

2011-2012
Lawrence USD 497 Board of Education Goals
Raise achievement for all students while closing the achievement gaps.

In order to achieve educational excellence and equity for students of all races and backgrounds, the Lawrence Board of Education and Superintendent will establish a learning climate of high expectations, set annual equity and achievement goals, and charge district- and school-level teams with responsibilities for developing strategies to eliminate achievement disparities while improving achievement for all students.

Mission

Lawrence USD 497 is a learning community committed to ensuring educational equity and excellence so that students of all races and backgrounds achieve at high levels and graduate prepared for success in college, careers and life in a diverse and rapidly changing world.

Vision

The school board, administration, teachers and staff build positive relationships, seek multiple perspectives, set high expectations and hold each other accountable for ensuring that through equitable access to rigorous, culturally relevant and seamlessly aligned curriculum and effective, research-based instruction, all students achieve at high levels, graduate on time and are well prepared for their future.

USD 497 Theory of Action

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 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.

EXCELLENCE: *Raise the achievement of all students in the Lawrence Public Schools.*

KSDE APPROVED – USD 497 District Improvement Plan Goals:

- Each year, on the KS Reading & Math Assessments, reduce the percentage of students scoring below proficient by at least 5 percentage points or meet the AYP target for any group less than 5% from the AYP target.
- By September 2011, develop or adopt a walkthrough instrument for Lawrence Public Schools. Develop a plan for implementing systemic classroom walkthroughs. During 2011-12, use the adopted walkthrough instrument to systematically monitor classroom instructional practices in each of our schools leading to a more data-informed professional development plan.

| | GOALS AND ACTION STEPS 2011-2012 | RESPONSIBILITY | TIMELINE | PROGRESS (as of December 2011) |
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| EX1 | Redesign our schools for student success. 1. Monitor and adjust during implementation of | Middle School Leadership | Middle Schools - Meet at | August 2011, implemented 6 th -8 th |

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| | <p>3. Develop an accepted standard for Lawrence Kindergarten through grade 5 elementary school program and services. Consider additional accepted standards for schools with specialized programs/populations (e.g. early childhood, ESL cluster)</p> <p>4. Investigate school programs and/or structures to promote excellence and equity. Evaluate based on criteria related to district goals and purpose.</p> <ul style="list-style-type: none"> • Specific program to be investigated: Advancement Via Individual Determination (AVID) • Specific school models to be investigated: International Baccalaureate, Dual Language | <p>Rick Doll Kim Bodensteiner Kyle Hayden</p> <p>Elementary Principals High School Principals Kim Bodensteiner Rick Doll</p> | <p>recommendations for 2012-2013 school year.</p> <p>By January 2012, develop accepted standard for general elementary school and additional standards for schools with specialized programs/populations.</p> <p>By January 2012, provide detailed information about AVID program.</p> <p>By March 12, 2012, provide detailed information about IB & Dual Language programs.</p> | <p>October 2011 - initial list of standard elementary programs developed by Elementary Principals & Dr. Doll. November 2011 – school staff and school site councils prioritized standards & initial list shared with Elementary Consolidation Working Group</p> <p>AVID report scheduled for January 23 Board of Education meeting.</p> |
| <p>EX2 & EQ3</p> | <p>Develop, align and implement district expectations for EC – Grade 12 curriculum, assessment and interventions.</p> <p>1. Mathematics</p> <ul style="list-style-type: none"> • Benchmark Assessments & Progress | <p>Angelique Kobler Terry McEwen Kevin Harrell Kim Bodensteiner</p> <p>Ellen Willets</p> | <p>MATH By October 2011, provide and model use of K-8 mathematics intervention</p> | <p>In Sept & Oct, 2011, K-5 math intervention materials were provided and modeled.</p> |

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| | <p>3. Effectively Use Viewpoint Data Warehouse</p> <ul style="list-style-type: none"> Understanding & effectively using Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) & Kansas Assessment results <p>4. Lawrence System of Supports for Every Student (Multi-Tier System of Supports - MTSS)</p> <ul style="list-style-type: none"> Assessment & Decision Making Model Team Problem Solving Process Core Instruction, Interventions, Extensions (Mathematics) | <p>Terry McEwen Chantel Nicolay</p> <p>Leah Wisdom Terry McEwen Kevin Harrell District MTSS Team</p> | <p>DATA By October 2011, complete initial professional development for principals and teacher leaders.</p> <p>During 2011-12, provide ongoing, formal and job-embedded professional development on the use of Viewpoint and the interpretation/use of student assessment data.</p> <p>Multi-Tiered System of Supports (MTSS) By January 2012, develop mathematics assessment plan.</p> <p>By March 2012, develop preliminary assessment decision making model.</p> <p>By March 2012, develop team problem solving training modules and professional development plan.</p> <p>By Summer 2012, develop decision rules for mathematics interventions/enrichment.</p> <p>By Summer 2012, identify</p> | <p>During Sept 6 District PD, provided overview of Viewpoint for MS & HS staff.</p> <p>In October 2011, completed initial Viewpoint PD for teacher leaders and principals.</p> <p>In October/November 2011, teacher leaders and principals provided school-based PD for staff.</p> <p>As of December 2011, the District MTSS team has drafted a district assessment model to support tiered instruction/interventions.</p> <p>Representatives of the District MTSS Team and the District KLN Team will participate in a KLN Community of Practice on Tiered Interventions to network & collaborate with other districts doing</p> |
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| | <p>5. Science, Technology, Engineering, Mathematics (S.T.E.M.) Career Technical Education pathway development and integration with academic core</p> <ul style="list-style-type: none"> • 2011-12 Middle & High School focus | <p>Patrick Kelly Anne Hawks Ellen Willets</p> | <p>school(s) for implementation of mathematics system of supports.</p> <p>In Fall 2011, High School science, technology, engineering and mathematics (STEM) teachers will review curriculum, develop course descriptions and course outlines for all courses.</p> <p>In Spring 2012 - High School (STEM) teachers will review current curriculum materials to determine if current resources meet curriculum objectives. Complete career pathway application if recommended.</p> <p>In Summer 2012 , teachers will participate in professional development on instructional best practice and STEM integration</p> | <p>similar MTSS planning.</p> <p>STEM Leadership Team met on November 4 and December 13 to determine their work plan and timeline for 2011-13.</p> <p>During Fall 2011, STEM Leadership Team representatives attended regional STEM conferences.</p> |
| <p>EX3 & EQ4</p> | <p>Improve achievement and graduation rates of students with exceptionalities.</p> <ol style="list-style-type: none"> 1. Develop an improvement plan to address achievement and graduation rate for students with disabilities. | <p>Kevin Harrell Shelia Smith Lori Stithem Kim Bodensteiner</p> | <p>By October 2011, provide report on current special education programming and outcome data.</p> <p>By April 2012, develop a preliminary improvement plan to address learning growth and achievement for students with disabilities.</p> <p>By May 2012, half of all K-12</p> | <p>At the October 24 Board of Ed meeting, special education administrators provided an orientation overview of special education programs and data.</p> |

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| | <p>2. Investigate models for delivery of gifted education programs and services. Consider options to blend funding and programming to include high ability learners (not on IEPs)</p> | <p>Kevin Harrell Gifted Education Facilitators</p> | <p>special education teachers will complete LETRS (language essentials for teachers of reading & spelling) training.</p> <p>By June 2012, develop course of study planning tool for high school students with disabilities.</p> <p>By September 2012, middle and high school special educators complete professional development on effective transition planning.</p> <p>During 2011-12, collaborate with regional directors of special education to investigate delivery models for gifted education services.</p> <p>By May 2012, review current practices for identification and determination of need for gifted education services.</p> <p>By Summer 2012, review and analyze under-identified populations for gifted education services.</p> | <p>Lawrence special education administrators are meeting with regional directors to share information about current district practices and investigate effective instructional models.</p> |
| <p>EX4</p> | <p>Select and develop highly effective employees.</p> <p>1. Professional Development: Walk-throughs (Instructional Rounds) for data-informed professional development.</p> <ul style="list-style-type: none"> • Identify data to be collected. • Develop & field test walk-through tool. | <p>District Professional Development Council Angelique Kobler</p> | <p>By Spring 2012, develop plan for initial field testing of the walkthrough tool (participants, frequency, feedback loop).</p> <p>By May 2012, conduct initial</p> | <p>The District PDC members are currently developing the walk through protocol.</p> |

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| | <ul style="list-style-type: none"> • Develop preliminary procedures including communication and feedback loop. • Conduct initial PD Walkthroughs to field test procedures. <p>2. Professional Development: Collaboration</p> <ul style="list-style-type: none"> • Review & recalibrate the use and outcomes of collaboration time as per MOU to review Article 18 <p>3. Professional Development: Job Embedded Data Informed</p> <ul style="list-style-type: none"> • Develop plan to increase access to job embedded PD by expanding the school-based and district-wide learning coach model. <p>4. New employee evaluation tools & procedures</p> <ul style="list-style-type: none"> • Develop certified evaluation tool in collaboration with Lawrence Education Association in keeping with mandatory negotiations processes | <p>Chief Negotiators Appointed Committee Co-Chairs</p> <p>Angelique Kobler Kim Bodensteiner Principals</p> <p>Certified Evaluation Committee Co-Chairs: Lois Orth-Lopes & Angelique Kobler</p> | <p>Professional Development walkthroughs to field test procedures.</p> <p>By August 2012, develop plan for walkthrough procedures based on Spring 2012 field test</p> <p>By March 2012, report to negotiations teams.</p> <p>By March 2012, report on impact of job-embedded professional development and provide proposal for increasing district &/or school based learning coach model.</p> <p>By March 2012, report to the negotiations teams.</p> | <p>I-Pads have been purchased & are being set up with the walk through program tools.</p> <p>MOU committee has been formed. Will begin meeting in January 2012.</p> <p>Committee work ongoing.</p> <p>In January 2012, provide update and gather feedback from administrators & LEA reps.</p> <p>In November 2011,</p> |
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| | <p>5. Human Resources procedures</p> <ul style="list-style-type: none"> Continue to develop procedures and practices to maximize the use of Integrated Financial & Administrative Solutions (IFAS) modules and interface with other software to streamline the management of personnel, payroll, and finance systems | <p>Kathy Johnson Bob Arevalo Dave Cunningham Susan Fowler Kyle Hayden</p> | <p>By December 2011, finalize the general ledger module for final year end budget closing.</p> <p>By June 2012, finalize payroll module for full contract functionality.</p> <p>By June 2012, finalize interface of IFAS and Skyward for master staff scheduling.</p> <p>By July 2012, begin process for implementation of position and budget control modules.</p> | <p>implemented general ledger module for final year end budget closing.</p> <p>Additional HR staffing, allocated from contingency, will be assigned to IFAS implementation work.</p> <p>In November 2011, investigated personnel screening tools. Currently exploring interface with IFAS application module.</p> |
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EQUITY: Raise achievement for all students while closing the achievement gaps in Lawrence Public Schools.

KSDE APPROVED – USD 497 District Improvement Plan Goals:

- Each year, on the Kansas Reading & Math Assessment, reduce the percentage of students with disabilities (or students in each categorical disability group) scoring below proficient by at least 5 percentage points or meet the AYP target for any group less than 5% from the AYP target.
- Each year, reduce the achievement and graduation disparities among racial/ethnic subgroups by at least 3 percentage points.

| | GOALS AND ACTION STEPS 2011-2012 | RESPONSIBILITY | TIMELINE | PROGRESS |
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| EQ1 | <p>Continue to engage in courageous conversations about our racial achievement disparities</p> <ol style="list-style-type: none"> 1. Continue to develop the equity leadership knowledge and skills of board of education members, district administrators, school principals, and teacher leaders. 2. Complete 1st Cadre School Equity Team formal training and begin school-level work. 3. Initiate 2nd Cadre School Equity Team training 4. Work with District Equity Council to develop and implement plans to engage school families and community members in the district equity work 5. Share information and begin conversations with community organizations & agencies 6. Develop a sustainable plan for ongoing | <p>District Equity Leadership Team (DELT) Members (Rick Doll, Kim Bodensteiner, Kyle Hayden, Angelique Kobler, Terry McEwen, Kevin Harrell, Dave Cunningham, Bob Arevalo, Myron Melton, Felton Avery, Nancy DeGarmo, Jeanne Fridell)</p> <p>Building Principals</p> <p>1st Cadre E-Team Members</p> | <p>By November 2011, 2nd Cadre building E-Team members will be identified.</p> <p>By (date TBD), in collaboration with United Way, conduct information seminar for community educational agencies.</p> <p>By the end of January 2012, 1st Cadre E-Team seminars will be completed.</p> | <p>2nd Cadre E-Teams have been established. Members completed Beyond Diversity seminar in November 2011 or January 2012.</p> <p>The United Way presentation on hold as they complete their new goal planning.</p> <p>1st Cadre E-Teams completed seminar 3 (Sept 2011), seminar 4 (October 2011), and seminars 5 (December 2011). They will complete E-Team training with Seminar 6 in January 2012.</p> |

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| | <p>professional learning for new and returning staff, administrators, and board members.</p> | | <p>In November 2011 and January 2012, E-team members, new board members, new administrators, invited community members and other staff will attend the “Beyond Diversity” seminar.</p> <p>By June 2011, 1st Cadre E-Teams will develop initial school equity action plans.</p> <p>By the June 2011, DELT will draft a long-range professional development plan for equity leadership.</p> | <p>In November 2011, a Beyond Diversity seminar was completed. A second Beyond Diversity seminar is scheduled in January 2012.</p> <p>The 2nd cadre of E-Teams will begin seminars in February 2012.</p> <p>DELT members consulted with Dr. Singleton regarding long-range PD planning in December 2011.</p> |
| EQ2 | <p>Allocate capital and human resources to areas of greatest need to maximize student achievement.</p> <ol style="list-style-type: none"> 1. Develop a long-range capital improvement plan (including timelines and funding sources) taking into account facilities, technology, furniture and equipment. 2. Investigate current policy and practices related to allocation of school staffing. | <p>Kyle Hayden Kathy Johnson Paula Murrish Tom Bracciano Chantel Nicolay</p> <p>Kyle Hayden Kim Bodensteiner</p> | <p>By January 2012, report on process and procedures for capital planning.</p> <p>By March 2012, recommend Summer 2012 capital projects.</p> <p>By July 2012, identify priority capital projects for three to five year plan.</p> <p>By April 2012, review impact of middle and high school reconfiguration on staff allocation practices.</p> | <p>Board report on process, procedures, and tentative Summer 2012 projects scheduled for January 9, 2012.</p> |
| EX2 & EQ3 | <p>Develop, align and implement district expectations for EC – Grade 12 curriculum, assessment and interventions.</p> | | | <p>See update under</p> |

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| | <ol style="list-style-type: none"> 1. Lawrence System of Supports for Every Student (MTSS) <ul style="list-style-type: none"> • Assessment & Decision Making Model • Team Problem Solving Process • Core Instruction, Interventions, Extensions (Mathematics) | | | <p>“Excellence” goals</p> |
| <p>EX3 & EQ4</p> | <p>Improve achievement and graduation rates of students with exceptionalities.</p> <ol style="list-style-type: none"> 1. Develop an improvement plan to address achievement and graduation rate for students with disabilities. 2. Investigate models for delivery of gifted education programs and services. Consider options to blend funding and programming to include high ability learners (not on IEPs) | | | <p>See update under “Excellence” goals</p> |

ENGAGEMENT:

Develop a learning community of school, family and community partnerships committed to ensuring educational equity and excellence so that all students achieve at high levels and graduate prepared for success in college, careers and life.

KSDE APPROVED – USD 497 District Improvement Plan Goal:

- 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.

| | GOALS & ACTION STEPS 2011-2012 | RESPONSIBILITY | TIMELINE | PROGRESS |
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| | <p>Investigate and develop a comprehensive model for School, Family and Community Involvement.</p> <p>1. Conduct “Community Conversations” to engage parents and community members in developing priorities for the six target areas: a) parenting, b) communicating, c) volunteering, d) learning at home, e) decision making, and f) collaborating with the community.</p> | <p>Rick Doll Kim Bodensteiner Kyle Hayden Board of Education</p> | <p>By May 2012, conduct one or more “Community Conversations” to gather input on priorities related to school, family and community involvement.</p> | |

Target Areas for 2011-12: communicating, decision making, collaborating with community

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| | <p>Communicating</p> <ul style="list-style-type: none"> Develop and sustain effective communication channels from school-to-home and from home-to-school about school programming and student progress. Develop and sustain effective communication channels from school-to-community and from community-to-school about collaborative partnerships and programming. |
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Target Areas for 2012-13 and beyond: volunteering, learning at home, parenting