# KANSAS STATE DEPARTMENT OF EDUCATION

 Integrated Improvement Plan

2014-2015

**Schoolwide Due: April 15, 2015**

Please submit to:

Teresa White

Early Childhood, Special Education and Title Services

Kansas State Department of Education

Landon State Office Building

900 SW Jackson, Suite 620

Topeka, KS 66612-1212

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| School Name | School Name and Number  |  |
| USD Name and Number | Building Name and Number | Building Grade Span |
|  |  |  |  |  |
| Building Principal | Address | Telephone Number | Fax Number | E-Mail |
|  |  |  |  |
| LCP Contact | Address | Telephone Number | Fax Number |
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| Date used for official data collection (Month/Day/Year) | # of Students Enrolled in Building | Total % of Low Income | Total # of Low Income Students |

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| **Title I Schoolwide** |
|  |  | A peer review committee or representatives from the district have reviewed and approved this School Improvement Plan. |
|  |  | The school assures a district/school parent community involvement policy is in place. |
|  |  | The school assures that a parent/school student compact has been provided to parents. |
|  |  | The school assures that an Ed-Flex Waiver has been submitted to KSDE if the school’s poverty level is below 40% |
|  |  | 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

Orientation & Readiness

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

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| **Building Leadership Team** |
| **Role** | **Name** |  **Email address** | **Phone Number** |
| **Superintendent or Representative** |  |  |  |
| **Principal or Principal’s Representative**  |  |  |  |
| **Family/Parent Representative\*** |  |  |  |
| **General Education Teacher** |  |  |  |
| **Local Consolidated Plan Contact/Title I Representative** |  |  |  |
| Site Council Member\* |  |  |  |
| Community Member\* |  |  |  |
| Counselor, Social Worker, etc. |  |  |  |
| Special Education Educator |  |  |  |
| Teacher of English Language Learners (if applicable)  |  |  |  |
| Other |  |  |  |

**Mission Statements**

**MTSS vision and mission**

[**http://www.kansasmtss.org/pdf/Structuring-Guides/Structuring-Module-3-Guide.pdf**](http://www.kansasmtss.org/pdf/Structuring-Guides/Structuring-Module-3-Guide.pdf)

**Vision Statement: (MTSS Vision – Mission Statement Electronic Document Link)**

Please state the “Vision Statement” for the school. Include a brielf description of the process for the development and the implementation of the Vision Statement for the student learning process.

Gather & Organize Data

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| **Definition**: **Gather & Organize Data** | Collect a wide range of data that creates an accurate picture of the current reality for the school and/or the district. This includes collecting quantitative and qualitative data to conduct a self-evaluation by each school and/or district. |

**Comprehensive Needs Assessment**

**Describe** the needs assessment process that will guide data collection and assist the school planning team and school staff as they assess how multiple measures of data impact student achievement.

**Create** a 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. A school profile provides that picture; it is a data-driven description of the

school’s student, staff, and community demographics, programs, and mission. The school profile serves as a starting point for discussion by the planning team, and useful information for each of the focus areas of the needs assessment that follows. It suggests critical areas that might be addressed in the plan.

Analyze Data

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| **Definition**: **Analyze Data** | Analyze data to identify strengths and challenges as well as root causes. This issued to formulate inferences for making informed decisions about school improvement.. |

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**Determine whether Key Findings are Strengths or Challenges (Root Cause Analysis) MTSS Action Plan can be used**

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

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Prioritize & Set SMART Goals

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| **Definition**: **Prioritize & Set SMART Goals** | Determine no more than three Specific Measurable Attainable Results-oriented and Time-bound (SMART) goals that will become the focus of improvement efforts district wide and/or school wide. This includes establishing priorities for improvement efforts based on the needs of all students. |

**SMART goals are**

* **S**pecific -- Outcome is stated simply, concisely and explicitly,
* **M**easureable – Outcome can be assessed and/or measured in some way,
* **A**ttainable – Outcome is realistic given the current situation, resources and time available,
* **R**esults Oriented and Relevant – Helps maintain focus on the mission or the “bigger picture”, and is
* **T**ime-bound – Includes realistic timeframes.

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| **Definition**: **Develop & Implement Plan(s)** | Develop and implement an improvement plan(s) 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, involvement with stakeholders, and measures of success. |

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| **A**Action Steps (Tied to SMART Goal) | **B**Persons Responsible and Their Roles | **C**ResourcesNeeded | **D** Completion Date | **E**Evidence of Completion |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |

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*Research Based Staff Development (RBSD) Plan Completion*

More information can be located in the QPA Manual under Quality Criteria Four (web address) and the Kansas Professional Development Guidelines. (The QPA Manual can be downloaded at: <http://www.ksde.org/Default.aspx?tabid=1694>. The Kansas Professional Development Guidelines can be downloaded at: <http://www.ksde.org/Default.aspx?tabid=2132>.)

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

**\***Dates 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.

Monitor Implementation & Progress

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| **Definition**: **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. |

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**Describe** the process the school will use to monitor the implementation of the plan.

**List**:

a. Who will participate in the review? What is the role of each participant?

b. What will be reviewed?

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

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Review & Revise (Program Evaluation / Annual Review)

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| **Definition**: **Review & Revise** | Analyze formative and summative measures specified in the improvement plans are analyzed to determine if student needs have been met. Data on system changes (structural goals) and student achievement (core goals) should be considered |

**Highly Qualified Professional Staff**

**Explain** the school’s staff development plan that supports the acquisition and retention of highly qualified and fully licensed teachers with appropriate endorsements, including ESOL, as defined by ESEAand the State of Kansas.

High-quality and On-going Professional Development

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

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Parent/Family Involvement

## 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](http://www.pta.org) for assistance on specific strategies.

 **1. Welcoming all families into the school community**

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

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 **2. 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.

 **3. Supporting Student Success**

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

 **4. Speaking up for every Child**

Families are empowered to be advocates for their own children, to ensure that students are treated fairly, and 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.

 **5. Sharing Power**

 Families and school staff are equal partners in decisions that affect children and families and together inform, influence,

 and create policies, practices and programs.

 **6. Collaborating with Community**

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

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 Extended Learning Opportunities Beyond

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

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Coordination of Services and Funds

1. **Describe** how the school will coordinate federal, state, and local ***services*** used to support the school improvement process.
2. **Describe** how federal, state, and local ***funds*** will be coordinated to support the school improvement process.