

Check All That Apply:

QPA

On Watch

On Improvement

Corrective Action Addendum

X_Schoolwide

Expected Gain

KANSAS STATE DEPARTMENT OF EDUCATION
 Integrated Improvement Plan
 2012-2013
*(To be used for Title I Schools On Watch, On Improvement, in Corrective Action,
 Title I Schoolwide and Quality Performance Accreditation (QPA))*

Please submit to:
 Title Programs and Services
 Teresa White
 Kansas State Department of Education
 120 SE 10th Avenue
 Topeka, KS 66612-1182
Plan Due: April 15, 2013

Maize USD 266	Maize Elementary School 2046	Grades K-2
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USD Name and Number	Building Name and Number	Building Grade Span
Mike Mountain	305 W. Jones	mmountain@usd266.com

Building Principal	Address	Telephone Number	Fax Number	E-Mail
Marsha Beard	905 W. Central Maize, KS 67101	316-350-2001	316-722-8538	mbeard@usd266.com

LCP Contact	Address	Telephone Number	Fax Number	E-Mail
9/20/2012	424	27.71%	97	

Date used for official data collection (Month/Day/Year) # of Students Enrolled in Building Total % of Low Income Total # of Low Income Students

ASSURANCES: Please check (✓) appropriate assurances.

Title I School on Improvement and QPA		Title I Schoolwide
A peer review committee or representatives from the district has reviewed and approved this School Improvement Plan.	X	A peer review committee or representatives from the district have reviewed and approved this School Improvement Plan.
The district assures that the Title I school will spend at least 10% of its Title I allocation for high quality professional development to address the academic issues that contributed to the school being identified for improvement.	X	The school assures a district/school parent community involvement policy is in place.
The district assures that the school has reviewed the School Performance Plan report (Special Education)	X	The school assures that a parent/school student compact has been provided to parents.
The district assures that a Technical Assistance Team (ETAT/STAT) has been identified and will be utilized to inform the school improvement process.	X	The school assures that an Ed-Flex Waiver has been submitted to KSDE if the school's poverty level is below 40%
	X	The school assures that it has sufficient ESOL endorsed teachers to accommodate its ELL students.

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

 Signature of Building Principal

 Date

 Signature of Authorized District Representative

 Date

Signature of KSDE Official

Date

INTRODUCTION

The Kansas Integrated Improvement Plan assists schools on improvement, corrective action, or restructuring as defined by the federal No Child Left Behind Act of 2002, to plan for improvement in a way that:

1. Meets federal and state laws and regulations;
2. Aligns with the work of the Kansas Learning Network (KLN), which is one of the state's primary strategies for providing technical assistance to districts;
3. Coordinates with the School Improvement Model; and,
4. Helps schools plan effectively for improving the quality of education provided to all students.

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

KSDE will notify schools identified for improvement by sending out official notification in August of each year. KSDE provides to schools 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 School Integrated Improvement Plan
- Networking opportunities
- Peer Review information on Improvement Plan
- Multi-Tier System of Supports (MTSS) Resources

The Integrated Improvement Plan Scoring Checklist is available and provides the criteria used to evaluate the Integrated Improvement Plan.

Orientation & Readiness

Develop a level of cooperation and commitment to support the changes that will occur within the improvement process. This includes a common understanding and readiness to orient stakeholders to systematic district and school improvement processes. Attention is given to understanding the vision/mission of the school and/or district.

Establish a School Planning Team

A formal School Planning 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.

List the names of the individuals who will serve on the School Planning Team with their contact information. Add as many rows to this chart as needed. **The roles in bold are required.** It is also required: (1) that one person fill 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. The School Planning Team and the External Technical Assistance Team (ESTAT) and State Technical Assistance Team (STAT) should have some of the same members serving on both teams to provide continuity and consistent communication.

School Planning Team					
Role	Name	Email address	Phone Number	ETAT	STAT
Superintendent or Representative	Doug Powers	dpowers@usd266.com	316-722-0614		
Principal or Principal's Representative	Mike Mountain	mmountain@usd266.com	316-722-8230		
Site Council Member*	Stephanie Rogerson	rogersonfamily@hotmail.com	316-729-7392		
Community Member*	Mike Martinez	mike@interlinkshosting.com	316-729-7205		
Family/Parent Representative*	Caroline Flett	davidcaroline@ATT.net	316-722-7117		
General Education Teacher	Gail Soft	gsoft@usd266.com	316-722-8230		
Counselor, Social Worker, etc.	Becky Stephens	bstephens@usd266.com	316-722-8230		
Special Education Educator	Nicole Richardson	nrichardson@usd266.com	316-722-8230		
Local Consolidated Plan Contact	Marsha Beard	mbeard@usd266.com	316-722-0614		
Teacher of English Language Learners (if applicable)	Jennifer Manske	jmanske@usd266.com	316-722-8230		

		m		
Title 1 Representative (if applicable)	Laura Wheeler	lwheeler@usd266.com	316-722-8230	
Other				
<i>Add rows as necessary</i>				
*ETAT/STAT Member (Chair)	Karen Duling	kduling@usd266.com	316-350-2030	
*ETAT/STAT Member	Linda Janish	ljanish@usd266.com	316-462-8300	
*ETAT/STAT Member	Angela Knapp	ndiskin@usd266.com	316-721-0902	
*ETAT/STAT Member	Nils Gabrielson	ngabrielson@usd266.com	316-721-0902	

***ETAT Membership should be selected based on the skills and knowledge necessary to support the school's identified areas of improvement. More information can be located in the QPA Manual under Quality Criteria Two. The STAT team is assigned to the school until the school either attains accredited status or is not accredited. A STAT may serve more than one school in a district. ** More information can be located in the QPA Manual under State Technical Assistance.*

Describe the process that will be used to develop and maintain this plan by responding to the following questions.

1. Who in addition to the School Planning Team were involved in the process?

School Site Council, School PTO, Technology Team, Principal's Advisory Committee, Character Education Committee, MTSS Committee, Professional Development Committee, School Staff, PLC facilitators, Title I and regular reading teacher. Math support teacher, building administrators.

2. How were stakeholders involved in the development of the School Improvement Plan?

Involvement was obtained via surveys, parent newsletter articles, staff meetings, professional development days, PLC meetings, committee meetings, Title I Steering Committee meetings, informational articles. Feedback was sought through stakeholder surveys, site council and pto meetings, posting the application online and asking for feedback.

3. How was teacher voice and buy-in achieved?

Teacher input was obtained through surveys, monthly standing committee meetings, monthly staff meetings, PLC meetings, MTSS meetings, the Title I Steering Committee, classified staff meetings, informal discussions, Title I folder on school share drive for all staff to access and add comments

4. What was the timeline for planning?

October-Application made for Ed-Flex Waiver
 November 2012-Recruit Steering Committee, educate stakeholders on Title I application, clarify with stakeholders vision for school reform, produce school profile data, begin determining key findings
 December 2012-Determine strengths, challenges, root causes, and gaps from school profile data

January 2013-Develop School Improvement Plan, develop research based staff development plan, identify extended learning opportunities, Highly qualified staff and transitions.
February 2013-Develop Parent Involvement plan, coordination of services and funds, develop monitoring, implementation and progress procedures, review and edit application,
March 2013-Outside review committee reads application and makes suggestions, prepare final copy and submit to KSDE
June 2013- Selected staff meet in Summer Staff Academy format to review and prepare for implementation of plan
August 2013-Implement plan

5. How was the plan communicated to parents, teachers, and the board of education? Are interpreters or translation used?

Oct. 25 article in week staff bulletin-on going bi-weekly article updating progress remainder of 2012-2013 school year.
Oct. 30 reviewed key points of plan to technology committee
Nov. 1-article in parent newsletter explaining Title I application, ongoing monthly article updating progress remainder of the 2012-2013 school year.
Nov. 7 reviewed key points with MTSS Committee
Nov. 13 reviewed key points with Principal's Advisory Committee, meet and discuss application with site council and pto,
Nov. 20 explained application process and took questions from staff at staff meeting
Nov.-May informational updates once a month at PLC meetings
April-plan submitted to the BOE for review and approval
Neither interpreters or translation were used but are available if needed.

Clarify Vision for School Reform

A vision statement is a picture of what you want the school to look like at a certain point in time. It answers the question *What are we working to become?* A clear vision can keep a school and the efforts of its staff and students on target. A vision is critical to an organization's future because it provides the underlying foundation upon which all decisions are made.

1. Describe the school vision for student learning.

The mission of MES and the District is as follows: Maize USD 266 exists to inspire students to discover their potential through connecting, learning and leading. A district/school vision statement was created in February of 2012 and reads: By 2017, The Maize School District will be in the top 5 percent of all school districts in the state of Kansas. Four vision targets were identified: 1. Student achievement/graduation 2. Relationships 3. Student involvement 4. Staff Evaluation-100 percent proficiency

2. What steps will the school take to fulfill its vision?

Standing school committees will be asked to address highly qualified staff, student/staff relationships, professional development, aligning curriculum/instruction, and community relations. Maize Elementary will recommend for hire highly qualified staff who will work to build relationships with our students through the Positive Behavior Intervention and Strategies (PBI&S) plan we are presently developing. Maize Elementary and the district as a whole are working on aligning curriculum and instruction and the Common Core state standards. The Professional Development Committee will focus on developing a professional development plan based on our school improvement plan and the district wide mission and vision statement. Parent /community relations will be strengthened by inviting parents and community members into our school. An annual survey will be implemented to gather parent feedback. Individual student needs will be addressed through purposeful instruction and intervention in reading and math. All students will be given pre and post testing in reading and math using universal screeners to determine instructional levels. Diagnostic instruments will be administered when need to determine individual weaknesses in math and reading. PLC and MTSS teams will meet weekly to determine student needs and group students according to type and severity of difficulty. Resources and strategies will be available to address specific needs. Small group and one on one instruction concentrating on differentiated learning will be used. A 30 minute daily MTSS format will be used for the purpose of reading and math intervention.. The groups will be fluid, and students will move in and out of them as needed. Technology will also be relied on to meet individual needs. Data will be charted for easy access to the information. Teacher input on staff development needs will be sought and professional development designed in order for teachers to be confident in the process and confident in their own ability to deliver the instruction that is needed. Support staff will serve the family as a resource in meeting individual student needs. Students will feel safe coming to school and learning to Connect, Learn and Lead.

Gather, Organize and Analyze Data

Collect a wide range of data that creates an accurate picture of the current reality for the school and/or the district. This includes collecting quantitative and qualitative data to conduct a self-evaluation by each school and/or district. Analyze data to identify strengths and challenges as well as their root causes. This includes bringing together data to formulate inferences for making informed decisions about school improvement.

School Profile

The school needs to understand its current status, a "snapshot" that will help illustrate the gap between where the school is now and where it wants to be when its vision is realized. The four types of data to be collected include; student demographics data, student achievement data, school processes/programs data, and perception data.

Student Demographics Data		
Types of Data	Possible Indicators	School Information
Enrollment	The number of students in the school; students in special programs (Title I, special education, gifted and talented, ESOL), by ethnicity or other meaningful categories	423 students enrolled on 9/20/12. Of these 40 were in special ed. 9 were ESOL, 9 American Indian, 15 Asian, 9 Black, 1 Hawaiian/Pacific, 318 White, 71 non identified.
Daily Attendance	Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.	Kindergarten-162, first-163, second-93. Tardies average 1.4%
Mobility/Stability	The mobility rate is the percentage of children who move in and out of a school during a year. The stability rate refers to the percent of students who remain in the same building for the entire year.	Mobility rate as from 8/1/12-12/31/13 is 9% with a stability rate of 91%.
Socioeconomic Status	Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.	27.71% of MES students receive free or reduced lunch. Total households in the district equal 11,032 3.4% of families in the district are unemployed Median household income in the district is \$84,358 2.7% of district families are below the poverty level
Student Behavior	The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang-related, substance abuse or other at-risk behavior.	65 discipline referrals as 1/31/13. 2 students have been suspended during this timeframe. No reports of gang related, substance abuse or at risk behavior.
Limited English Proficiency	The percentage of students with limited English proficiency. The percentage of families who speak English as a second language.	2% of students were identified with limited English proficiency. .7% speak English as a second language.
Student Achievement Data		
Data collected should reflect student achievement trends over time (longitudinal -- at least 3 years of data) from numerous internal and external data sources.		
Types of Data	Possible Indicators	School Information
Academic Performance	State and local tests; levels of proficiency attained; progress on desired outcomes: results of performance assessments or student portfolios, examples of student work, classroom assessments and grades. (e.g., formative assessments, summative assessments, State Assessments, MAP, DIBELS, AIMSweb, easyCBM, KELPA, etc.)	See data below on the following assessments: FAI, LRP's, Wondershare and DIBELS
Other Performance-Based Data	Information from portfolios, exhibits, performance assessments that describe student standards-based achievement.	None
Multi-year Trends	Academic achievement data from several years.	Longitudinal data from DIBEL's (see charts)
Completion Rates	Promotion/graduation rate, retention rates.	Does not apply
Comparative Data	Performance of disadvantaged students against all other meaningful categories of students in the school or in the district; comparison of performances of students in various ethnic or	See graphs below on DIBEL's



	programmatic subgroups (i.e., students with learning disabilities, limited English speakers, migrant students, etc.)	
Post-Secondary	Number or percent of students attending and/or completing post-secondary schools; number or percent of students accepted in the armed forces.	Does not apply
School Processes/ Programs Data		
Types of Data	Possible Indicators	School Information
<i>Curriculum and Instruction</i>		
Learning Expectations	Expectations that are communicated to the community, teachers, parents, and students about what students can and should learn, including written standards, goals or benchmarks that reflect classroom and school practice and are based on State standards.	Parent/Teacher Conferences Weekly Classroom Parent Newsletters Kansas Common Core State Standards Kindergarten and 1 st gr. Standards Based Report Cards Curriculum map Building Newsletter Skyward Family Access District and School Websites District Quarterly Newsletter
Instructional Program	Instructional activities, programs or strategies used to teach the State content and achievement standards.	Guided Reading Reading lab Title I reading lab MTSS in Reading Cooperative grouping Science Lab Math Lab Centers Developmentally appropriate instructional strategies Use of technology 8 Mathematical practices Questioning strategies CCSS training in reading and math strategies MTSS PBI&S program Differentiated instruction General Ed. instructional paraprofessionals
Instructional Materials	The amount and quality of instructional materials, including textbooks, supplementary resources, publication dates of the grade level-adopted texts; the extent to which available materials are consistent with State standards.	All instructional materials support state and common core standards Sets of Guided Reading Materials Reading Counts Science Lab MTSS in Reading Math Lab Centers



		Developmentally appropriate instructional strategies Use of technology Math manipulatives 8 Mathematical practices Questioning strategies Basal reading series Reading Resource Room CCSS training in reading and math strategies
Instructional Technology	The extent to which teachers use technology as a means to increase student achievement; type of computer system(s) available to students, faculty and administration for instructional purposes; availability of modern equipment, software and printers, especially appropriate adaptive devices and software tools to serve the needs of students with disabilities.	Elmos, mounted projection systems, Promethean Boards, Writers, Mini-laptops Software-Enchanted Learning, Brainpop, Jr., Read Live, More Starfall, Spelling City, Kidspiration, Reading A-Z, Bookflick, Tumblebooks, Lexia Reading Counts iPads
Support Personnel	Supplementary use of paraprofessionals and other staff; available professional and paraprofessional staff to assist students, particularly the lowest achieving, to include students with disabilities, and those with limited English proficiency.	1 Instructional paraprofessionals to assist with Title 1 classroom 1 Instructional paraprofessional to assist with ELL students 13 Instructional paraprofessionals to assist with Special Education students 1 Instructional paraprofessional to assist with Library 7 Instructional paraprofessionals to assist with MTSS
Curriculum Alignment	To what extent is the local curriculum aligned to State Reading/Language Arts and Mathematics Standards and assessed indicators?	Curriculum mapping is aligned with the CCSS.
Highly Qualified Staff		
Staff Preparation	Number of teachers, administrators, years of teaching or administrative experience; types of certificates held, other special skills or knowledge.	2 Administrators with 34 and 16 years of experience 21 General Education Teachers 3 Special Education Teachers Certificates include Elem. K-9, Early Childhood, Early-Late Childhood Generalist K-6, Reading Specialist, ELL, Library Media, P.E., R.N. Vocal Music, Counselor, Psychologist, Years of experience for certified staff range from
Staff Specialists, and other Support Staff	Number of content or program specialists such as reading teachers, mathematics or science specialist, counselors, psychologists, social workers, health staff, etc.	2 Reading Specialists 1 Library Media Specialist 1 Counselor 1 School Psychologist (part-time) 1 Social Worker (part-time) 1 Occupational Therapist (part-time) 1 Physical Therapist (part-time) 1 Speech teacher 1 ELL teacher (part-time) 11/2 IR teachers 1 Structured Learning teacher



Professional Development	The existence of district and school-level professional opportunities available to teachers; the number of professional days or district resources dedicated to professional development; evaluations of professional development sessions and the amount of teacher-generated professional development.	8 Professional Development days 5 ½ day sessions on instructional strategies for CCSS Professional Development Committee designs each professional development day Professional Learning Communities each Wednesdays MTSS team planning time 30 minutes weekly End of year survey of professional development
Staff Demographics	Ethnicity, gender breakdowns of staff and administration, retirement projections, and an analysis of whether the ethnicity of the school staff reflects the same ethnic groups as students.	58 White Females 3 White Males 1 Black Female 1 Hispanic Female 1 Asian Female 1 Pacific Islands Male Retirement projections range from 2years-40 years
School Administrators	Number of administrators and roles; years of experience, specialized training and advanced degrees.	2 Administrators 1 with 33 years experience-principal MA in Ed. Leadership 1 with 14 years experience-assistant principal MA in Curriculum/Instruction, MA in Ed. Leadership
<i>Family/Community Involvement</i>		
Parent Involvement	Evidence of a parental involvement plan for volunteering, home learning activities, program review and development.	Volunteer form for classroom helpers, tutors, library aides, field days, picture days, PTO fundraisers, learning centers, health checks, invitation to General Education Intervention meetings on their child, Family math, reading and science nights.
Communication with Parents	Amount and frequency of information disseminated to parents, and the quality of information disseminated; use of multiple languages.	Meet Your Teacher Night Monthly school newsletters Weekly classroom newsletters Autodialer email and voice mail messages and reminders School website District newsletters
Parent Community Roles	Amount and frequency of opportunities for involvement in decision-making.	BoxTop Coordinator TLC Parents Classroom volunteers Surveys Site Council PTO
Parent Training	The type of training opportunities offered to parents; parent workshop evaluations; evidence of teachers trained in parental involvement.	Counselor lending library Information sent home from teachers and counselors
Support for Families	Availability of information, training and services to adequately address the educational needs of students with learning disabilities or special education needs as a result of poverty,	Count Your Kid In Support services offered through the IEP



	limited English proficiency, or migratory life style.	Support services offered through the General Education Intervention Team Counselor support Library of parent support information Registered Nurse services at school and in seeking donations from community for students Nurse para
Health Services	Availability of school-linked health and social services for students and families, including counselors, psychologists, medical professionals, and nurse practitioners.	District Health Fair Body Venture Counselor, Social Worker, and School Psychologist School Nurse and nurse paraprofessional Classroom programs School dental screening by dentist Hearing and Eye checks by school nurse
School Context & Organization		
School Mission/Vision	Statement of the underlying philosophy of the school.	The mission of MES and the District is as follows: Maize USD 266 exists to inspire students to discover their potential through connecting, learning and leading. A district/school vision statement was created in February of 2012 and reads: By 2017, The Maize School District will be in the top 5 percent of all school districts in the state of Kansas. Four vision targets were identified: 1. Student achievement/graduation 2. Relationships 3. Student involvement 4. Staff Evaluation-100 percent proficiency
Average Class Size	Staff/child ratio, average class size, computed by grade or grade spans.	Kindergarten teacher: student ratio 1:20.25 1 st grade teacher: student ratio 1:24.1 2 nd grade teacher: student ratio 1:23.25
School Climate	The quality of student-teacher interactions, student attitudes toward school, teacher job satisfaction, teacher expectations and beliefs about what students can accomplish.	The new PBI&S plan focuses on emphasizing positive behavior and students are recognized for positive choices. The school currently houses K-2 and
Coordination Plan	A description of the activities conducted to ensure that students; instructional day or program is coordinated so that student learning is not fragmented.	When we create the master schedule we consider the opportunities for students to have blocks of instructional time and common teacher planning time. We the advent of all day kindergarten, increased emphasis was placed on scheduling p.e and music in the afternoon to allow for developmental need in the primary grades.
Management and Governance	The presence of engaged principals, teacher input into decision-making, the organization of teachers by teams.	Administrators sit on all committees and visit each PLC meetings. We have 1.5 administrators. Walkthroughs are completed on a regular basis. Teachers collaborate during PLCs and MTSS planning time. We have several committees in place to allow for teacher input including School Improvement Team, General Education Intervention team, Grade Level teams, PLC groups, Technology Team, Reading



		Committee, Site Council, Character Education, Positive Behavior Supports Committee, and representatives on the district Professional Development Curriculum Council. We also use IPI to monitor student engagement.
Student Discipline Policy	Clearly defined and articulated student management and discipline policy, including policies that pertain to students with disabilities.	A subcommittee of the Positive Behavior Interventions and Strategies has focused on encouraging positive behaviors by rewarding those actions. In addition individual students throughout the school are recognized weekly for behaviors that correlate with our district wide Character Education Program. A second committee has worked on identifying unacceptable behaviors in various locations, i.e. halls, bathrooms, classrooms. A third team is working on data collection to assist with decision making.
Perception Data		
Types of Data	Possible Indicators	School Information
Student Survey Data	Identification of the survey tool(s) and a summary of the survey results.	None given
Teacher Survey Data	Identification of the survey tool(s) and a summary of the survey results.	Given
Administrator Survey Data	Identification of the survey tool(s) and a summary of the survey results.	None given
Family/Community Survey Data	Identification of the survey too(s) and a summary of the survey results.	Given

The following information compares the First Grade Assessment Instrument (FAI) averages for language and math. This assessment was given in August and May to all first grade students, assessing language and math. Average scores are compared for end of year first graders for the school years 2006-2009

LANGUAGE	All Students	Males	Females	Economically Disadvantaged	Students with Disabilities	Non Caucasian
2006-2007	94	93.7	94.4	90.8	85.5	95.1
2007-2008	96.1	95.5	96.5	94	87.8	95
2008-2009	95.2	94.8	95.7	93	85.5	93.4

MATH	All Students	Males	Females	Economically Disadvantaged	Students with Disabilities	Non Caucasian
2006-2007	95.4	95.7	95.1	93.3	90.3	96.4
2007-2008	96.7	96.1	97	94.8	88.3	95
2008-2009	96.1	96.1	96	93	87.5	95.4

FAI was summative evaluation of first grade standards created by USD 266. Over three years the student test scores remained the same. Students with disabilities with language and math stayed the same with an 8.5% to 11.1 % gap between subgroups.

LRP scores reflect the mode rubric for each group.

"HI" is considered on level for the end of first grade - "J" is beginning of second grade.

The following scores are the LRP mode for end of first graders through the school years 2006-2010

LEVELED READING PASSAGE	All Students	Males	Females	Economically Disadvantaged	Students with Disabilities	Non Caucasian
2006-2007	HI	HI	J	HI	HI	J
2007-2008	J	HI	J	J	HI	HI
2008-2009	J	HI	HI	EFG	EFG	J
2009-2010	J	HI	J	HI	EFG	J

The Non Caucasian group scored consistently higher than the other subgroups. Students with disabilities showed a marked decline in scores. Economically disadvantaged were inconsistent from year to year. Females outscored males from year to year. All students scored on or above the benchmark. Students with disabilities were 14-16% lower than all other subgroups but did show growth. Males and females scores were identical.

The Wondershare math assessment was given as a pre and post test in 2009-2011.

The following scores are the percentage of students that passed the assessment

Wondershare-MATH					
	All Students	Males	Females	Students with Disabilities	Non Caucasian
2009-2010	95%	96%	96%	79%	91%
2010-2011	97%	97%	97%	83%	95%

The Dynamic Indicators of Basic Early Literacy Skills are a set of assessments used for universal screening and progress monitoring for grade K-6. The following scores show the average Oral Reading Fluency scores for the first graders at the end of the year for the school years 2009-2012. A passing score for a first grader is 40 words per minute.

DIBELS-ORF	All Students	Males	Females	Students with Disabilities	Non Caucasian
2009-2010	72	69	75	41	67
2010-2011	75	70	79	48	77
2011-2012	74	73	76	48	87

On average words per minute indicators there was a 30+ word per minute gap between all students and students with disabilities. All students met benchmark over the 3 year period. The Non Caucasian subgroup showed a 10 word per minute growth per year.

Determine Key Findings

Questions to Consider: Did our school meet its AYP target? How close or far away were we from the AYP target? At what proficiency levels are our students performing? Are their disparities among subgroups? Are we making progress? How did our performance compare to our district, state or similar schools? How are we performing on individual standards? What questions do the data raise for us? What content area(s) and with which groups of students do we need to improve? What other information does the data we collected provide? What are the most compelling needs of our school as indicated by the data?

1. Write a paragraph for each of the data sources provided in the School Profile that captures key findings from the data collection and analysis.

Student Demographics Data: Maize Elementary is K-2 grade building housing 423 students. Grades 3-5 will be added on a yearly basis from 2013-2015. Of the 423 students, 51% of the students are male and 49% female. .2% students are designated ESOL and 9% Special Ed. The ethnicity make up of the building is: 2% American Indian, 3% Asian, 2% black, less than 1% Hawaiian/Pacific, 75% white and 16% unidentified. The daily attendance rate is 96.2% which is above the district and state levels. Attendance rates have remained within 1% point over the last five years. Economically disadvantaged students represent 27.30% of the student body.

Student Achievement Data: FAI First Grade Assessment Indicators was summative evaluation of first grade standards created by USD 266. Over three years the student test scores remained the same. Students with disabilities with language and math stayed the same with an 8.5% to 11.1 % gap between subgroups. Houghton Mifflin LRP Leveled Reading Passages from the Houghton Mifflin Reading Series. Data showed the all student subgroup was at or above benchmark. Wondershare an online locally developed criterion referenced summative math assessment showed 95-97% of all students passed. All subgroups showed growth over the two year period. DIBELS Dynamic Indicator Basic Early Learning Skills(Oral Reading Fluency) indicated all students met benchmark. Students with Disabilities showed as much as a 30 point difference from other all other subgroups.

School Processes/Programs Data: The district as a whole places a great deal of emphasis on school/family communication. Numerous programs are in place to address Tier1-3 learners both academically and behaviorally. General education instructional paras are utilized in MTSS and the classroom. Age appropriate instructional resources and technology tools enhance student learning. The K-12 curriculum is currently being mapped to identify gaps. Progress monitoring tools for math are needed. All certified staff meets the requirements for Highly Qualified certification. The vast majority of the staff is Caucasian female. Parent support is a major asset in the district with many activities having over 90% participation. The fall conference percentage of attendance was almost 96%. The school employs a full time nurse and half time nurse para. The district has an ambitious goal to be in the top 5% of all districts in the state by 2017. Numerous teacher led committees help lead the school. One area of improvement is to diversify the staff. Additional work needs to be completed on MTSS behavior systems(PBI&S) specifically tier 2 and 3. Parents indicated they would appreciate additional resources.

Perception Data: Staff survey data showed the following: over 50% said they did not have regular communication with the STARs teacher. 100% of staff felt both the lowest and highest student needs were met. A need for additional curricular resources were noted. A need for formative assessments was identified from the staff survey. according to the knowledge level question. Additional in-servicing on application of CCSS is seen in the staff survey. Parent survey showed parents feel welcomed and involved in our school. A need to provide additional information on the STAR reading program was noted. Parents prefer emails as a mean of communication.

2. Explain the process used to analyze the data.

Chairpersons and grade level reps met to analyze data. The information gathered was shared on the school network and on the school website. Feedback was solicited from staff, parents, PTO, Maize Elementary Site Council, and district leadership.

Determine Strengths, Challenges, Root Causes, and Gaps

Questions to Consider: Why does the data look like it does? What are the root causes and contributing factors of the data results? What do we know about our instructional program in the low performance area(s)? Do all staff teach and assess the indicators being tested on the Kansas State Assessments? How well do staff understand the content standards they are expected to teach? Do all staff know where their students are in relation to content standards? Do all staff use classroom assessments and assignments to monitor individual student progress on the indicators? How does staff examine student work to inform instruction? Do all staff re-teach and provide other interventions for students not demonstrating proficiency?

1. Identify the school planning team's assessment of the strengths and root cause(s) of the current school program.

Strengths:

Students at benchmark or above in reading and math.
High level of parental involvement.
Highly qualified, innovated and motivated staff.
Student behavior and school climate.

Root Causes: Small classes, use of instructional paraprofessionals, resources including: reading resource room, technology, well housed library, MTSS reading program, math lab, PBI&S, effective communication with parents, culture of the school, collegiality, and PLCs.

2. Identify the school planning team's assessment of the challenges and root cause(s) of the current school program.

Challenges: Student achievement gaps in the students with disabilities scores, Lack of formative assessments in math that guide instruction, lack of consistency with the assessment instruments. Lack of longitudinal data over grade levels K-5. Lack of curricular resources for incoming grade levels. Need for additional staff in-servicing on CCSS.

Root Causes: Turnover of special education staff. Because of a focus on reading math formative assessments were not addressed. The grade level configuration (K-1) lent itself to inconsistency in summative assessments and formative assessments with little or no longitudinal data available. Realignment and budget constraints have lead to a need for additional resources and staff development.

3. Based on the root cause analysis, identify the major gaps that exist between the school's current reality and where it wants to be when its vision is realized. What does the school need to do or consider to ensure academic success for each student?

Presently identified subgroups are not performing at or above grade level in math. We want all subgroups to be proficient or higher in both math and reading. Formative assessments in math are needed to bridge the gap and drive instruction. Additional staff development is needed to reach application stages when integrating CCSS into the curriculum. Recruit, support and retain highly qualified special education staff. Continue to develop the PBI&S behavior program by extending Tier II and III.

Develop and Implement the Integrated School Improvement Plan

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

Fill in the charts below to indicated the detailed, sequential action steps to be taken to address each SMART goal. Because SMART goal statements are broad indicators of intention, they must be connected to specific action steps to ensure effective completion.

SMART stands for: Specificity, Measurability, Actionable, Results, and Time. The written SMART Goals will guide the school improvement planning and implementation. When writing SMART Goals consider the following:

- Smart Goals must be connected to the previously identified key findings.
- A purpose of the school improvement plan is to ensure each student meets or exceeds high academic and behavioral standards.
- Research indicates systemic approaches to school improvement are essential to sustainable progress.
- Once the SMART goals are written, the school planning team must identify research-based strategies that will result in effective teaching and increased student learning.

Action Plan Completion

- 1. At least one SMART goal must be written for Reading.** Include an additional goal(s) for subgroups not meeting the AYP target. The SMART goals must be achievable within the next two years. Identify the instructional Tier (Tier 1, Tier 2, and/or Tier 3) where each action step will be implemented.

Reading SMART Goal(s):

Provide key strategies that address the Reading Smart goal(s):

Action Steps (Tied to SMART Goal)	Person(s) Responsible	Resources Needed	Completion Date	Evidence of Completion	Tier 1	Tier 2	Tier 3

Add rows as necessary

2. **At least one SMART goal must be written for Mathematics.** Include an additional goal(s) for subgroups not meeting the AYP target. The SMART goal must be achievable within the next two years. Identify the instructional Tiers (Tier 1, Tier 2, and/or Tier 3) where each action step will be implemented.

Mathematics SMART Goal(s):							
Provide key strategies that address the Mathematics Smart goal(s):							
Action Steps (Tied to SMART Goal)	Person(s) Responsible	Resources Needed	Completion Date	Evidence of Completion	Tier 1	Tier 2	Tier 3

Add rows as necessary

3. **At least one SMART goal must be written for School Operations** to address how the school will operate (e.g. shared leadership, teacher collaboration, curriculum alignment, etc.). The SMART goal must be achievable within the next two years. Identify the instructional Tiers (Tier 1, Tier 2, and/or Tier 3) where each action step will be implemented.

School Operations SMART Goal(s):							
Provide key strategies that address the School Operations Smart goal(s):							
Action Steps (Tied to SMART Goal)	Person(s) Responsible	Resources Needed	Completion Date	Evidence of Completion	Tier 1	Tier 2	Tier 3

Add rows as necessary

4. Describe the process the school used to determine whether selected interventions or strategies are research-based and how these strategies or interventions will result in increased learning for students.

Research Based Staff Development (RBSD) Plan Completion

Select major professional development priorities and develop a RBSD plan that will operationalize the SMART Goals.

Questions to Consider: Do staff have an understanding of Second Language Acquisition and working with ELLs? Do they have cultural competency necessary to work with parents? How will the school provide all teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures, how to use assessment results to improve instruction to strengthen the overall instructional program, second language acquisition, and cultural competency issues? What does the staff need to know or be able to do to implement the

Action Steps?

Research Based Staff Development					
Staff Development Goals: Based Upon Identified Needs	Staff Development Strategies	Timeline*	Person(s) Responsible	Resources (Include Personnel & Funding)	Evaluation
Knowledge Level <i>Teachers know something that was not known before.</i>					
Application Level <i>Teachers consistently use this knowledge and skill on the job.</i>					
Impact Level <i>Student learning is improved & is demonstrated by appropriate assessments.</i>					

*Timelines should reflect the research on adult learning – Knowledge level may require multiple exposures before Application. Application requires multiple practices with feedback before the strategies reach a level of automaticity. Then the Impact on students can be measured, again, over time. More information on Research-Based Staff Development is located in the QPA Manual under Quality Criteria Four (<http://www.ksde.org/Default.aspx?tabid=1694>) and the Kansas Professional Development Guidelines (<http://www.ksde.org/Default.aspx?tabid=2132>).

Extended Learning Opportunities Beyond Tiers 2 and 3

- Describe (if any) extended opportunities to learn and/or additional time the school will provide to ensure all students are achieving academically in reading and mathematics. (Examples may include after school program, summer school program, etc.)

Maize Elementary offers summer school opportunities for second graders achieving below grade level requirements in reading. It is a program designed to jumpstart students for the following school year offered in late July consisting of two weeks of daily instruction. The instructors are highly qualified, licensed faculty.

Highly Qualified

- Describe the school’s staff development plan that supports the acquisition and retention of highly qualified and fully licensed teachers with appropriate endorsements, including ESL, as defined by NCLB and the State of Kansas.

We utilize Title 2A money to support a mentoring program both at the district level and the school level. All first year teachers meet 4 times a year for a full day of support programs. HR oversees this endeavor. We also have used Title 2A funds to pay for the advanced degree coursework enabling teachers to obtain a masters degree. Each school in the district also has a staff development fund that focuses on RBSD.

2. Describe strategies the school uses to attract highly qualified teachers with appropriate endorsements, including ESL.

We utilize Title 2A money to support a mentoring program which helps with retention. We also have used Title 2A funds to pay for the tuition for coursework to help get teachers highly qualified. New teachers meet 4 times yearly with the district HR Director for a full day of training. Recruiting treats are made to colleges and universities

3. Describe strategies the school uses to ensure paraprofessionals meet the qualifications of highly qualified and are appropriate to work with ELLs.

We have offered the paraprofessionals two options for becoming highly qualified. They may take the ParaPro Assessment by ETS, or we will provide them time during their workday to complete the modules from the Para Educator Learning Network through The Master Teacher program.

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

All new teachers to our district are assigned a mentor by their principal. The mentors are to have worked in our district for at least 2 years, be in the same curriculum area, and ideally work in close proximity to their mentee. Each mentor is assigned to work with the new teacher for 2 years. All mentors receive half-day training in August, and attend periodic meetings with their mentees at the district office. They have an "Items to Review with Mentee" list broken down month-by-month which they use to guide them in helping their mentee know what they need to know.

5. Describe how professional development opportunities may be offered to principals, paraprofessionals and parents.

Principals have monthly professional development meetings through the district office. Paraprofessionals have professional development on the same days as the teachers. The topics range from management strategies to instructional strategies, technology, and discipline. Historically parents have been offered parenting classes on literacy and math.

Transitions – Creation of a Coherent/Seamless Education Program for At-Risk Students

1. Describe (if applicable) the strategies the school will use for assisting preschool children in the transition from early childhood programs such as Head Start, special education preschool, Early Reading First or local preschools to the local elementary school program.

Our transitions flow smoothly from Parents as Teachers birth to age three programs to the at-risk preschool and then to kindergarten through district collaboration. The PAT curriculum is used birth through age five connecting those programs through consistent research based home visits. The Houghton Mifflin Pre-K curriculum is used from Pre-K through grade 6 forming a teaching/learning connection throughout elementary school. The pre-K students also have the opportunity to visit an elementary school and kindergarten classroom with their teacher in May. In addition, our Pre-K teachers write a transition plan and share this with counselors at the elementary buildings. Our learning theme for our preschool classrooms in May is "On to Kindergarten".

Other transitions that happen at ECC include children with special needs who are part of the Sedgwick County Coop. We often have children with

special needs attending our PAT playgroups before age three. At times, Rainbows therapists join in to these groups to provide inclusive services and help families to be comfortable in the setting at ECC. At age three children with special needs transition into our ECD program through a formalized individual transition plan. Our ECD and Four-Year at-risk classrooms work together to provide an inclusive education for all students. We believe that all children learn in settings with the necessary services and supports so that they can be successful in their learning development.

2. Describe (if applicable) the strategies the school will use for assisting elementary school students in the transition from elementary school to middle school.

MES at this time houses only K-2 students

3. Describe (if applicable) the strategies the school will use for assisting middle school students in the transition from middle school to high school.

MES at this time houses only K-2 students

4. Describe (if applicable) the strategies the school will use for assisting ELLs in the transition from ESOL centers or classes to regular education/content classes and providing the supports they need in the regular classroom.

Maize Elementary presently has a part time ESOL teacher working closely with the classroom teacher and in small groups or one on one to meet the needs of ESOL students. A part time ESOL paraprofessional, under the direction of the ESOL teacher, is also utilized to meet student needs in this area.

Parent/Family Involvement

Determine which standards will be the school’s major focus in promoting effective parent/family involvement. Provide information for each standard selected below.

Select	<u>Parent/Family Standards</u>	Explain what the school is doing to promote effective parent/family involvement to include culturally and linguistically diverse families.	Explain what the school is doing to monitor parental/family involvement to include culturally and linguistically diverse families.
	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.	We welcome all families into the school community by hosting the following events: Meet Your Teacher Night, Parent/Teacher Conferences twice yearly,	We track attendance at events listed above and gain input through Site Council and parent surveys.

		Book Fair twice yearly,	
	Communicating effectively: Families and school staff engage in regular, meaningful communication about student learning. Interpreters are provided as needed for families who do not speak English.	We communicate in the following ways: Parent/Teacher conferences twice yearly, Skyward Family Access, Site Council meetings, Monthly building newsletters, Weekly classroom newsletters, Connect-Ed Autodialer messages to phone and email, Progress-monitoring reports, District website with building page.	We monitor conference attendance rates, hits on Family Access, and parent surveys. Site Council reports out on issues related to classroom activities. PTO provides feedback based on surveys generated by PTO.
	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.	We continuously collaborate through the following: General Education Intervention team, Classroom volunteerism, PTO, Site Council.	We monitor by tracking attendance and number of volunteers, attendance at Site Council meetings, and PTO gatherings. Parent/teacher communication is enhanced by regular communication using, text, email, newsletters, phone conversations and two way written communication.
	Speaking up for every Child: Families are empowered to be advocates for their own children, to ensure that students are treated fairly, and to have access to learning opportunities that will support their success. Parent and student rights regarding ESOL services are made known to parents in a language they understand.	We empower our families by: Parent/Teacher conferences twice yearly, Open door policy, Invitations to General Education, Intervention team, Consistent distribution and explanation of Parent Rights for special education students.	We monitor through parent surveys, administrators' phone logs, tracking conference attendance
	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.	We share decisions by: The district Strategic Plan, Site Council, PTO, and Maize Education Foundation.	We monitor by committee meeting minutes, and implementation and evaluation of the strategic plan.
	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.	We connect with the community by: Field trips Community partnerships for student recognition, Volunteers, Speakers.	We monitor by records of donations and grants, volunteer logs, student work samples related to field trips and speakers.

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

Coordination of Services and Funds

1. Describe how the school will coordinate federal, state, and local services used to support the school improvement process.

Staff members who are funded federally will work with all students which include the Title 1 Reading and Math teachers and paras. Those students identified through screening instruments(DIBELS,NWEA,common assessments) and subsequent data analysis will help the staff identify those students who need the most help on specific skills. Since students will be monitored on a regular basis, the groups will be fluid and may change a students master a skill and others need additional help.

Those students most at risk will be monitored continually through a well established General Education Intervention team. Members include administration, counselor, nurse, regular classroom teachers, and special education teachers. The goal of the child study team is to provide feedback to classroom teachers on how to best work with those students struggling academically and socially. Sometimes members of the team will provide extra support and intervention to the students who need it

All students benefit from services provided by the counselors and the nurse. Special education staff members can be used in both direct instruction (in inclusion situations) and as a consultant. The counselor will work with students individually, in small groups, and in whole classroom situations. The relationships the counselor develops with students can serve beneficial since they can provide valuable information to the classroom teacher.

Organized MTSS groups will continue to meet weekly to review student data, goals, objectives and to determine which students need additional help or those who are ready to move on. These groups are small, 4-6 teachers, who work closely together so students benefit not only from the knowledge of their own teacher, but also from the entire group.

Administration will review various sources of data (staff surveys, IPI data, and assessment data) to plan professional development. Both Title 1 funds and Title 2A funds can support this professional development.

All new teachers to the school are assigned a mentor and participate in a mentor program for at least their first year in the district. Those teachers new to the profession stay in the program for a 2nd year. The mentor program is organized at the district level and mentors have specific activities, topics, and meeting times with their mentee. It is in place now and will continue in the future.

Maize Elementary shares an ESOL teacher for our students. The teacher and her para work with the ESOL students in small groups and individually. She also works with the classroom teacher with strategies and materials that can be used in the regular classroom with the ESOL students.

2. Describe how federal, state, and local funds will be coordinated to support the school improvement process.

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Monitor Implementation & Progress

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

The school is responsible for monitoring both the implementation and the progress of the School Integrated Improvement Plan. Monitoring includes data and the quality and timeliness of systems, processes, and practices that are intended to meet the SMART goals as identified in the School Integrated Improvement Plan. Monitoring the progress of the SMART goals enables the school to make real-time adjustments in order to improve student outcomes.

1. Describe the process for monitoring the implementation of the School Integrated Improvement Plan.

Include the following:

- a. Who will participate in the review?
- b. What will be reviewed?
- c. Identify the timeline of the process to ensure movement to the next cycle (e.g., quarterly, by semester, annually, etc.)

Vermillion Elementary will utilize a combination of our school improvement team, reading and math specialists, classroom teachers, and administration to monitor the implementation of the school-wide reading and math intervention plans.

The role of the school improvement team and MTSS groups will be to analyze the effectiveness of flexible grouping, scheduling of staff, and instructional resources. The reading and math specialists will include monitoring fidelity of instruction, frequent data-probe results, and evaluate the effectiveness of the MTSS model. The administrators will be facilitating staff discussions, committee work, and the overall effectiveness of the plan. Data probes for individual students will include NWEA assessments, DIBELS data, diagnostic reading and math testing, Read Live data.

Sept., 2013—Administer NWEA math to all 1st graders, NWEA reading and math to all 2nd and 3rd graders, DIBELS to all students

Sept.-Dec., 2013—Progress monitor intensive and strategic students using DIBELS

Jan., 2014—Administer NWEA math to all 1st graders, NWEA reading and math to all 2nd and 3rd graders, and continue progress monitoring using DIBELS

Feb.-April, 2014—Continue to progress monitor intensive and strategic students using DIBELS

Deploy parent and staff surveys to monitor communications and involvement

Plan a Literacy night

May, 2014—Administer NWEA math to all 1st graders, NWEA reading and math to all 2nd and 3rd graders, DIBELS to all students

Review the entire plan specifically the implementation of the SMART goals

2. Describe the process for evaluating success of the School Improvement Plan. Include evidence that will be used to determine if the plan is effective.

We will use indicators and data to evaluate the School Improvement Plan using the timeline above. Indicators will include:

A systematic approach to help all students learn Using resources in the most effective and efficient way

Fidelity of curriculum Researched-based practices

Interventions based on student need

Progress monitoring to drive instruction



Data-based decision making

Positive trends in: Formative assessments, NWEA results, progress monitoring, and fluid grouping.

Kansas School Integrated Improvement Plan Resource Crosswalk

School Integrated Improvement Plan	Resource
Orientation & Readiness	<p>Refer to the Kansas Improvement Notebook –</p> <ul style="list-style-type: none"> ✓ <i>Model & Timelines, p. 2-4</i> ✓ <i>Section A: Kansas Improvement Model, p. 5-8, for more information on the District and School Planning Teams, the Core Leadership Team, the Data Coordinator, and team membership and responsibilities .</i> ✓ <i>Section B: Factors that Impact School Improvement, p. 9-37 and p. 38-42, highlights key practices (MTSS, 21st Century Learners, KS Career Clusters, Quality Professional Development, and Characteristics of High Performing Districts) with proven track records of success in improving student learning. This section should be reviewed and studied during the Orientation & Readiness stage to provide the context for the work the planning team will be doing.</i> ✓ <i>Section D: Sample Agendas without Documentations, p. 88-90.</i>
Orientation & Readiness : School Planning Team	<p>Refer to the Kansas Improvement Notebook –</p> <ul style="list-style-type: none"> ✓ <i>Section C: Sample Agendas with Supporting Documents, pg. 38-45, which gives an example of a Planning Team Agenda for the Planning Team’s first Orientation and Readiness meeting, the First Turn/Last Turn Activity, and Working Toward Consensus.</i>
Orientation & Readiness: ETAT/STAT	<p>Refer to the Quality Performance Accreditation Manual</p> <ul style="list-style-type: none"> ✓ <i>For information on the State Technical Assistance Team (STAT) and p. 53-54, for information on the External Technical Assistance Team (ETAT), p.13-14.</i>
Orientation & Readiness : Clarify Vision for School Reform	<p>Refer to the Kansas Improvement Notebook –</p> <ul style="list-style-type: none"> ✓ <i>Section B: Factors That Impact School Improvement, p. 13-14, which gives more information on the 21st Century Learner Profile.</i> ✓ <i>Section C: Sample Agendas with Supporting Documentation, p. 44-45, which provides the School Planning Team with guidance on creating a clear and shared vision statement.</i>
Gather, Organize and Analyze Data	<p>Refer to the Kansas Improvement Notebook –</p> <ul style="list-style-type: none"> ✓ <i>Section B: Factors That Impact School Improvement, p. 29,</i> ✓ <i>Alignment of Curriculum, Instruction and Assessment with Standards.</i> ✓ <i>Section C: Sample Agendas with Supporting Documentation, p. 46-53, -- What to Collect” Worksheet</i> ✓ <i>Section D: Sample Agendas without Documentations, p. 90.</i>
Gather, Organize and Analyze Data: School Profile	<p>Refer to the Kansas Improvement Notebook –</p> <ul style="list-style-type: none"> ✓ <i>Section C: Sample Agendas with Supporting Documentation, p. 41 – District Integrated Needs Assessment (DINA).</i> ✓ <i>Refer to the Innovation Configuration Matrix (ICM) which can be downloaded at Kansas MTSS website.</i>



	<ul style="list-style-type: none"> ✓ Refer to the Curriculum Alignment Matrix.
Gather, Organize and Analyze Data: Determine Key Findings; Determine Strengths, Challenges, Root Causes and Gaps	Refer to the Kansas Improvement Notebook – <ul style="list-style-type: none"> ✓ Section C: <i>Sample Agendas with Supporting Documentation</i>, p. 54-62. This section provides information on the <i>Planning Team Agenda for the 2nd meeting</i> which includes a review of the data types collected, an explanation of the <i>Data Carousel Activity and Prioritize Challenges Worksheet</i>. ✓ Refer to the <i>Section D: Sample Agendas without Documentations</i>, p.91.
Develop and Implement the Integrated School Improvement Plan: Set SMART Goals	Refer to the Kansas Improvement Notebook – <ul style="list-style-type: none"> ✓ Section C: <i>Sample Agendas with Supporting Documentation</i>, pg. 64, 66-68. This section provides information on the <i>Agenda for the 3rd Planning Team Meeting, Writing Smart Goals and the SMART Goal Worksheet</i>. ✓ Refer to <i>Section D: Sample Agendas without Documentations</i>, p. 92-93.
Develop and Implement the Integrated School Improvement Plan: Action Plan Completion	Refer to the Kansas Improvement Notebook – <ul style="list-style-type: none"> ✓ Section C: <i>Sample Agendas with Supporting Documentation</i>, p. 73-81. This section includes information on the <i>Agenda for the 4th School Planning Team Meeting, the Integrated Improvement Plan at a Glance, the Development of the Integrated Improvement Plan/Template [Part A], the Development of the Staff Development Plan [Part B], the Thinking It Through Worksheet, the Coordination/Integration of Programs, and the Points to Ponder Worksheet</i>. ✓ Section D: <i>Sample Agendas without Documentations</i>, p.94.
Develop and Implement the Integrated School Improvement Plan: Research Based Staff Development Plan Completion	Refer to the Kansas Improvement Notebook – <ul style="list-style-type: none"> ✓ Section C: <i>Sample Agendas with Supporting Documentation</i>, p. 82-83 and 85-87 in the <i>Kansas Improvement Notebook</i>. This section includes information on the <i>Agenda</i> ✓ Section D: <i>Sample Agendas without Documentations</i>, p. 95.
Develop and Implement the Integrated School Improvement Plan: Extended Learning Opportunities Beyond Tiers 2 and 3	Supplemental Educational Services
Develop and Implement the Integrated School Improvement Plan: Highly Qualified	Title IIA, Teacher Quality

<p>Develop and Implement the Integrated School Improvement Plan: Parent Family Involvement</p>	<p>Kansas Parent Involvement Resource Center</p>
<p>Develop and Implement the Integrated School Improvement Plan: Coordination of Services and Funds</p>	<p>Federal Programs</p>
<p>Monitor Implementation and Progress</p>	<p>Refer to the Kansas Improvement Notebook –</p> <ul style="list-style-type: none"> ✓ <i>Section C: Sample Agendas with Supporting Documentation, p. 84-87. This section includes information on Agendas for Subsequent Planning Meetings, Examples of Supporting Documentation, and the Evaluation Worksheet Sample and Form.</i> ✓ <i>Section D: Sample Agendas without Documentations, p. 95.</i>