

**Long Range Action Steps: 2012 and Beyond**  
**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.

	<b>FUTURE ACTION STEPS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>PROGRESS</b>
EX1	<p>Redesign our schools for student success.</p> <ol style="list-style-type: none"> <li>1. Monitor and adjust continued implementation of middle school programming based on 2011-12 progress &amp; recommendations.</li> <li>2. Monitor and adjust continued implementation of four-year high school programming based on 2011-12 progress &amp; recommendations.</li> <li>3. Recommend actions for implementation of accepted standard for Lawrence Kindergarten through grade 5 elementary school program and services</li> <li>4. Recommend actions for implementation of additional accepted standards for schools with specialized programs/populations (e.g. early childhood, ESL cluster)</li> <li>5. Continue to investigate school programs and/or structures to promote excellence and equity. Evaluate based on criteria related to purpose and goals.</li> <li>6. Implement school programs or models approved by the board following 2011-12 investigations.</li> </ol>			
EX2	<p>Development, alignment and implementation of district expectations for EC – Grade 12 curriculum, assessment and interventions.</p>			

	<ol style="list-style-type: none"> <li>1. Mathematics <ul style="list-style-type: none"> <li>• Continue development &amp; implementation of benchmark assessments for all grade levels.</li> </ul> </li> <li>2. Reading <ul style="list-style-type: none"> <li>• Continue development and implementation of benchmark assessments &amp; progress monitoring for all grade levels.</li> </ul> </li> <li>3. Effective use of Viewpoint Data Warehouse <ul style="list-style-type: none"> <li>• Incorporate additional data in warehouse system to support decisions for core instruction, interventions and enrichment.</li> <li>• Continue professional development to expand knowledge and utilization of more complex and in-depth data analyses.</li> </ul> </li> <li>4. Lawrence System of Support for Every Student (MTSS) <ul style="list-style-type: none"> <li>• Provide building-level professional development on assessment decision making model and team problem solving processes.</li> <li>• Core Instruction, Interventions, Extensions (2012-13) Implement Mathematics (2012-13) Plan/Implement Reading (2013-14) Plan/Implement Positive Behavior Supports</li> </ul> </li> <li>5. S.T.E.M. (Science, Technology, Engineering &amp; Mathematics Integration) <ul style="list-style-type: none"> <li>• Fall 2012 - An elementary STEM steering committee will review curriculum and identify opportunities for integration.</li> <li>• Spring 2013 - A professional development plan and/or instructional materials will be recommended for expanding STEM offering in the elementary.</li> </ul> </li> </ol>			
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	<ul style="list-style-type: none"> <li>• Fall 2013 - Middle School STEM steering committee meets to review curriculum and courses and identify opportunities for integration.</li> <li>• Align curriculum, instruction and assessment practices and resources with state-adopted Common Core Standards.</li> </ul>			
EX3	<p><b>Improve achievement and graduation rates of students with exceptionalities</b></p> <ol style="list-style-type: none"> <li>1. Implement improvement plan to improve achievement and graduation rate for students with disabilities</li> <li>2. During 2012-13, implement course of study planning tool as part of student transition planning processes.</li> <li>3. By May 2013, remaining half of K-12 special education teachers will complete LETRS (language essentials for teachers of reading &amp; spelling) training.</li> <li>4. Continued participation of special education teachers in general curriculum and instruction planning and professional development.</li> <li>5. Based on 2011-12 study, plan and implement changes model in our local model(s) for delivery of gifted education programs and services.</li> </ol>			

EX4	<b>Select and develop highly effective employees.</b>  <ol style="list-style-type: none"><li>1. Professional Development<ul style="list-style-type: none"><li>• Implement Professional Development Walkthrough process and procedures as developed in 2011-12.</li><li>• Develop process and skills with data-informed professional development planning at school and district levels.</li><li>• Pending allocation of funding, utilize job embedded PD, through enhanced learning coach model, to improve implementation alignment between written and taught curriculum, to enhance instructional practices and to improve data-informed decision making.</li></ul></li> <li>2. New employee evaluation tools &amp; procedures<ul style="list-style-type: none"><li>• Based on committee recommendation, changes in the master agreement, and funding implement new Certified Evaluation in phases 2012-2016</li><li>• Develop Classified Instructional 2013</li><li>• Implement Classified Instructional 2014</li><li>• Develop Administrator 2014</li><li>• Implement Administrator 2015</li><li>• Develop Classified Non-instructional 2015</li></ul></li></ol>			
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	<ul style="list-style-type: none"><li>• Implement Classified Non-instructional 2016</li></ul> <p>3. Human Resources and Finance Management</p> <ul style="list-style-type: none"><li>• Review and develop tools and procedures for application, screening, interview and selection processes for all employee groups.</li><li>• Implement IFAS online application, screening, interview and selection process for all employee groups.</li><li>• Implement IFAS position and budget control modules.</li></ul>			
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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

	<b>FUTURE ACTION STEPS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>PROGRESS</b>
EQ1	<p><b>Continue to engage in courageous conversations about our racial achievement disparities.</b></p> <ol style="list-style-type: none"> <li>1. Continue to develop the equity leadership knowledge and skills of board of education members, district administrators, school principals, and teacher leaders.</li> <li>2. Complete 2nd<sup>st</sup> Cadre School Equity Team formal training and begin school-level work.</li> <li>3. Implement 1st Cadre School Equity Team action plans.</li> <li>4. Work with District Equity Council to develop and implement plans to engage school families and community members in the district equity work               <ol style="list-style-type: none"> <li>a. Collaborate with community organizations and agencies.</li> </ol> </li> </ol>	<p>DELT Members (Rick Doll, Kim Bodensteiner, Frank Harwood, Angelique Kobler, Terry McEwen, Kevin Harrell, Dave Cunningham, Bob Arevalo, Myron Melton, Felton Avery, Nancy DeGarmo, Jeanne Fridell)</p> <p>Building Principals</p> <p>E-Team Members</p>	<p>During 2012-13, 1<sup>st</sup> Cadre Equity Teams (E-teams) begin to implement school action plans.</p> <p>During 2012-13, begin development of local trainers (affiliate program) based on District Equity Leadership Team (DELT) professional development plan.</p> <p>By the end of February 2013, 2<sup>nd</sup> Cadre E-Team seminars will be completed.</p> <p>Each year, new E-team members, new board members, new</p>	

	<p>5. Develop a sustainable plan for ongoing professional learning for new and returning staff, administrators, and board members.</p> <p><u>2012-13 and beyond</u></p> <p>2013 Collaborative Action Research for Equity (CARE) Teams</p> <p>2014 Partnerships for Academically Successful Students (PASS) Team</p> <p>2014 Continue/expand Student Leadership Development</p>		<p>administrators, invited community members and other staff will complete the “Beyond Diversity” seminar.</p> <p>By June 2013, 2<sup>nd</sup> Cadre E-Teams will develop initial school equity action plans.</p> <p>By the June 2011, DELT will develop plan for CARE Team implementation.</p>	
EQ2	<p><b>Allocate capital and human resources to areas of greatest need to maximize student achievement.</b></p> <p>1. Expand a long-range capital plan (including timelines and funding sources) to include classroom furniture and instructional equipment.</p> <p>2. Develop parameters and procedures for evaluating programs and practices in order to redirect resources to areas of greatest need and impact.</p>	<p>Curriculum Specialists Asst Directors- Special Education Paula Murrish Chantel Nicolay Kathy Johnson Kyle Hayden Kim Bodensteiner</p> <p>Rick Doll Kyle Hayden Kim Bodensteiner</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.

	<b>GOALS &amp; FUTURE ACTION STEPS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>PROGRESS</b>
	<b>Implement a comprehensive model for School, Family and Community Involvement</b> in six target areas: a) parenting, b) communicating, c) volunteering, d) learning at home, e) decision making, and f) collaborating with the community.			
<b>Target Areas addressed in 2011-12: communicating, decision making, collaborating with community</b>				
	<b>1. Communicating</b> <ul style="list-style-type: none"> <li>• Implement plans developed/initiated in 2011-12</li> </ul>			
	<b>2. Decision Making</b> <ul style="list-style-type: none"> <li>• Implement plans developed/initiated in 2011-12</li> </ul>			

	<p><b>3. Collaborating with the Community</b></p> <ul style="list-style-type: none"> <li>• Implement plans developed/initiated in 2011-12</li> </ul>			
<p><b>Target Areas for 2012-13 and beyond: volunteering, learning at home, parenting</b></p>				
	<p><b>Volunteering</b></p> <ul style="list-style-type: none"> <li>• Develop strategies to recruit and organize volunteers to support the school and students.</li> <li>• Develop mechanisms for community and parent volunteers to connect with school volunteer opportunities.</li> <li>• Develop methods to assist potential volunteers to learn how to effectively fill various volunteer roles.</li> </ul>			
	<p>➡ Action steps to be based on 2011-12 Community Conversations and board goal setting.</p>			
	<p><b>Learning at Home</b></p> <ul style="list-style-type: none"> <li>• Develop educational programs and resources to assist families to be effectively involved in children’s homework and other curriculum related activities.</li> </ul>			
	<p>➡ Action steps to be based on 2011-12 Community Conversations and board goal setting.</p>			
	<p><b>Parenting</b></p> <ul style="list-style-type: none"> <li>• Develop educational programs and resources to support families in understanding child and adolescent development.</li> <li>• Develop educational programs and resources to assist parents in setting home conditions to support children as student learners.</li> </ul>			
	<p>➡ Action steps to be based on 2011-12 Community Conversations and board goal setting.</p>			