knowledge and skills of staff in both ESL and non-ESL buildings to work with culturally and linguistically diverse students. Participants learn how to use a student's cultural biography and academic profile to implement accommodations that support meaningful access to the core curriculum in the general education setting.
- c) Data carousels including data which allow staff to focus on reading and math performance for ELL students in their school.
- d) Reading and writing intervention program professional development at the middle and high school levels was conducted this year. A group of teachers will meet together this summer to align the Longman Academic Writing series to the state ESOL standards and to create a scope and sequence for the program, which did not come with the program teacher's guide.
- e) New Teacher Reading Academy and ongoing professional development in reading instruction - All elementary ESL resource teachers have participated in this training.
- f) Formation of a math vocabulary team with the goal of creating math vocabulary materials and visuals aligned to state math and Math Expressions (elementary math resource) vocabulary.

ADDITIONAL ACTIVITIES NOT TIED TO A SPECIFIC AMAO:

- a) Professional development with Catherine Collier (Summer 2010) on separating difference from disability.
- b) Professional development on cultural sensitivity
- c) Continuing development and fieldtesting of building-to-building transition guidelines with emphasis on consistent implementation of instructional and assessment accommodations.

Describe why the district's prior plan did not bring about sufficient student achievement to meet yearly targets. In particular, please describe why subgroups, such as English language learners and students with disabilities, did not meet yearly targets. (If no previous district plan existed, please indicate that.) In addition, if you have written a Targeted Improvement Plan for students with disabilities and received a TIP grant, please describe how the grant was used.

Please enter response below:

DISTRICT IMPROVEMENT PLAN

We have not previously had a District Improvement Plan. Superintendent Doll initiated an annual goal setting process when he came to Lawrence last year. The establishment of these district goals, timelines, and responsibilities have provided greater focus and accountability for our improvement efforts. We plan to expand this annual goal setting process by incorporating the improvement goals established in this plan and by extending it to a multi-year plan.

In the past individual schools have developed school improvement plans. This reliance on individual school improvement plans and strategies has not resulted in reliable improvement through the district. We believe a more balanced approach combining clear district expectations with defined building autonomy will result in more consistent and sustained improvements in student achievement throughout the district.

TARGETED IMPROVEMENT PLAN FOR STUDENTS WITH DISABILITIES (TIP)

Funds from the TIP (Targeted Improvement Plan) have been used to fund a portion of the salary of our district MTSS specialist and professional development to design and implement a district-wide MTSS plan, including in-district training by a MTSS State Facilitator and teacher, instructional coach and administrators' attendance at the MTSS State Conference. TIP funds have also provided substitutes, stipends, and training materials for certified staff professional development in Reading, Mathematics, and Functional curriculum and instructional strategies. Infinitec and Premier Literacy Suite software purchases have been made with TIP funds.

KSDE will notify districts identified for improvement by sending out official notification in August of each year. KSDE provides to districts the following to support improvement efforts:

- *The Kansas Improvement Notebook*
- *Guidance information as provided by the United States Department of Education*
 - *A template for the Integrated Improvement Plan for Districts*
 - *Networking opportunities*
 - *Peer Review information on Improvement Plan*
 - *Kansas Learning Network*
 - *MTSS training with recognized MTSS facilitators*

Select and describe the systemic initiatives or actions the district has implemented in the last two years that have had the greatest likelihood of improving students' achievement in meeting the state's standards and in the schools making Adequate Yearly Progress. (Following is a list of possible initiatives or actions, please add "other" actions by specifying.)

- | | | |
|--|---|---|
| <input type="checkbox"/> Instructional Audit Walk-Through | <input checked="" type="checkbox"/> Using Data to Drive Decision Making | <input type="checkbox"/> Differentiated Instruction |
| <input type="checkbox"/> Diagnostic Reading Assessments | <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Summer School |
| <input type="checkbox"/> After school/extended learning | <input checked="" type="checkbox"/> Resource Allocations: personnel, time, money | |
| <input checked="" type="checkbox"/> Frequent Progress Monitoring of Student Progress | <input checked="" type="checkbox"/> Professional Development through the use of Instructional Coaches | |
| <input checked="" type="checkbox"/> School-Based or School-Linked Social and Health Services | <input type="checkbox"/> MTSS Professional Development Provided by Recognized MTSS Facilitator | |
| <input type="checkbox"/> Cultural Competency | <input type="checkbox"/> Other | |

Describe the selected initiatives or actions.

USING DATA TO DRIVE DECISION MAKING

See previous descriptions of our district data carousels and technical assistance related to the use of data. The implementation of a new data warehouse will allow us to enhance the ability of teachers and administrators to access and use data more quickly and effectively in decision-making.

RESOURCE ALLOCATIONS

The board of education has allocated \$100,000 in At-Risk funding for schools that have not made A.Y.P. School principals and leadership teams work with district Teaching & Learning administrators to develop interventions to

address student learning needs. Extended learning through tutoring and summer school have been the most common interventions.

Full-day kindergarten programs are provided in our eight highest-risk elementary schools identified through a rubric including poverty rate, English as a Second Language cluster program, and academic readiness of incoming kindergarten students.

Staffing allocations to the schools are adjusted based on the percent of students qualifying for free and reduced price meals.

The district allocates funding to non-Title I schools to hire Instructional Support Assistants to provide Tier II instruction in reading and mathematics for primary grade students based on diagnostic assessments in reading and mathematics. Funding for reading and math intervention specialists is allocated, outside the base staffing allocation, to the middle schools. A proposal is under consideration for the addition of a high school reading specialist position at each high school, outside the base staffing allocation.

FREQUENT PROGRESS MONITORING OF STUDENT PROGRESS (Elementary Reading only)

In all K-2 schools, students that are identified at the beginning of the year as at risk receive progress monitoring every two weeks for their basic reading skills using the DIBELS NEXT measures. During the 2010-11 school year, all K-6 teachers are receiving training on administration and interpretation of the DIBELS NEXT measures and the use of progress monitoring data to make instructional decisions as well as monitoring changes in instruction for improvement. For Title I (6 buildings) 3rd-6th are conducting progress monitoring on students receiving Tier 2 or 3 support every two weeks. This is a limited implementation this school year. All teachers have received the training on how to conduct regular progress monitoring. As part of the MTSS process and development of a districtwide assessment plan, it is expected that all buildings will be using a similar process in future years.

PROFESSIONAL DEVELOPMENT THROUGH INSTRUCTIONAL COACHES

Last year the district reorganized existing coaching positions, assigned to technology, novice staff, and reading, to create coaching teams assigned to "families" of schools. The "families" were high school, junior high school, Title I/Reading First elementary schools, Title I/ESL elementary schools, and non-Title I/non-ESL schools. The teams of learning coaches worked together to support professional development and technical assistance needs in their assigned schools. Novice teachers were required to participate in work with the coaches as part of their orientation and induction program. Two coaches were specifically assigned to work with beginning special education teachers. Veteran teachers had the option of requesting collaboration or support from learning coaches. Following the first year of implementation, the board of education cut ten of the fifteen learning coach positions. During this school year, the remaining coaches are based at the district office and are primarily working on district improvement initiatives and novice teacher support.

SCHOOL-BASED OR SCHOOL-LINKE SOCIAL & HEALTH SERVICES

School-based mental health services in Lawrence Public Schools address prevention, early intervention, and direct intervention need for students. Each school has a Mental Health Team that serves a variety of functions, including screening for at-risk students, collaborating on student needs, identifying service barriers for students with mental health needs, and creating and implementing building-based bully prevention, suicide prevention and intervention, and traumatic incident crisis response plans. The team members may include school psychologist, school social worker, guidance counselors, mental health support professionals, building principals, and school nurses. At the four of our junior and senior high schools, the school district and Bert Nash Community Mental Health Center collaborate to include mental health professionals, employed by Bert Nash, to help support students and families.

Step 4: Supporting Information

Describe how the district coordinates and supports professional development as identified through the Results-Based Staff Development (RBSD) Plans of schools across the district.

Please enter response below:

Each school is required to develop a school improvement plan including a results-based staff development plan. Title I schools use the Title I Targeted or Schoolwide Improvement Plan and non-Title I schools use a district improvement plan template. Results-based staff development goals for the district and each school are incorporated in our online professional development management software system, mylearningplan.com. As part of the teacher evaluation process, individual certified staff members develop and enter personal S.M.A.R.T. goals in mlp.com. as well. These district, school, and individual S.M.A.R.T. goals guide professional development activities and the use of district and building professional development funds.

Describe how the district supports training for teachers and principals regarding student achievement, assessments, and curriculum standards that relates to Quality Criteria Four and Five.

Please enter response below:

Quality Criteria #4 – Formal training for teachers regarding the state assessments and curriculum standards
Beginning with New Teacher Induction through ongoing sessions on core content curriculum and instruction, our professional development activities are explicitly aligned with state curriculum standards and assessments. During 2010-11, elementary teachers and principals have engaged in intensive professional development on mathematics instruction (described in other sections of this plan). In 2009-10, similar professional development was conducted to ensure all elementary teachers understood the district expectations for guided reading instruction and state Reading curriculum standards. This year additional training has occurred to support Reading benchmark and progress monitoring assessments. In previous years, secondary teachers have worked in departmental teams to identify curriculum “power” standards and develop common assessments to monitor student learning. During 2010-11, significant time has been devoted to curriculum realignment and course development as part of our move to 6th-8th grade middle schools and four year high schools. This work is described in other sections of this plan. Each year, our Division Director for Assessment and School Improvement conducts training at each school regarding assessment practices, accommodations, and ethics.
In addition, for information about systemic data review processes please see the narrative under “Data Management: Data Carousels” above.

Quality Criteria # 5 – 100% of the teachers assigned to teach in those areas assessed by the state or described as core academic areas by the USDOE, and 95% or more of all other faculty, must be fully certified for the positions they hold.

Lawrence Public Schools' principals and district administrators make every effort to hire fully certified teachers. Hiring fully certified special education teachers, especially at the secondary level, has been a challenge for our district. We allocate a portion of our Title IIA funds to assist provisionally licensed special education teachers to complete their coursework and become fully licensed. We continue to monitor licensure areas that may need support through Title IIA. We also set aside 5% of Title I funds for professional development.

Describe how the district provides professional development using the 10% set aside of Title I Part A funds.

Please enter response below:

Title I Part A (10% set aside) Funds are being used to address the following needs:

- a) Professional development and technical support for the curriculum & instruction administrators as they develop a formalized, systemic Teaching & Learning Review process to ensure the alignment of curriculum, instruction, assessment, and interventions throughout the district
- b) Substitute teachers to release staff for curriculum development and planning related to the middle and high school redesign and course development.
- c) Professional development to support the implementation of research-based, best practices in our new middle school educational programming including interdisciplinary teaming, student advisory programs, flexible instructional groupings for intervention based on formative and benchmark assessments, and integrated thematic instruction.
- c) Stipends for summer planning and professional development for the newly-formed middle school teacher teams.
- d) Summer training of trainers for Differentiated Instruction for a team of district curriculum & instruction specialists, instructional coaches, and building principals. This team will provide professional development on differentiated instruction in our district next fall with follow-up coaching and team planning throughout the 2011-12 school year. Based on the needs identified in the KLN visit and our data analysis (including TASN Roots to Resources), we have identified the new District Instructional Framework combined with differentiated instruction as an overarching focus for district-wide professional development.
- e) Professional development for certified staff facilitators for our LINK Crew -- peer orientation and mentoring program for incoming high school students to ensure successful student transitions from middle to high school.
- f) Professional development for the first cadre of Building Equity Teams to learn how to provide leadership and professional development at the school level to address our racial achievement disparities.
- g) Substitutes for teachers who participated on the Kansas Learning Network walkthrough team during KLN onsite visit
- h) Registrations for Learning Coaches to attend an Instructional Coaching Conference
- i) Purchase of books for standards-based grading practices professional development course for 100 teacher participants and books on differentiated instruction for district curriculum & instruction administrators and instructional coaches study group.

Highly Qualified and Fully Licensed

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

Please enter response below:

1. Teachers, working toward full special education endorsement, are provided tuition reimbursement.
2. The district pays for tuition, textbooks, and Praxis fees for elementary teachers required to complete an E.S.O. L endorsement to teach in our elementary E.S.L cluster or neighborhood schools.

List strategies the district uses to attract highly qualified, fully licensed teachers and incentives for highly qualified teachers to work in schools in need of improvement and/or highest poverty schools.

Please enter response below:

The district does not currently employ specific strategies to attract staff to schools in need of improvement and/or highest poverty schools.

Transitions

Describe the strategies for assisting schools in the development of transition plans across the district. The description should identify appropriate strategies for assisting students in the transition from one program or school to the next appropriate placement (i.e., school or world of work).

Please enter response below:

During this school year, administrators responsible for special education, English as a Second Language, and M.T.S.S. collaborated on the development and fieldtesting of building-to-building transition guidelines and supporting documents with emphasis on consistent implementation of instructional and assessment accommodations as students move from one level to the next. Transition meetings are conducted with sending and receiving school staff to discuss specific student needs. Individual student transition plans are developed for students with significant disabilities who require additional transition support.

This year careful attention has also been given to student transitions for all students as we will be moving two grade levels from elementary to our new middle schools and two grade levels from our current junior high to high school.

Additional and enhanced parent and student orientation meetings, visits, and activities have been planned. At the high school level student mentors are utilized in the initial orientation and ongoing support for incoming students.

In our planning for the new middle and high school programs, we have integrated academic and life goal setting into the middle school advisory program. In addition, all students will participate in a one-semester 8th grade course called Career and Life Planning. In this course, students will begin the development of their four-year high school plan.

POST-SCHOOL TRANSITION PLANNING

In our planning for post-school transition, we have revised our current transition plan with an aim to make it a more meaningful and impactful process. We have scheduled professional development time to review new processes and support documents and to provide staff with the necessary training to successfully write and implement meaningful transition plans to address post-secondary goals for each student. This individual transition plan will begin during the middle school years.

In addition, we currently have other programs in place to assist students to gain the vocational and daily living skills necessary to achieve their post-secondary goals. Our district has a community-based training program that is offered to young adults, ages 18 -21 years, with cognitive disabilities. This program was designed to assist in the transition from school to adult life and is a collaborative effort between your adults, parents, the school district, and adult services providers. Additionally, we have a vocational program that offers a variety of pre-vocational and vocational opportunities for eligible high school students and eighteen to twenty-one year olds. Students participate in vocational learning opportunities and gain skills that will help them as they become active workers in our community.

Lawrence Public Schools has forged a partnership with Project SEARCH, which is dedicated to providing education and training to young adults with intellectual and developmental disabilities through an innovative workforce and career development model that benefits the individual, workplace, and community. The primary goal is to secure competitive employment, upon graduation, for each student who participates in the program.

Directions. Mark the standard(s) below that the district is using to promote effective parent/family involvement. (Minimum of one.) 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.

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

Describe how the district will provide written notice to parents and families in a format and language that parents/families can easily understand in regard to 1) The district's "on improvement" status; and 2) How parents/families can be involved in the district's continuous improvement process.

Please enter response below:

A letter from our district superintendent was sent to inform all parents of the district's "on improvement" status. Information about the district's "on improvement" status and participation with the Kansas Learning Network has been shared at board of education meetings which are televised on a local cable station and reported in the local newspaper and on local television and radio. Articles have also been included in district-produced inserts in the local paper. These inserts are also sent home with students. Articles about the district's AYP status and improvement plans are also included in school newsletters. The Kansas Learning Network Needs Analysis is posted on our district website. The district improvement plan goals and action plans will also be posted on the website. Translations of these documents are being prepared and will be posted as well. Parents are encouraged to become involved in the improvement process through their school site councils.

Describe the parent involvement strategies that are most effective in your district. What strategy is your district going to enhance?

Please enter response below:

1) Welcoming all families into the school community
Welcome & Enrollment Center

Last year the possible development of a centralized location for enrollment of new students was one of our district goals. We opened the District Welcome and Enrollment Center in July 2010. This provides one location for new families to learn about our district and enroll all of their children. Incoming students complete brief academic screening via DIBELS and NWEA MAP to provide school staff with better information for class placement and initial instructional

planning. In addition, a home language survey is completed and students are assessed, as required, for English language proficiency and possible qualification for ESOL services. When available, special education IEPs are reviewed to ensure appropriate specialized instruction and related services are provided in compliance with the IEP. An interpreter is also available at the Welcome & Enrollment Center to facilitate the enrollment process and provide information to families.

Open House & Other Welcoming Activities

Each school holds back-to-school activities, including open houses and other social events, to welcome new and returning families and students at the beginning of the school year.

2) Communicating effectively.

The district provides interpreters for Spanish, Arabic, Chinese, Korean, Vietnamese, and Laotian regularly for families. This includes the translation of weekly newsletters, enrollment documents, district communications, etc. We also provide interpreting services for all parent meetings, including school open houses, parent-teacher conferences, kindergarten round-up, and transition meetings for middle and high schools. As needed and if available, we attempt to provide interpretation and/or translations in other languages as requested.

Parent and teacher conferences are scheduled at every level at least twice each school year. Interpreters are provided for parent conferences, IEP meetings, and other student-focused meetings. Student progress reports and attendance records are available to parents through an online student information management system. At the secondary levels, gradebooks are also available online to allow regular monitoring of student's grades and assignments. Every school has a website to provide information to parents, students, and community members. Many teachers have websites to communicate about assignments and class activities with students and parents.

Parent Involvement Facilitators are employed at all Title I and ESL schools. These individuals serve as liaisons between parents and school to promote partnerships to enhance student learning. They plan parent education activities and assist parents to fully participate in school conferences and activities.

6) Collaborating with community.

Lawrence Education Achievement Partners (LEAP) is the school-business partnership program for Lawrence Public Schools. Every school has more than one LEAP partner. These relationships are designed to promote student learning and achievement. Earlier in this plan, we described the district's partnership with the Boys & Girls Club to provide before and after school programs including homework support and tutoring. The district routinely partners with the University of Kansas in grant applications, research projects, professional development, student internships and field experiences, and enhanced educational programming. Numerous other community partnerships exist to support student learning including enhanced fine arts education with the University of Kansas Lied Center and the Lawrence Arts Center.

Explain how parents are involved in the planning, implementation, and evaluation of the district improvement process.

Please enter response below:

Parents, representing all parts of our district and student demographics, were invited to participate in focus group interviews during the KLN onsite visit. School Site Councils are our primary vehicle for including parents in ongoing school and district improvement efforts. Parents, community members, and students on the District Equity Council will also be asked to provide feedback regarding the district improvement process. While individual schools work with their School Site Councils to plan and monitor school improvement plans. We do not currently have a formalized method for soliciting parent input in a district improvement process. This will need to be addressed.

STAGE 2: GATHER AND ORGANIZE DATA

STAGE 3: ANALYZE DATA

As part of your district's participation in the Kansas Learning Network, a comprehensive needs assessment of the district, aligned with KSDE's correlates for improvement, will be conducted. The report from this assessment include school and district programs and processes data and perception data, and can and should be used by the District Leadership Team to identify key strengths and challenges with the district and to guide the development of the district's theory of action and improvement strategies listed later in this document.

The KLN needs assessment does address alignment between and among curriculum, summative and formative assessments, and instruction. That said, the district—if it has not done so already—should plan to conduct a complementary, detailed curriculum alignment study to ensure that a guaranteed and viable curriculum is being implemented in all classrooms in all schools of the district.

Finally, the district should complement the data and findings from the KLN needs assessment and the curriculum alignment study with key student achievement and demographic data that provides context for the findings and helps to illustrate the particular challenges the district expects to address with this plan.

Step 1: KLN Findings and Data

Directions. List or describe the key findings and data from the KLN needs assessment report.

Please enter response below:

III. KLN Recommendations for Technical Assistance

One of the primary goals of this needs assessment is to identify areas in which the district could most benefit from technical assistance and to design that technical assistance in a way that will have the greatest impact on the district's school quality and student achievement.

At the outset of this report, five key systemic challenges were identified by KLN:

- 1) AYP and instructional challenges for students with disabilities, African-American students, and low-income students
- 2) A need to fully implement aligned district curriculum, assessment, instruction, and professional development to support student learning and achievement
- 3) A lack of effective collaboration between special education and general education staff
- 4) The need to prepare for system-wide transition as the district moves from a junior high to a middle school model and to a comprehensive four-year high school
- 5) A need to develop a long-range plan for the district.

To address these challenges and others identified in this report, KLN recommends that technical assistance should address the following recommendations:

- 1) Using this assessment and the district goals as a starting point, develop and implement a long-range educational plan with the goal of creating and supporting a culture of high expectations for all students and closing achievement gaps. The plan should include identification of specific measures that will be used to monitor progress toward objectives, as well as clear timelines and action steps.
- 2) With the move to middle schools next year, the district will have several elementary schools with low enrollment. Conduct a resource review, and strongly consider closing schools and using the savings to bolster the instructional program, particularly the loss of instructional coaches and central office support.
- 3) Address the apparent long time communication and trust gap between the central office and the teachers. With an external consultant, if needed, work to build a climate of collaboration and openness with all employees.
- 4) Clarify the role of instructional leader for principals. Determine what this role entails and provide support and ongoing professional development for principals in their roles as instructional leaders.

5) Develop, implement, and align curriculum, assessment, instruction, and professional development systems. To accomplish this the district should:

- a. Build on the lessons learned from the K-5 mathematics curriculum implementation. There is a lot of positive energy around the new curriculum, and the district should build on this energy and apply the lessons learned as they expand the mathematics curriculum work to other levels. Work in mathematics should serve as a model for curriculum work in other content areas. Over time, the utilization of this process will lead to a coherent and consistently implemented K-12 curriculum and assessment system across the district.
- b. Implement an assessment system aligned to the curriculum. The system should include frequent, common assessments that explicitly align with what has been taught. This tight alignment between curriculum and assessment will provide a common context for collaborative conversations between teachers as they do instructional planning to meet the needs of all students.
- c. Design and implement activities to support effective articulation between school levels. The impending move to a middle school model and comprehensive four-year high school creates a need and opportunity to rethink and redesign how students move from school level to school level. This redesign should include attention to clear benchmarks in the curriculum of what it means to be 'middle school ready' and 'high school ready.' With these curriculum benchmarks in place, the transition from level to level can focus on where each student is in relation to the benchmarks and plans can be put in place to support their individual needs as they transition to the new school level.
- d. Planning should be completed with the assistance of principals, classroom teachers, paraprofessionals, instructional coaches, Title I, ESL, and special education staff—to build a district-wide climate that supports the goal of improved learning and achievement for all students.
- e. Implement the newly developed district instructional framework tied to rigorous standards and supported with professional learning communities (PLCs). As the framework is implemented, instruction should be monitored systemically and evaluated for effectiveness. It should be supported with focused PLC structures, so that teachers use observation and assessment data to inform instruction.
- f. Implement MTSS consistently across the district. The district is beginning this process by engaging all district and building leaders in the initial training of Leadership Essentials. Lawrence should follow through on the current plan to develop coherent district parameters for MTSS and identify building teams to begin the structuring process in the fall of 2011.
- g. Implement a district-wide classroom observation protocol that can be used to support instruction and professional development, by: conducting classroom visits using common criteria and providing feedback to educators; analyzing data using a consistent protocol to determine the extent of implementation of effective teaching/learning practices; and determining future professional development practices using observation data in collaboration with other data.
- h. Develop and implement a data-driven professional development plan that includes input from general and special education teachers, instructional support staff, and principals. The plan should draw on classroom observation data to

monitor implementation of the curriculum and instructional practices aligned with district goals. The plan should also include procedures to evaluate the effectiveness of the professional development in meeting teacher learning needs.

i. As the data warehouse is implemented, engage staff in determining what data is most important and useful in making instructional decisions. An effective data system incorporates both archival data and ‘hot’ data, each of which is critical to teachers as they plan for effective instruction.

6) In collaboration with KSDE’s Special Education Technical Assistance Support Network, and external consultants if appropriate, conduct an in-depth special education needs assessment to determine how to improve outcomes for students with disabilities and to ensure that students have access to, and make satisfactory progress in the general curriculum. The review should look specifically at the extent to which students with disabilities are: being held to high standards by all; included in regular classroom instruction, particularly at the elementary level; consistently provided with appropriate instructional materials to ensure their mastery of course content; receiving appropriate supports, strategies, and accommodations in the regular classroom; and receiving instructional support from staff with sufficient content background, particularly at the junior and senior high levels. The review should also look at how students who move into Lawrence from other districts are placed and supported in the Lawrence system.

7) After the special education review is conducted, adopt a specific model to support effective inclusion practices and collaboration between special education, regular education teachers, and paraprofessionals. The model should include roles and responsibilities for both groups of educators and a framework for effective collaboration. Examples of such models include: Class Within a Class (CWC), Schoolwide Applications Model (SAM), Collaborative Teaching Model (CTM), Co-Teaching, and Collaborative Consultation.

8) Continue the district partnership with the Pacific Education Group to develop and implement systemic equity plans at the district and building levels. Address the lack of minority staff members, particularly among the certified staff, as a part of the district’s courageous conversations on race and the development of the equity plan.

9) Develop and implement a new teacher evaluation system that takes into account student achievement. New evaluation procedures should be developed for all employees in the next few years, connecting student achievement to the evaluation of all certified staff.

Step 2: Curriculum Alignment Findings

Directions. Provide a description of the curriculum alignment study process used and list the key findings from this curriculum alignment study.

Please enter response below:

In 1998, the district contracted with Phi Delta Kappa to conduct a comprehensive district audit. Findings from this audit indicated the lack of a guaranteed, fully implemented curriculum throughout the district. At that time, the district initiated a curriculum mapping process. At the end of the initial year of curriculum mapping, the superintendent and assistant superintendent for curriculum & instruction resigned. The incoming administration received wide-spread complaints about the implementation of the curriculum mapping process and it was abandoned. In subsequent years, curriculum review was primarily centered around a textbook adoption cycle and alignment with state standards. Curriculum implementation remained fragmented and unevenly implemented. In 2010-11, the Lawrence district still lacks guaranteed, fully implemented district-wide PreK-12 curricula. Building from an effective and well-received process using action research and curriculum & instruction field testing in elementary mathematics completed last year, the district curriculum & instruction division has been charged with developing a comprehensive Teaching & Learning Review process. The outcome will be clear district expectations for curriculum implementation and supervision with a comprehensive professional development plan. This work is underway with technical assistance from ASCD-affiliated consultant Ann Johnson.

The 2010-11 KLN Needs Analysis included the following findings:

Lawrence has some clear curriculum and assessment strengths.

- Both teachers and administrators with whom we met praised the new K-5 mathematics curriculum. Curriculum, materials, and assessments are aligned to state and national standards, and there is ongoing staff development to support implementation. This is an initial step by the district to consistently implement and support an aligned and coherent curriculum district-wide. The new curriculum signals a shift in the district, from individual sites owning curriculum decisions toward a more centralized approach to what is being taught. There is a clear expectation in the system that implementing the new curriculum is not a choice.
- USD 497 recently purchased, and is in the initial stages of implementing, a new data warehouse. This is a significant move for the district in the direction of tracking every student's progress on a regular basis and supporting the instructional decision-making necessary to ensure that every student is making progress.
- Lawrence is moving toward the implementation of MTSS. Building and district administrators are in process of going through the Leadership Essentials training. The district's goal is to develop teams at each of the school sites and begin the structuring process in fall of 2011. While a few of the individual schools have moved forward on MTSS independently, this is the first district-wide movement on MTSS.
- The district is clearly making a concerted effort to include students with disabilities and English language learners (ELLs) in the regular classroom. There appears to be a shared understanding in the system that the best opportunity for students to experience a rigorous curriculum is in the regular education classroom, not in a separate pullout class for students with disabilities or other exceptionalities.

- A Reading First grant enabled five Lawrence elementary schools to build teachers' and schools' capacities to implement effective literacy practices. Many of these practices are being expanded to the remaining ten elementary schools. Classroom visits indicated that effective literacy practices were evident in many classrooms.
- Lawrence employs a variety of assessments consistently across the district and has a calendar that lays out the expected implementation windows for each assessment. The MAP and DIBELS assessments are given at strategic times throughout the year, and data generated from the assessments are disseminated to teachers for use in instructional planning.
- The district has a K-12 curriculum for all content areas. The curriculum is posted on the district Web site and is accessible to all staff and patrons.
- The virtual school provides a welcome option for many students, enabling parents and students to have a unique choice in how students are educated.
- Parents and staff we interviewed give the autism program and curriculum positive reviews.
- The district-developed data carousel activity—a process the district has used in most schools to engage school staff and district administrators in a data dialogue around their school's student achievement data—was viewed by administrators and teachers as a positive process for sharing student data and engaging staff in dialogue about their student data. A data carousel is required for schools not making AYP. In addition, district administrators have been invited by additional schools bring the process to their site and engage the school staff in the data carousel activity. District data carousels are also conducted with the Board of Education and during an annual end-of-year meeting of district administrators and building principals.

USD 497 faces some significant curriculum and assessment challenges, as well.

- Implementation of the K-12 curriculum is inconsistent and fragmented. While the district curriculum is posted online and is accessible to staff, teachers don't reference or use it consistently. Teachers and administrators in focus groups noted that what was taught and when it was taught varied considerably across and within schools. This variability of curriculum creates difficulty for all teachers, especially for special education and ELL teachers, as they work to modify curriculum and activities that will support the students they serve. The exception to this inconsistency is the new K-5 mathematics curriculum.
- While the district has an assessment calendar for the larger scale assessments (MAP, DIBELS, Kansas State Assessments), the use of ongoing common curriculum-based assessments is widely variable within and across schools. This inconsistency makes it difficult to track student progress across schools. It also lessens the opportunity for teachers to collaborate effectively, when they are using different tools to assess students on the same expected outcomes.

- The fragmented and inconsistent curriculum and assessment systems create a difficult environment for effective articulation between the school levels. A junior high teacher noted that trying to discuss student progress with high school and elementary school teachers “is like trying to talk with someone who is speaking a different language.” The ability for staff to speak the same language and create a smooth transition between school levels is important for all students.
- We heard from special education teachers, general education teachers, and administrators that special education teachers often create curriculum and materials without input from, or collaboration with, the general education teachers. In the absence of a common curriculum and a lack of collaborative planning time, special education teachers feel as if they have to unilaterally develop/modify curriculum and materials. This results in inconsistent expectations around content and rigor for students with disabilities.
- There appear to be some challenges around rigor. Teachers and parents expressed frustration that students “in the middle” were being forgotten. The perception is that while students who are struggling and those that are high achieving are getting the attention and support to improve, the needs of the critical mass of students in the middle are not being addressed.
- High school students we met with also indicated that other than the AP classes, their classes were not very challenging. Moreover, there is no opportunity for students to receive dual credit from a participating institute for higher learning. Students are allowed to take a college course only in instances where the course is not a part of the district curriculum.

Step 3: Student Achievement and Demographic Data

Directions. List the relevant achievement and demographic data that will guide the development of the district’s theory of action and strategies.

Please enter response below:

Lawrence is the seventh largest district in the state of Kansas. Students attend 15 different elementary schools (grades K-6), four junior high schools (grades 7-9), and two high schools (grades 10-12). Lawrence also has a virtual school, which serves over 1,200 students from across the state of Kansas, and a new virtual high school (which currently enrolls students in grades 9-10) with 101 students.

Approximately 77.8% of Lawrence’s population of just over 11,000 students are classified as White, 10.8% as African-American, 6.9% as Hispanic, 6.3% as American Indian, and 5.1% as Asian or Hawaiian-Pacific Islander. Thirty-four percent of students are eligible for free and reduced priced meals. Additionally, 12.8% of students are classified as students with disabilities, and 7.2% are identified as English language learners (ELLs).

Though enrollment is down slightly this year as compared to 2009-10, it has climbed steadily in Lawrence over the past five years—in 2005-06, for example, there were 10,254 students enrolled in Lawrence Public Schools. These enrollment increases are due to increases in the Lawrence Virtual School enrollment during this time period. Of the 1,165 students enrolled in the Lawrence Virtual School, only 54 are residents of Lawrence USD 497.

Student Achievement

Overall, Lawrence students have demonstrated comparatively high levels of student achievement. All students, as a group, have substantially exceeded state achievement benchmarks in both reading and math for the past three years (for additional detail, see Table I below). Lawrence schools have also received several Kansas standards of excellence awards—in 2010, 18 of 22 schools received a standard of excellence award building-wide, and recently Broken Arrow Elementary and Woodlawn elementary received Blue Ribbon School awards from the U.S. Department of Education.

Table I—Lawrence—Summary Adequate Yearly Progress (AYP) Data

Notes: All data are drawn from 2008, 2009, and 2010 Kansas AYP reports for Lawrence.

*These categories were reconfigured in 2010—Asian-Pacific Islander was split into two categories: Asian and Native Hawaiian or Pacific; Multi-Ethnic was changed to Multi-Racial in 2010; and, Alaskan was added to American Indian.

That said, USD 497 faces several challenges. Students with disabilities did not meet reading or math benchmarks in 2009 and 2010, placing the district on improvement in both reading and math. Further, in 2010, students eligible for free and reduced priced meals failed to meet reading benchmarks, and African-American students failed to meet both reading and mathematics benchmarks. English Language Learners and American Indian students appear to be struggling to meet benchmarks as well.

Reading - Met AYP in 2008; did not meet in 2009 and 2010. On Improvement Student Category						
	Year	State Target	Year	State Target	Year	State Target
	2008	72%	2009	76.7%	2010	81.3%
All students	Met	(85.2%)	Met	(88.1%)	Met	(88.6%)
Free & Reduced Meals	Met	(73.7%)	Met	(79%)	No	(78.8%)
Students w/ Disabilities	Met	(64.3%)	No	(67%)	No	(68.1%)
ELL Students	Met	(69%)	Met	(70.8%)	Met	(71.8%) ⁶
African-Am Students	Met	(68.5%) ⁵	Met	(78%)	No	(73.8%)
Hispanic	Met	(74.1%)	No	(77.4%)	Met	(82.4%)
White	Met	(89.1%)	Met	(91.1%)	Met	(91.4%)
Asian & Pacific*	Met	(81.8%)	Met	(85.1%)	Met	(86.8%)
Am Indian or Alaskan*	Met	(69.9%) ⁵	Met	(70.1%) ⁵	Met	(79.5%) ⁵
Multi-Ethnic/Multi-Racial*	Met	(80.9%)	Met	(86.5%)	Met	(87.8%)

Mathematics - Met AYP in 2008; did not meet 2009 and 2010. On Improvement Student Category						
	Year	State Target	Year	State Target	Year	State Target
	2008	64.6%	2009	70.5%	2010	76.4%
All students	Met	(80.9%)	Met	(83.3%)	Met	(83.8%)
Free & Reduced Meals	Met	(70.6%)	Met	(74.2%)	Met	(75%) ⁵
Students w/Disabilities	Met	(62.1%) ⁵	No	(64.5%)	No	(65.2%)
ELL Students	Met	(76.2%)	Met	73.9%)	Met	(73.9%) ⁵
African-Am. Students	Met	(59.8%) ⁵	Met	(67.9%) ⁵	No	(67.3%)
Hispanic	Met	(72%)	Met	(72.1%)	Met	(77%)
White	Met	(84.1%)	Met	(86.2%)	Met	(86.4%)
Asian & Pacific*	Met	(84.5%)	Met	(88.7%)	Met	(89.9%)
Am Indian/ Alaskan*	Met	(68.8%)	Met	(70%) ⁵	Met	(72.1%) ⁵
Multi-Ethnic/Multi-Racial*	Met	(80.5%)	Met	(84.1%)	Met	(85.8%)
Graduation Rate: 2008–88.8%; 2009–83.8%; 2010–85.8%						

STAGE 4: PRIORITIZE AND SET SMART GOALS

The district improvement plan should contain student achievement goals (e.g., assessment targets), district operations goal(s) that addresses how the district will operate (e.g., goals that address shared leadership, teacher collaboration, curriculum alignment, etc.), an AMAO goal for English language learners (if applicable), and a State Performance Plan goal for students with disabilities. The written SMART goals must be connected to the needs assessment results (Stage 2), the data analysis results (Stage 3), the identified strategies and interventions (Stage 5) and the action plan which includes the staff development plan (Stage 6) to become effective targets that truly guide school improvement activities.

The Kansas Learning Network encourages and supports all districts in defining their “theory of action” for improving the quality of education provided to all students. The Public Education Leadership Project at Harvard University makes three important points about theory of action:

- A theory of action links strategy to mission and is a useful step in strategy formulation.
- A theory of action represents the organization’s collective belief in the causal relationships between certain actions and desired outcomes.
- A theory of action focuses strategy development by narrowing the range of choices to those actions that stakeholders believe have the highest likelihood of increasing achievement levels.

Once the District Leadership Team defines its theory of action, it should turn to developing Specific Measurable Attainable Results-oriented and Time-bound (SMART) goals.

When writing SMART Goals consider the following:

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

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

- One SMART Goal must focus on each district meeting or exceeding Mathematics Standards. The plan should include action steps (See Stage 6 Part A) to improve student achievement for each sub group not meeting Mathematics Standards during the next two years.
- One SMART Goal must focus on each district meeting or exceeding Reading Standards. The plan should include action steps to improve student achievement for each sub group not meeting Reading Standards during the next two years.
- If the district has not demonstrated AYP for English language learners, one SMART goal must focus on an AMAO goal.
- If the district has not demonstrated AYP for students for disabilities, one SMART goal must focus on an SPP goal in the area of math, reading, and/or least restrictive environment.

List the district's theory of action:

Our district theory of action is that student achievement will be improved by creating a more coherent and highly reliable system of schools. This involves determining what needs to be systemic or "tight" across the district vs. what can be site-based or "loose" from school to school. We understand that there is a need for clear district expectations and accountability along with flexibility for specific decisions to be made at the building level, contingent on school performance, to address the student and school community needs.

List at least one SMART goal for mathematics:

1. Each year, on the Kansas Mathematics Assessment, reduce the percentage of students scoring below proficient by at least 5 % or meet the AYP target for any group less than 5% from the AYP target.
2. Each year, on the Kansas Mathematics Assessment, reduce the percentage of students with disabilities (or students in each categorical disability group) scoring below proficient by at least 5% or meet the AYP target for any group less than 5% from the AYP target.

List at least one SMART goal for reading:

3. Each year, on the Kansas Reading Assessment, reduce the percentage of students scoring below proficient by at least 5% or meet the AYP target for any group less than 5% from the AYP target.

4. Each year, on the Kansas Reading Assessment, reduce the percentage of students with disabilities (or students in each categorical disability group) scoring below proficient by at least 5% or meet the AYP target for any group less than 5% from the AYP target.

List any other SMART goals that the District Leadership Team develops (including process goal, AMAO, and SPP):

5. Each year, reduce the achievement and graduation disparities among racial/ethnic subgroups by at least 3%.
6. By September 2011, collaborate with KLN/Cross & Joftus consultants to adapt the PALSS Walkthrough instrument for Lawrence Public Schools and develop a plan for implementing systemic classroom walkthroughs. During 2011-12, use the adapted walkthrough instrument to systematically monitor classroom instructional practices in each of our schools leading to a more data-informed professional development plan.
7. By November 2011, develop a long range district education plan with the goal of creating and supporting a culture of high expectations for all students and closing the achievement gaps. This plan will include specific measures to monitor progress, clear timelines, and action steps.

STAGE 5: RESEARCH AND IDENTIFY EFFECTIVE PRACTICES, STRATEGIES, PROGRAMS, AND INTERVENTIONS

STAGE 6: DEVELOP AND IMPLEMENT THE INTEGRATED IMPROVEMENT PLAN AND THE RESEARCH-BASED STAFF DEVELOPMENT PLAN

Once the SMART goals are written, the District Leadership Team should identify or develop research-based strategies, including those for staff development, which will result in more effective teaching and learning. These strategies should incorporate and prioritize the recommendations from the KLN needs assessment with the help of your KLN district facilitator.

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 and for staff development. Districts may use their own tables as long as they include all the categories (A-F) included below.

SMART Goal 1: Each year, on the Kansas Mathematics Assessment, reduce the percentage of students scoring below proficient by at least 5 % or meet the AYP target for any group less than 5% from the AYP target.

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. Continue implementation of the district professional development plan for improving K-12 mathematics instruction and the use of benchmark assessments.	Ellen Willets Angelique Kobler	Substitutes and summer stipends Learning Coaches	May 2012		
2. Provide professional development using district-designed mathematics reports in the new Viewpoint Data Warehouse & facilitate administrator and teacher teams in the interpretation of the data to design effective instruction and intervention plans.	Terry McEwen Chantel Nicolay Ellen Willets	Viewpoint data warehouse Substitutes &/or allocated time Learning Coaches	October 2011		
3. Complete development of K-12 mathematics benchmark assessments.	Terry McEwen Ellen Willets	Substitutes and summer stipends	Elementary by August 2011 Middle & High School by January 2012		
4. Implement the USD497 District Instructional Framework through professional development on differentiated	Angelique Kobler DI Training Team	Funding for keynote presenter & training a district team of trainers Training materials	Initial knowledge PD September 2011 Monthly follow-up through May 2012		

instruction, including the use of district collaboration days for grade and role specific follow-up.		Instructional materials to support DI			
5.Continue District MTSS system development with KSDE facilitators	Rebecca Perontaux Kevin Harrell Angelique Kobler	KSDE trainer/facilitators Substitutes for teachers on district team	January 2012		

SMART Goal 2: Each year, on the Kansas Mathematics Assessment, reduce the percentage of students with disabilities (or students in each categorical disability group) scoring below proficient by at least 5% or meet the AYP target for any group less than 5% from the AYP target.

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. Complete a root cause analysis related to the math achievement gaps for special education.	Roots to Resources Team: Kevin Harrell Lori Stithem Patrick Kelly Terry McEwen Margene Brohammer Kim Bodensteiner	Data Technical assistance as determined during analysis	July 2011		
2. Work with stakeholder groups to finalize specific improvement goals and action steps for special education.	Roots to Resources Team: Kevin Harrell Lori Stithem Patrick Kelly Terry McEwen Margene Brohammer Kim Bodensteiner	Substitutes and/or late arrival time Technical assistance as determined during needs analysis	October 2011		
3. Implement action plan.	Kevin Harrell TBD	TBD	TBD		

SMART Goal 3: Each year, on the Kansas Reading Assessment, reduce the percentage of students scoring below proficient by at least 5% or meet the AYP target for any group less than 5% from the AYP target.

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. Continue implementation of the district professional development plan for improving K-12 reading instruction and the use of formative & progress monitoring assessments.	Kimberly Young Angelique Kobler	Substitutes and summer stipends Learning Coaches	May 2012		
2. Provide professional development using district-designed reading reports in the new Viewpoint Data Warehouse & facilitate administrator and teacher teams in the interpretation of the data to design effective instruction and intervention plans.	Terry McEwen Chantel Nicolay Kimberly Young	Viewpoint data warehouse Substitutes &/or allocated time Learning Coaches	October 2011		

3. Develop Grades 6 - 12 reading assessment plan.	Terry McEwen Kimberly Young	Substitutes and summer stipends	April 2012		
4. Implement the USD497 District Instructional Framework through professional development on differentiated instruction, including the use of district collaboration days for grade and role specific follow-up.	Angelique Kobler DI Training Team	Funding for keynote presenter & training a district team of trainers Training materials Instructional materials to support DI	Initial knowledge PD September 2011 Monthly follow-up through May 2012		
5. Continue District MTSS system development with KSDE facilitators	Rebecca Peronteaux Kevin Harrell Angelique Kobler	KSDE trainer/facilitators Substitutes for teachers on district team	January 2012		

SMART Goal 4: Each year, on the Kansas Reading Assessment, reduce the percentage of students with disabilities (or students in each categorical disability group) scoring below proficient by at least 5% or meet the AYP target for any group less than 5% from the AYP target.

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 By July 2011, complete a root cause analysis related to the reading achievement gaps for special education.	Roots to Resources Team: Kevin Harrell Lori Stithem Patrick Kelly Terry McEwen Margene Brohammer Kim Bodensteiner	Data Technical assistance as determined during analysis	July 2011		

2 Work with stakeholder groups to finalize specific improvement goals and action steps improving reading achievement and special education.	Roots to Resources Team: Kevin Harrell Lori Stithem Patrick Kelly Terry McEwen Margene Brohammer Kim Bodensteiner	Substitutes and/or late arrival time Technical assistance as determined during needs analysis	October 2011		
3. Implement action plan.	Kevin Harrell TBD	TBD	TBD		

SMART Goal 5: Each year, reduce the achievement and graduation rate disparities among racial/ethnic subgroups by at least 3%.

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. Complete Equity Team Training for first cadre of schools.	Kim Bodensteiner Building Principals	Funding for PEG professional development contract Substitutes Training materials	April 2012		
2. Complete District Equity Transformation Framework and present to Board of Education.	Dr. Doll District Equity Leadership Team	Funding for continued technical assistance from PEG	August 2011		
3. Initiate Equity Teams & begin training in second cadre of schools.	Kim Bodensteiner Building Principals	Funding for PEG professional development contract Substitutes Training materials	December 2011		

4. Continue administrators' professional development to build skills in equity leadership and facilitation.	Kim Bodensteiner District Equity Leadership Team	Scheduled monthly PLC time Training materials	June 2012		
5. Conduct annual Beyond Diversity Training to continue to expand knowledge and skills with USD 497 staff and community.	Kim Bodensteiner	Funding for PEG professional development contract Substitutes Training materials Facility for large group training	TBD with PED consultants January 2012??		

SMART Goal 6: By October 2011, collaborate with KLN/Cross & Joftus consultants to adapt the PALSS Walkthrough instrument for Lawrence Public Schools, By November 2011, develop a plan for implementing systemic classroom walkthroughs. During 2011-12, use the adapted walkthrough instrument to systematically monitor classroom instructional practices in each of our schools leading to a more data-informed professional development plan.

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 Collaborate with KNL staff to adapt the PALSS instrument to include USD 497 District Instructional Framework and instructional expectations in reading and mathematics	Angelique Kobler Kim Bodensteiner C&I curriculum specialists KLN Staff	KLN Technical assistance PALSS online instrument	October 2011		
2 Work with principals and	Angelique Kobler District PD Council	Walkthrough teams Substitutes/stipends	November 2011		

teachers to develop a systemic plan for classroom walkthroughs to gather professional development data.	KLN staff	for teacher participation in planning			
3 Provide professional development as determined in the walkthrough plan.	Angelique Kobler KLN staff	PALSS instrument & trainer Substitutes/stipends for teachers Learning Coaches	TBD		
4. Conduct walkthroughs as outlined in the systemic plan.	Angelique Kobler Walkthrough Team members	PALSS instrument Substitutes (as needed) for teacher participants (as determined in plan)	TBD		

STAGE 7: MONITOR IMPLEMENTATION AND PROGRESS

The district is responsible for both the implementation and monitoring of the improvement plan. Monitoring entails examining not only outcome data but also the quality and timeliness of systems, processes, and practices that are intended to produce the expected outcomes. Monitoring the quality and timeliness of systems, processes, and practices improves implementation, enables the district to make real-time adjustments, and provides information that helps to explain why schools and the district do or do not meet achievement goals.

Directions. Describe the process that the district will use to monitor the implementation of this plan.

- *Who will participate in the review?*
- *What will be reviewed (i.e., both qualitative and quantitative data)?*
- *Who will have decision-making authority for revision of the plan’s goals?*

Please enter response below:

The district improvement plan will be monitored by the Superintendent's Administrative Team and the KLN Leadership Team. Regular progress reports will be provided to the board of education and posted on the district website. Reports will include student learning and achievement data and narrative reports of process and qualitative outcomes.

Identify the timeline of the process to ensure movement to the next cycle.

Is there a systematic review of the restructuring plan's goal(s) and implementation?

Please enter response below:

The SAT and KLN Leadership Team will review the plan at least quarterly. Updates will be provided to the board of education at least once per semester. Annual board of education goal setting will be completed each fall.

Identify the indicators of successful implementation.

- *To what extent is the plan being followed?*
- *Is the plan effective? If the plan is not effective, what revisions are needed?*
- *How do our results compare to our expected results?*

Please enter response below:

- 1) The action steps outlined in the plan will provide a means to assess the extent to which the plan is being followed.
- 2) The measurable aspect of each S.M.A.R.T. goal provides a means to determine if the strategies implemented are effective. If the targets are not met, the KLN Leadership Team will need to determine if sufficient progress toward the goal is being made to maintain the current plan. If not, revisions will need to be made to the plan.