

Approved: _____
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting normally scheduled for February 8, 1993, was not held due to a joint field trip to the New Stanley School, in Kansas City, Kansas, with the Senate Education Committee (Attachment #1)

House members attending the field trip:

- Representative Benlon
- Representative Bowden
- Representative Empson
- Representative Goossen
- Representative Pettey
- Representative Reardon
- Representative Reinhardt
- Representative Samuelson
- Representative Wiard
- Representative Wilk

Staff members attending the Field trip:

- Ben Barrett, Legislative Research Department
- Joyce Harralson, Committee Secretary

The next meeting is scheduled for 3:30 pm, Tuesday, February 9, 1993, in Room 519-S.

New Stanley's Philosophy

We thought it was time to take matters into our own hands and try some new ideas that would lead public education into the 21st century.

New Stanley Elementary School is founded on the belief that in an effective school, people precede programs. The school is built on an innovative blueprint for schooling, using materials provided with the help of the community and a staff committed to continuous, individual growth in themselves and in their students.

At New Stanley, more learning time than ever before will be provided, extending the school year to 226 days and grouping teachers with the same students for a three year period. In addition, teachers will spend more time with each other, interacting together, reflecting on their teaching methods, and collaborating as a team to monitor and adjust their impact on students.

FOR MORE INFORMATION

Contact

Public Information Office
625 Minnesota Avenue
Kansas City, Kansas 66101
913 621-3073

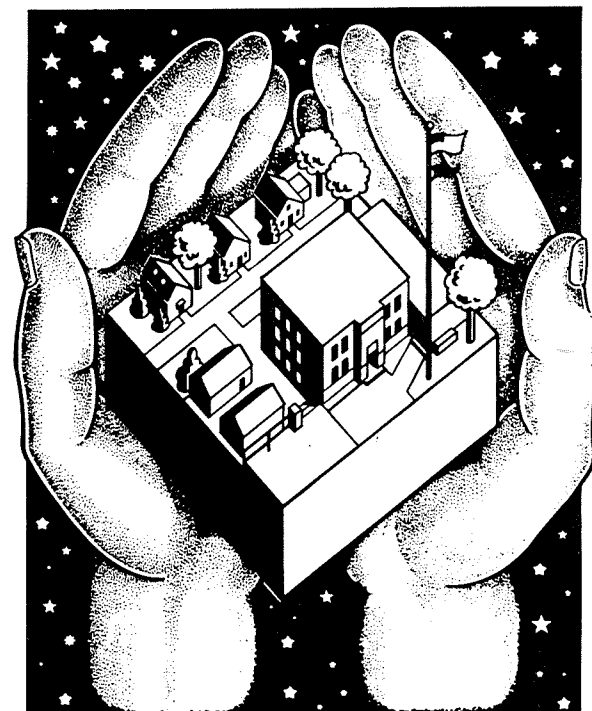
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Approved 8/1/93
2-8-93



**N E X T
CENTURY
SCHOOLS**
AN RJR NABISCO FOUNDATION

New Stanley Elementary School
36th and Metropolitan
Kansas City, KS 66106

NEW STANLEY ELEMENTARY SCHOOL KANSAS CITY, KANSAS



WE'RE

TAKING

THINGS INTO

OUR OWN

HANDS

**AN RJR NABISCO FOUNDATION
NEXT CENTURY SCHOOL**

Unique Features of New Stanley Elementary School

- School will be in session almost 11 months of the year. Students will attend 205 days, compared with the current 180, and teachers will be on duty 226 days, compared with 187.

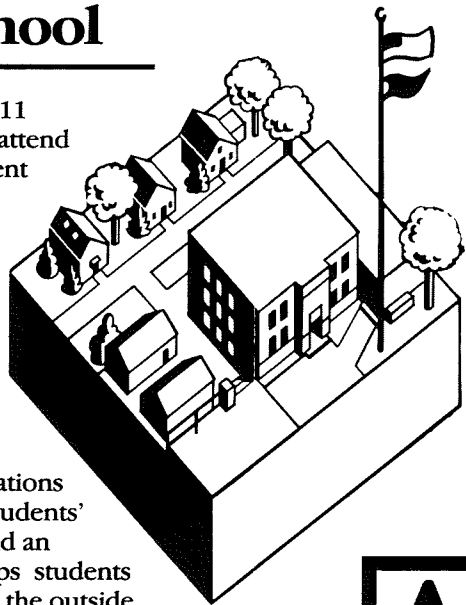
- Merged with the current Effective School Program will be the Efficacy Model developed by Harvard's Jeff Howard and the Yale Child Development Program by James Comer. These three educational concepts will result in high expectations for all students, enhancement of students' self-esteem and self-confidence, and an emphasis on a curriculum that helps students transfer what is taught in school to the outside world.

- A team of three teachers will be assigned to the same group of students for a three year period. Over a six year period, students at New Stanley will have worked with two different teams of teachers.

Staff development training will be given in designing an outcomes-based curriculum and evaluation system, improving classroom instruction, and developing student self-confidence and self-esteem. To support teacher collaboration, the following schedule will be developed.

☆ School will be held in 10 week sessions, followed by one week of training and planning for teachers. School will also be dismissed two hours early on Wednesdays for planning and staff development.

half-time teacher will be used at the discretion of the principal or teachers for releasing teachers to train other teachers.



- Because of the increasing number of working parents, before and after school programs will be in place. Activities will include day care, tutoring, enrichment, recreation and a breakfast program.
- With the extended day program, New Stanley will become a center for adult learning activities such as reading and writing instruction, computer education, and English-as-a-second-language classes.

Achievement Guaranteed

New Stanley's objective is simple. Following six years at Stanley, all students entering middle school will be at or above grade level. The Kansas City, Kansas Public School District will guarantee this achievement level for students who have attended New Stanley four or more years.

Stanley was selected as the site for this endeavor because it is a typical urban elementary school. The school has a significant minority enrollment and three-fourths of the 360 students participate in a free or reduced-price lunch program.

With primary emphasis on high expectations and enhanced self-esteem, with extended and creative use of time, and with the nurturing support of staff and community, New Stanley may become the standard by which schools are judged in the future.

Bold Ideas Win Grant

New Stanley is one of 15 schools in the nation, and the only one in the Midwest, to receive funding from the RJR Nabisco Foundation to become a Next Century School.

The Nabisco Foundation has awarded a \$750,000 grant to New Stanley over a three-year period to encourage the innovative and risk-taking venture outlined in this brochure. Over the next five years, the foundation will spend \$30 million in three-year grants to help progressive schools put imaginative ideas into action.

1989-90 Board of Education:

Sylvia L. Robinson, President
William W. Boone, Vice President
George Breidenthal
James DeGoler
Jo-Anne Meditz
Kay Nies
Peter C. Pomeranke

Superintendent of Schools
David L. Lusk

Project Development Team:

William Beckley, Director of
 Elementary Education
Jacquie Gering, Facilitator of Instruction
 and Staff Development
Donna Hardy, Stanley Principal
Jim Heiman, Supervisor of Language Arts
Gus Jacob, Director of Staff Development
Ruth Kent, Secretary to the Superintendent
 of Schools

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NEW STANLEY MISSION STATEMENT

The children of New Stanley Elementary School will learn and achieve to a high level. The staff will provide learning opportunities which will ensure success as our students develop to meet the challenges of the twenty-first century.

To accomplish this we will:

*Develop a supportive, accepting environment for students, parents, and staff so that all adults significant in our children's lives will be active participants in the development of our school.

*Provide effective instruction and meaningful feedback for students focused on outcomes of significance.

*Support growth and change through a sequential, sustained staff development program which is an outgrowth of the needs of students and staff.

NEW STANLEY EXIT OUTCOMES (Revised July 1992)

Upon completion of the New Stanley instructional program, students will demonstrate:

1. *the knowledge and skills to communicate effectively through verbal, visual, written, and auditory skills.
2. *the knowledge and skills to use technology as a tool for learning. (calculators, computers, and teleco
3. *analytical growth by applying concepts and processes in mathematics, science and social studies.
4. *the ability to problem solve make decisions, and set goals.
5. *concern, tolerance, and respect for themselves and others.
6. *the knowledge and skills to appreciate the uniqueness of each individual and the richness and value of cultural and heritage differences.
7. *the knowledge and skills to become responsible participants in a global environment.
8. *the knowledge and skills to participate in creative expression and to respond to the creative work of others.
9. *the knowledge and skills to develop and maintain physical and emotional wellness.

New Stanley Progress Report
1992 - 1993
Grade Four

Name JUSTIN BROWN

Date OCTOBER 23, 1992

Student Number

"M" MASTERY - Indicates mastery of an outcome.

"IP" IN PROGRESS - Indicates that the student is making progress towards mastering the outcome. Further progress needs to be made to demonstrate mastery.

*Indicates that an outcome has been introduced.

The learner will:

COMMUNICATIONS

1. Write for a variety of audiences and purposes.
2. Use increasingly sophisticated vocabulary and sentence structure.
3. Persevere through the writing process.
4. Use word attack skills when reading words in context.
5. Comprehend reading materials by recalling details, drawing conclusions, making predictions, and applying higher level thinking skills.
6. Listen and interpret oral information.
7. Speak with confidence both formally and informally.
8. Demonstrate an understanding of the capabilities of available technology and its operation.

MATH

1. Use problem-solving approaches to investigate and understand mathematical content.
2. Develop and apply strategies to solve a variety of problems, including ones from everyday situations.
3. Relate physical materials, pictures, and diagrams to explain mathematical issues.
4. Use models, known facts, properties, and relationships to explain their thinking and justify their answers and solution processes.
5. Use patterns and relationships to analyze mathematical situations.
6. Use mathematics in other curriculum areas.
7. Recognize when an estimate is appropriate.
8. Determine the reasonableness of answers.
9. Apply estimation in working with quantities, measurement, computation, and problem solving.
10. Understand our numeration system by relating counting, grouping, and place value concepts.
11. Model, explain, and develop proficiency with basic facts and algorithms.
12. Select and use computation techniques appropriate to specific problems and determine whether the results are reasonable.
13. Describe, model, draw, and classify shapes.
14. Understand the attributes of length, capacity, weight, area, volume, time, temperature and angle.
15. Explore concepts of chance and probability.
16. Construct, organize, and describe data.
17. Develop concepts of fractions, mixed numbers, and decimals.

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attachment 1-4
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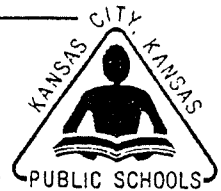
SOCIAL STUDIES

1. Identify geographical relationships.
2. Compare and contrast the different regions of the United States in terms of geography, economy, and industry.
3. Understand the basic structure of our democratic government.

SCIENCE

1. Demonstrate the use and care of the microscope.
2. Collect, organize and describe data.
3. Construct, read and interpret displays of data.
4. Understand how living things depend on each other.
5. Understand his or her place in the environment.
6. Recognize the interdependence of different environments.
7. Participate in improvement and maintenance of the environment.
8. Perform a guided science experiment.
9. Define and identify problems and assess solutions.

New Stanley School Calendar



August 1992

SU	MO	TU	WE	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

September 1992

SU	MO	TU	WE	TH	FR	SA
						5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 1992

SU	MO	TU	WE	TH	FR	SA
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 1992

SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 1992

SU	MO	TU	WE	TH	FR	SA
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 1993

SU	MO	TU	WE	TH	FR	SA
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1992 - 93 School Year

August

August 10-14 Staff development
 August 17 Students report
 August 17- Sept. 3 12:45 p.m. dismissal

September

September 4 Staff development: No classes
 September 7 Labor Day holiday: No school
 September 9 1:15 p.m. dismissal
 (Every Wednesday during the school year students will be dismissed at 1:15 p.m.)

October

October 26-30 Staff development: No classes
 (This is the first of three planning, collaboration and staff development weeks at New Stanley. During this time, teachers will be in meetings and planning sessions, and will also be available to meet with parents.)

November

November 26-27 Thanksgiving: No school

December

December 23 -
 January 3 Winter holiday: No school

January

January 4 School reconvenes
 January 18 King holiday: No school

February

February 1-5 Staff development: No classes

March

March 22-26 Spring holiday: No school
 March 29 School reconvenes

April

April 2 Staff development: No classes
 April 26-30 Staff development: No classes

May

May 27-31 Memorial Day break: No school

June

June 1 School reconvenes

July

July 5 Fourth of July break: No school
 July 14 Last day of school for students
 July 15-16 Staff Work Days
 July 16 Last day for teachers

Legend



Vacation



Planning



Important Date



Early Dismissal

February 1993

SU	MO	TU	WE	TH	FR	SA
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 1993

SU	MO	TU	WE	TH	FR	SA
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 1993

SU	MO	TU	WE	TH	FR	SA
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 1993

SU	MO	TU	WE	TH	FR	SA
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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June 1993

SU	MO	TU	WE	TH	FR	SA
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 1993

SU	MO	TU	WE	TH	FR	SA
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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Kansas City Board of Education

625 Minnesota Avenue • Kansas City, Kansas 66101 • (913) 621-3073

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President

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George Gray Breidensthal Jr.

James S. DeGolar

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Kay Niss

Peter C. Pomeroy

David L. Lusk
Superintendent of Schools

March 15, 1990

Mr. Roger D. Semerad
RJR Nabisco Foundation
Suite 525
1455 Pennsylvania Avenue, N.W.
Washington, D. C. 20004.

Dear Mr. Semerad:

Enclosed are five (5) copies of our final proposal for the Next Century Schools competition.

The extension of our Phase I proposal with an emphasis on implementation has been intriguing. We have engaged our Governor, State Commissioner of Education, Mayor, Chamber of Commerce President, the local National Education Association, local Parent-Teachers Association, and all teachers at Stanley Elementary School in the process. Additional local revenue has been authorized and is included in the proposal.

In constructing New Stanley, we have envisioned a new paradigm for schooling. The process has itself stimulated our school district.

The Kansas City Board of Education and the Administration is committed to the New Stanley. We hope you give serious consideration to our efforts.

Looking forward to hearing from you, we remain

Sincerely,

Dr. David L. Lusk
Superintendent of Schools

Dr. Sylvia L. Robinson
President

Unified School District No. 500

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Attachment 1-4
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NEXT CENTURY SCHOOLS

PROPOSAL COVER SHEET FOR FINALISTS

Applicant:	<u>Kansas City Public Schools, USD #500</u>		
School:	<u>Stanley Elementary School</u>		
Contact Person:	<u>Dr. David L. Lusk</u>		
Address:	<u>625 Minnesota Avenue</u>		
City:	<u>Kansas City</u>	State: <u>KS</u>	Zip: <u>66101</u>
Telephone:	<u>(913) 621-3073</u>		
Fax:	<u>(913) 621-4479</u>		

Please check the categories that best describe your project.

<u> </u> Rural	<u> X </u> Elementary	<u> 76 % </u> Disadvantaged
<u> </u> Suburban	<u> </u> Middle School	
<u> X </u> Urban	<u> </u> High School	

BUDGET

	Year 1	Year 2	Year 3
Total Program Budget	<u>\$411,642.00</u>	<u>\$406,134.00</u>	<u>\$339,218.00</u>
Next Century Schools	<u>\$250,000.00</u>	<u>\$250,000.00</u>	<u>\$250,000.00</u>
Match	<u>\$161,642.00</u>	<u>\$156,134.00</u>	<u>\$ 89,218.00</u>

MANAGEMENT

	Project Manager	Fiscal Agent
Name	<u>Mr. Arthur A. Jacob</u>	<u>Mr. Charles T. O'Neal, Jr.</u>
Telephone	<u>(913) 621-3073</u>	<u>(913) 621-3073</u>

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NARRATIVE SUMMARY OF PROPOSAL

NEW STANLEY

Kansas City

Founded on the belief that in an effective school, people precede programs, New Stanley will be built on an innovative blueprint for schooling, using the materials provided by an extended community and a staff committed to continuous, interactive growth in themselves and in the students. More time than ever before will be provided, extending the school year to 226 days and grouping teachers with the same students for a three-year period. In addition, teachers will spend more time with each other, interacting together, reflecting on their common endeavor, and collaborating as a team to monitor and adjust their interaction with the students. Using an outcomes-based instructional approach to community-based social and multicultural curriculum, New Stanley will guarantee to each of its students a successful school experience. With primary emphasis on high expectations and enhanced self-esteem, with extended and creative use of time, and with the nurturing support of staff and community, the New Stanley will become the new paradigm for schooling.

ITEMIZE IN ONE LINE STATEMENTS THE MOST IMPORTANT AND BOLD ELEMENTS OF YOUR PROPOSAL.

Success at New Stanley demands paradigm shifts:

- Achievement is not limited to the ability of a few, but instead, is the opportunity of all.
- Confidence creates the effort needed for success.
- Instruction means teaching and coaching; nothing is left to chance.
- Collaboration is a priority.
- Student development drives decision making.
- Decisions affecting students are made by those closest to the students.
- Long-term teacher/student relationships develop a caring, nurturing environment.
- Professional development is the standard of practice.
- The normal curve is not normal at New Stanley.

NEXT CENTURY SCHOOLS

PHASE II PROPOSAL

NEW STANLEY ELEMENTARY SCHOOL KANSAS CITY PUBLIC SCHOOLS (UNIFIED SCHOOL DISTRICT #500)

Introduction

"What is it that is now considered impossible that if it were done would fundamentally change the structure of your organization for the sake of improvement?"

This question asked consistently by futurist Joel Barker (1985), author of Discovering the Future - The Business of Paradigms, must be asked over and over in order to move an organization in a new direction. Such questioning will allow individuals within school organizations to shift the paradigm of the way they educate. To make the fundamental changes needed for the schools of the "next century," we must move beyond the schooling paradigm that has existed so strongly through the 1900's. We must become paradigm pioneers, forging ahead with changes that can make a difference for the children we serve.

To make a difference, change must be more than cosmetic. Larry Cuban (1989), Professor of Education, Stanford University, stated recently that most changes which occur in schools are first order changes, surface changes that do not affect the fundamental building blocks upon which schools are structured. According to Cuban, what is needed is a second order change that will deeply affect the fundamental structure of the school as we have known it for an entire century.

The school described herein reflects an attempt to create such fundamental second order change, to move beyond the paradigm of schools as we know it and, as much as possible, to start from zero. In essence, the school of the next century must involve a paradigm shift. We must not let our existing paradigms paralyze our thinking and blind us to the possibilities in designing centers of learning that will dynamically affect the lives of the children with whom we work.

The District

The Kansas City, Kansas Public School District is a relatively large midwestern urban school district with approximately 25,000 students (including post-secondary vocational), 41.4 percent white, 49.2 percent black, 7.4 percent Hispanic and 2.0 percent other ethnics groups. Supporting 55 school centers with approximately 3,500 employees, the district's annual budget exceeds 115 million dollars. The district also operates a large area vocational-technical school and a public library system. Since 1977, the district has been enjoined by federal court order to maintain integrated schools.

In July 1986, newly appointed Superintendent Dr. David L. Lusk initiated a strategic planning process which resulted in a Five-Year School Improvement Plan, including thirty-five process and six performance goals. The planning effort received an award from the International Society for Educational Planning.

The Effective Schools Program is the backbone of the five-year plan. The Mid-continent Regional Educational Laboratory believes the district's implementation of the ESP in all 55 school centers simultaneously represents the largest program of its kind in the United States.

Implementation of the improvement plan is producing positive student-oriented results. Achievement scores are at the national average in virtually every grade level, school attendance has improved and the dropout rate has decreased.

These results have received community as well as national notice. On a recent scientific survey conducted by Marketing Resources, Inc., as part of an economic development planning process, education received the highest improvement rating of ten other areas of community life in Kansas City and Wyandotte County. During a visit to the KCK district on February 13, U. S. Secretary of Education, Dr. Lauro Cavazos, called the district's magnet program "a pocket of excellence in our nation."

Such success is a result of professionals working together to create learning environments that enrich young people. The district is rapidly realizing that programs alone are not the answer to our educational dilemma; instead, the answer lies with well-developed professionals who collaborate, innovate and plan. From the outset, all district personnel participated in the development of the Five-Year Plan. School faculty teams now design their own staff development to meet outcomes they have specified for school improvement. In addition to faculty participation by committee, district personnel now design their own Individual Development Plan. The programs do not drive people, people drive programs.

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The New Stanley Elementary School

One of 35 elementary schools in the Kansas City, Kansas School District, Stanley Elementary School, has the following racial makeup: Laotian, 6%; Hispanic, 24%; Black, 29%; and white, 41%. Of the 360 students kindergarten through fifth grade, 76% participate in the free or reduced lunch assistance program. The school is housed in a building constructed in 1913. Because of shortage of space, two portable classrooms also make up the school site. The professional staff presently consists of one principal, 14 regular classroom teachers, two special education teachers, and one Chapter I teacher. Art, music, and physical education teachers are shared with other schools in the district.

This site is not an exceptional building in an exceptional neighborhood with exceptional resources. With the appropriate changes, this typical, urban elementary school will be a model for any school. In short, if Stanley can be a Next Century School, any other school can.

Objective

The objective of New Stanley is simple -- all students achieve and succeed. One hundred percent of students who exit at the end of six years will be at or above grade level. By committing whatever resources are necessary, the school district will guarantee this achievement level for all students who have attended Stanley four or more years. An accompanying and related objective is that all students will feel good about themselves and their involvement with New Stanley.

Program

To accomplish the above objective, the program will be an entirely integrated approach founded on three beliefs: (1) high expectations for all students; (2) enhancement of all students' self esteem, and (3) emphasis on social and multicultural curriculum.

Extensive and continuous staff development to raise expectations will focus on the work of Tom Good at the University of Missouri; the effective schools research; and the work being conducted by Jeff Howard at the Efficacy Institute in Lexington, Massachusetts.

Dr. Howard will be used as a primary resource to establish high expectations for minority and low SES students. Briefly stated, his application of attribution theory holds that all children have the ability to learn and to achieve at high levels when schools develop in children the internal belief that their success is controlled by their own effort (Howard, 1985).

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Attachment 1-12
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Negotiations are underway with the Efficacy Institute to make New Stanley part of a pilot program where all of the professional staff is trained by Dr. Howard in the Efficacy Model. The efficacy training is so significant that it will serve as the foundational cornerstone for New Stanley. Dr. Howard suggests that we break the "old paradigm" which states that "development of children depends on innate ability." The new paradigm, or paradigm shift, moves the issue of development from dependence on innate ability to dependence on confidence and effort (see below).

Old Paradigm: *Innate ability* —————→ *Development*
New Paradigm: *Confidence* —→ *Effort* —→ *Development*

New Stanley can guarantee the achievement of all children because achievement is not a question of innate ability, but a question of confidence. Build the confidence of all children and intellectual development will follow naturally.

Tied very closely to high expectations, self-esteem is a necessary part of the integrated approach. Current evidence indicates that as much as 50% of the variance in a student's learning is directly related to self-esteem (Beane & Lipke, 1986). Teachers at New Stanley will be extensively trained in appropriate approaches to developing dynamic self-esteem.

Both high expectations and enhanced self-esteem will be grounded in a multi-cultural and social curriculum built around the work of James Comer of the Yale Child Study Center. Comer (1980) has experienced considerable success with social curriculum that helps students transfer what is taught in school to the outside world. This transfer is accomplished in several ways, including the significant involvement of parents and local agencies in the education of the children. Training from the Yale Child Study Center will be a key component of training for the teachers, parents, and principal at New Stanley.

The Comer Model demands ongoing involvement of all adults significant in the life of the child. This involvement requires that parents, school personnel, and community agencies work together to meet the individual needs of each child. To provide support for the child, a Mental Health Team is formed that provides a structure for discussing individual needs, developing a plan of action, and monitoring the proposed action. Because the Mental Health Team includes representatives from the constituencies of the school, a formalized structure for the community and school can emerge to cooperate for the child's best interest.

In addition to the Mental Health Team, the school's leadership cabinet will fill the role of what

HE
Arthur Howard 11.1.8
2-8-92

Dr. Comer calls the School Planning and Management Team. Led by the principal, this team provides input into significant decisions and planning for the school. Planning activities that bring the community into the school is an especially important function of the team. Because parents and communities in low socio-economic areas often feel alienated from the school, Comer's plan, attempts to eliminate alienation through cooperation. The child's experience will improve only when parents and community feel better about the school.

Such daily involvement of the community in the operation of the school is reflected in the curriculum itself. Dr. Comer's plan produces a practical social curriculum for the children of the school. A minority member himself, Dr. Comer states that his life turned out better because "My parents, unlike those of my friends, gave me the social skills and confidence that enabled me to take advantage of educational opportunities." (Comer, 1988) Dr. Comer's work impacts the issue of social skills and confidence through the school and simultaneously affects the entire community, not just the students in the school. He states that a positive school climate for both student and parent makes life better at home -- which, in turn, makes life better at school -- a spiraling upward effect.

The programming described above provides the basis for the belief system upon which the school is founded. Executing that belief system will be accomplished with various components including (1) outcomes-based education; (2) technology; (3) site-based leadership; (4) ongoing professional collaboration; (5) ongoing staff development; (6) interdisciplinary teaming and instruction; and (7) extended schedule.

Outcomes-Based Curriculum

Curriculum at New Stanley will be designed down from significant exit outcomes describing our vision of a student who has completed the instructional program. These exit outcomes will define and shape the total curriculum.

Students exiting New Stanley will be able to read, write, and compute effectively; solve problems; and think critically. Students will also believe in themselves and understand the value of effective effort in the lifelong learning process.

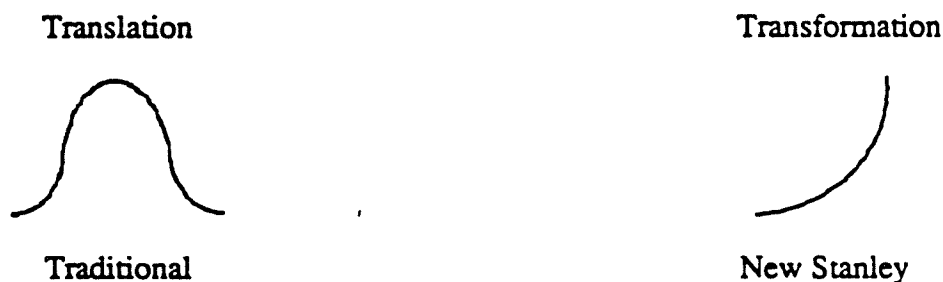
Based on these student exit behaviors, staff at New Stanley will design outcomes and plan and deliver instruction to achieve student mastery. Nothing less than mastery will be accepted. Grades will be assigned as "mastered" or "in progress." Our premise that all children can learn successfully will be supported by clarifying outcomes; offering expanded opportunities for learning; and providing expanded instructional support through feedback, correctives, and enrichment.

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Attachments 1-11
2-9-93

The outcomes based education model at New Stanley outlines the "way we do the business of educating children." The staff of New Stanley will not accept a "normal curve" of results. Education is not a random or naturally occurring event. The instructional program at New Stanley will be a powerful intervention which will significantly skew the normal curve because instruction at New Stanley is not about covering material, exposing children to things, or finishing the textbook. Instruction is teaching and coaching; nothing is left to chance. As a result, achievement is not limited to the ability of a few, but instead, is the opportunity of all.

At New Stanley, no special education classrooms would exist. Students identified as "special needs" would participate in learning experiences the same as all students. A special education teacher would be maintained on staff to facilitate a "class-within-a-class" program and/or to provide resources to teachers in meeting special needs. The district would continue to consult with Dr. Floyd Hudson at the University of Kansas for development of the class-within-a-class concept.

A Paradigm Shift from Translation to Transformation



To assist in accomplishing the challenge of mastery by all students at New Stanley, the structure for delivery of instruction will be redesigned. Approximately 50-60 students will enter each year at five years of age and will be instructed by a team of teachers. A team of three teachers will be responsible for each subsequent group of a particular age. This team will remain with the same group of students for the first three years of their schooling experience. The second three years (age 8-10) will be organized in the same manner. As the following chart illustrates, over a six-year period, students at New Stanley will have worked with two different teams of teachers.

New Stanley Team/Student Schedule

TEAM	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
A	5-Year Olds	6-Year Olds	7-Year Olds	5-Year Olds	6-Year Olds	7-Year Olds
B	6-Year Olds	7-Year Olds	5-Year Olds	6-Year Olds	7-Year Olds	5-Year Olds
C	7-Year Olds	5-Year Olds	6-Year Olds	7-Year Olds	5-Year Olds	6-Year Olds
A2	8-Year Olds	9-Year Olds	10-Year Olds	8-Year Olds	9-Year Olds	10-Year Olds
B2	9-Year Olds	10-Year Olds	8-Year Olds	9-Year Olds	10-Year Olds	8-Year Olds
C2	10-Year Olds	8-Year Olds	9-Year Olds	10-Year Olds	8-Year Olds	9-Year Olds

Technology

Technology will play an integral role at New Stanley in the areas of student instruction, teacher planning, building management, and the monitoring of student achievement.

At New Stanley the computer will be viewed as a basic tool in doing the "business of teaching." Specifically, computers are not an add-on to the instructional program, but are necessary tools in the teaching-learning process.

A networked 24- station computer lab will be available for learning keyboarding and writing with a word processor. Each team of teachers will have twelve student computers to use as a part of instruction in all curricular areas. Software will be provided for use in the areas of problem solving, data base management, simulation, and word processing.

Teachers will have access to computers both in the classroom and in the teacher work area. Teachers will utilize computers to monitor student progress on outcomes, generate students' materials, plan lessons and units, and produce student and parent communications.

Computers will also be available for the secretary and the principal. These computers will be linked to the mainframe computer at the central office. The secretary will be able to use her computer for attendance, budgeting, lunch accounting, and correspondence. The principal will utilize the computer to disaggregate test data, track discipline records, record parent/student conferences, and generate daily correspondence.

The computers at New Stanley will also be available before and after school hours for community use. A parent/partner study program will be established in which parents and children work cooperatively at the computer to enhance or reinforce skills being learned in the classroom. The computer lab will also be available for such adult education classes as English-as-a-second Language, keyboarding, computer literacy, or GED. As the demand for computer literacy grows, the community technology component will be expanded.

Because training in technology is a paramount, on-going need, each of the four planning weeks throughout the year will include a technology training component.

Further technology considerations at New Stanley include a state-of-the-art camcorder to facilitate peer coaching, instructional improvement, and student projects. All students will have access to calculators; and to assist with the efficient administration of New Stanley, facsimile equipment will be installed to maintain effective communication with the district office, community agencies, and other important entities.

Site-Based Leadership and Shared Governance

Because of the flexibility in programming that this plan will require and the belief that the professionals in the building should be the primary decision-makers for the school, leadership will be site-based. Under the leadership of the principal, the staff will have the authority to make decisions for the good of the students and the school.

A building management team will be comprised of building specialists, classified personnel, and representatives of each teacher team. By facilitating two-way communication for all staff members at New Stanley, the building management team will provide input and share the decision making for the school.

The district office and central administration will play a supportive role in the leadership and management of the school. To enhance communication on a continuing basis, a leadership cabinet representative of the Building Management Team, district level administrators, parent representatives, and community representatives will meet on a monthly basis to discuss progress and future direction of the school. Having input from central administration and parents will not detract from the site-based leadership, but will enhance it and maintain open lines of communication to strengthen the planning and decision making for the school.

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Attachment 1-11
2-8-92

The belief that decisions should be made at the lowest possible level, or the level closest to the student, is being implemented in this leadership plan.

Professional Collaboration

All professionals in the building will be involved in professional collaboration and ongoing staff development. Peer coaching will be an integral component of the staff's professional development. Time will be built into the school day to provide coaching opportunities. To support the collaboration effort, the following scheduling plan will be implemented.

1. Instruction will be delivered in ten-week blocks, followed by one week of student non-attendance to provide time for collaborative planning and staff development.
2. Every Wednesday afternoon, school will be dismissed two hours earlier than normal to provide the professional staff the opportunity for team meetings, staff development, or curriculum planning.
3. A half-time staff member will be used at the discretion of the principal or teachers for releasing teachers to peer coach.
4. Team planning time will be scheduled when students are engaged with the building's integrated arts team consisting of specialists in art, music and physical education.

Presently Stanley has a team of teachers that are involved in peer coaching through the Metropolitan Instructional Leadership Program. Even though the effort has been successful, it has had limited effect because of the limited time teachers have available for coaching. With the support for peer coaching built into the structure of New Stanley, peer coaching would no longer be an "add on," but a part of the normal operating structure.

Staff Development

Staff development activities will be driven by the emerging needs of the students and professional staff. Initially, staff development will center around designing an outcomes-based curriculum and evaluation system, improving classroom instruction with alternative teaching models, training in the application of attribution theory and the development of student self-confidence and self-esteem.

11/25
Catherine M. Smith
2012

Interdisciplinary Teaming and Instruction

Instruction will be delivered by interdisciplinary teams who will plan and adjust instructional grouping, materials, and delivery systems based on student needs. One member of each team, along with the principal, will comprise the primary decision-making body for the school. Success will depend on the on-going communication among the team members and the professional staff. The delivery of art, music and physical education will also be the responsibility of the integrated arts team who will work closely with the regular classroom teachers so that arts instruction will be an extension of classroom experiences.

Extended Schedule

Extended Day. With an increasing number of mothers in the workplace, there is an increased need for child care services. The majority of child care programs currently in operation serve preschool-age children. Fewer programs are designed specifically to meet the needs of school-age children. While many school-age children are in need of child care, a larger number of these children are left without adult supervision for at least a few hours each day before and/or after school. Recent studies indicate that in the absence of constructive supervised activity, children are at risk of physical and emotional problems, and exploitation by older youth and adults (Zigler, 1987). Before and after school programming will be planned for all students enrolled at New Stanley. These activities will include day care, tutoring, enrichment, recreation and meals. Programs will be staffed by professionals and school patrons. With the extended day, New Stanley will become a center for community activities. Such ongoing activities as Reading and writing instruction, computer education, English-as-a-second-language classes and various support groups will be developed and implemented to serve the needs of adults in the community. .

Extended Year. By the time U. S. students graduate from high school, they have spent an average of 703,700 minutes in a classroom and even more if they also attended kindergarten. As educators are becoming aware, how young people spend those 12,000 or so hours is crucial to their academic success. Recent research documents the common sense notion that students learn more when given more time to learn and when they spend that time actually engaged in academic tasks.

New Stanley will be in operation for almost eleven months of the year. More time for teaching, learning and collaboration has been built into the schedule. Students will attend 205 days of classes (currently 180) and teachers will be on duty 226 days (currently 187). Twenty days of teacher collaboration and staff development is the center piece of this calendar. Increased time for planning should result in better instruction and collaboration. More time for learning and teaching should help to provide our students with a rich instructional program and high achievement levels. (See Figure 1.)

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 Attached March 1-19
 2-8-93

Phase I - 54 Student Days**August 1990**

M	T	W	T	F
20	21	22	23	24
27	28	29	30	31

September 1990

(3)	4	5	6	7	
10	11	12	13	14	(Labor Day)
17	18	19	20	21	
24	25	26	27	28	

October 1990

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November 1990

		1	2
5	6	7	8
			9

Phase III - 50 Student Days**February 1991**

11	12	13	14	15
18	19	20	21	22
25	26	27	28	

March 1991

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
(25)	26	27	28	29

(Spring Break)

April 1991

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 1991

1	2	3

Phase II - 50 Student Days

12	13	14	15	16
19	20	21	(22)	23
26	27	28	29	30

(Thanksgiving)

December 1990

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
(24)	25	26	27	28
31				

(Winter Vacation)

January 1991

	(1)	2	3	4
7	8	9	10	11
14	15	16	17	28
(21)	22	23	24	25
28	29	30	31	

(New Year's)

(M.L. King Birthday)

February 1991

		1
4	5	6
		7
		8

Phase IV - 51 Student Days

6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
(27)	28	29	30	31

(Memorial Day)

June 1991

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

July 1991

1	2	3	(4)	5
8	9	10	11	12
15	16	17	18	(19)
(22)	23	24	25	26
(29)	30	31		

(Independence Day)

(Vacation)

(Vacation)

August 1991

			(1)	2
(5)	6	7	8	9
12	13	14	15	16

(Vacation)

(Vacation)

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 = Collaboration & Staff Development (21 days)

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 = Holidays/Vacations (34 days)
Total 205 Student Days**226 Teacher Days****34 Holidays/Vacation Days**
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 Attachment 1-20
 2-8-92

Program Evaluation

New Stanley will have various evaluation tools to maintain the effectiveness of the programming in place. For ongoing or student formative evaluation, the outcomes-based curriculum will be closely aligned with computer-based criterion-referenced testing. Mastery tests will consist of items that are developed by teachers in team planning using the district's technology to print and score the test on an automated basis.

A primary objective with the student formative evaluation is to assess students' higher levels of thinking and to test their application, analysis and synthesis of material presented and learned. A host of administrative summary reports are available from the computer system. For student summative evaluation, administrative analysis of the outcomes-based/criterion-referenced tests and Comprehensive Test of Basic Skills (norm-referenced) will be utilized.

A standardized self-concept instrument will also be utilized for student summative evaluation. In addition, survey instruments will be utilized with parents and staff. The instruments will be locally developed and will measure the parents' attitude and the teachers attitude toward New Stanley as well as their self-concept as a result of participating in the new school.

Evaluation of New Stanley will also be augmented by a structure that includes one teacher from each team serving on the school management and leadership cabinet. The cabinet will meet at least monthly for the purpose of insuring that ongoing discourse focuses on the assessment and refinement of all school programs.

An evaluation design/model and a management implementation plan for program evaluation is not included in the present proposal because the Next Century Assessment Team from the University of Tennessee will use its own instrumentation in the evaluation of all new schools.

From the district level, the Director of Research will work closely with the cabinet in coordinating the total evaluation. The Superintendent of Schools, who has extensive experience in evaluating many innovative programs, has also agreed to assist in the evaluation.

Community Support

Many supporters are already in place for the New Stanley in becoming a Next Century School. School district personnel who have assisted in the writing of this proposal and the local community which surrounds the school are committed presently to the school. Present community support is demonstrated by a variety of existing programs.

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attachment 1-21
2-8-93

A Before School Breakfast Program for the students has been operating for two years at a church next door. The purpose of the breakfast program is to give all of the students the same opportunity to begin the school day with a well-balanced, nutritious breakfast, shared by nurturing, warm-hearted, caring adults (many grandparent age) who take the time to feed, share conversation, listen, monitor and support student needs. As a result, all students feel more alert, loved and motivated for the school year.

A Parent Volunteer Program is in place. The purpose of this program is to make parents a vital part of the educational process of their children. Parents volunteer at selected times to help teachers by giving more individualized attention to students during independent study in reading, mathematics, spelling, and writing. This monitoring is accomplished under the supervision of a volunteer coordinator responsible to the principal. The volunteer coordinator confers with teachers about their needs and develops written job descriptions that have value to the school and are attractive to potential volunteers. The coordinator recruits, interviews, assigns, orients and provides training for volunteers, evaluates staff and volunteer satisfaction, maintains adequate records, and plans recognition activities for volunteers and staff who work well with volunteers.

A Parent Workshop "Helping Your Child With Homework." A large number of our parents lack reading and writing skills. This program gives parents of primary students opportunities to come to the school at least once a month to learn more about skills they lack. Games and manipulatives are made in the workshop for parents to take home and use with their students. Parents are made to feel comfortable helping to individualize instruction as needed in the educational process of their children.

The principal and the community have worked together in creating these successful programs.

Individuals Responsible for New Stanley

President, Board of Education. The president is completing her seventh year as a school board member and her second year as president. Professionally, she has served as an elementary teacher and administrator in both Kansas and Missouri school districts. In addition, she served as Research Associate for the Juniper Gardens Children's Project funded by the Bureau of Child Research. Currently, she is Program Evaluator for the Magnet School Program in a neighboring urban district. She received her doctorate of Philosophy degree from the University of Kansas in Special Education with an emphasis in Learning Disabilities and a minor in Educational Psychology and Research. She is the recent recipient of the State Black Leadership Development and Research Award.

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2-8-93

Superintendent of Schools. The Superintendent is completing his fourth year in Kansas City and his eleventh year of the superintendency. He has also held leadership positions in higher education as a college professor and assistant dean of education. In the private sector, he has worked as a regional director and planning, evaluation and management consultant for a national corporation providing services in 100 school districts, state departments and/or universities in twenty states and two trust territories. He received his doctorate from Virginia Polytechnic Institute and State University in administration with emphasis in research, planning and evaluation. Major post-doctorate experiences include the advanced study program at Vanderbilt University and the mentorship program at the Center for Creative Leadership in Greensboro, North Carolina. He is the recipient of the F. L. Dupree Award for Creative Administration and was named outstanding superintendent in the Commonwealth of Kentucky by both the Kentucky School Boards Association and the Kentucky Congress of Parents and Teachers.

Principal. The current principal of Stanley has been a professional employee of KCK schools for 22 years, five of which were spent in a pilot program with a Cooperative Team Teaching Model. In 1975 she became district coordinator for the Career Education program and served in this position for eight years. She then became a principal and has held this position for the past six years. The Principal has successfully involved the school in the Effective Schools Program. Primary goals for the school are to provide ongoing successful learning opportunities for all students.

The principal is also actively involved in the Metropolitan Instructional Leadership Program where improvement of instruction is supported by an aggressive peer coaching program. She has implemented within the school a computerized reading and mathematics management program called KACIMS (Kansas City Instructional Management System) where students receive continuous feedback regarding skill level proficiencies and student prescriptions that correlate with district curriculum and material.

This principal's achievements are many: Who's Who Among Colleges and Universities; Outstanding Young Women of America; Life Membership Award in Parent Teacher Association; Life Membership Award in National Education Association; Zeta Phi Beta Sorority; Delta Kappa Gamma Educational Society; Kansas City, Kansas Elementary Principals Association; Kansas City, Kansas Association of School Administrators; National Association of Black School Educators. She earned a Master of Science Degree from Kansas State University, Manhattan, Kansas, and an Educational Administration/Principalship Certification from the University of Kansas, Lawrence, Kansas.

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Director of Elementary Education. The Director of Elementary Education has served in this capacity for four years. He has served as an administrator in Iowa and Illinois school districts. He has implemented many successful programs at the elementary level and continues to refine programs in early childhood, reading, writing, computer instruction, criterion-referenced testing, and parental involvement programs. He has helped to develop a "team management" approach to decision making in the elementary schools and is a visible force within the elementary schools. He believes strongly in district office involvement at the school site. His time is spent primarily in the schools working closely with principals, students, teachers and parents. He has 17 years of public school experience as a teacher, principal and central office administrator. He holds a Doctorate in Curriculum from Drake University. He has made presentations at state and national educational conventions.

Director of Staff Development. The Director of Staff Development has filled the role of teacher, elementary principal, middle school principal and director during his 17 years in the KCK Schools. Presently, his primary task is to support the staff development needs of all of the professional staff in the district. This task continues to grow as the district moves toward site-based decision making and as each building staff decides its own training needs. He has had significant training in Effective Instruction (studying with Dr. Madeline Hunter at UCLA) and peer coaching.

He serves on the Metropolitan Effective Instruction Cadre with the Learning Exchange which provides staff development experiences for the entire Kansas City region (two-state metropolitan area). As an extended part of the cadre experience, he was on loan part-time to the Learning Exchange to develop the Metropolitan Instructional Leaders Program, an innovative program in 50 schools throughout 20 districts, having as its main components instructional improvement, peer coaching, and professional collaboration.

As a part of his own professional growth, the Director for Staff Development is completing a doctoral degree at the University of Kansas in Instructional Leadership. He is a member of the first cohort group to complete this innovative program at the University of Kansas and is now involved in research on developmental supervision for the improvement of instruction in the classroom.

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Funding Needs

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	<u>Current</u>	<u>Projected</u>	<u>1st Year Increase</u>	<u>2nd Year Increase</u>	<u>3rd Year Increase</u>
Administration	\$41,420.00	\$52,260.00	\$10,840.00	\$11,382.00	\$11,951.00
Teachers	375,771.00	626,400.00	250,629.00	263,160.00	273,318.00
Staff Development	3,750.00	10,000.00	6,250.00	6,250.00	6,250.00
Computer Hardware*	—	24,000.00	24,000.00	None	None
Supplies/Materials	10,000.00	15,000.00	5,000.00	6,000.00	7,000.00
Clerical	11,200.00	13,050.00	1,850.00	1,942.00	2,039.00
Custodial	Not applicable	No increase	None	None	None
Before and After School Programs	—	24,000.00	24,000.00	25,200.00	26,460.00
Air Conditioning		76,873.00	76,873.00	None	None
Carpet		None	None	80,000.00	None
Community Based Experiences		12,200.00	12,200.00	12,200.00	12,200.00
Total Funding Needed	\$442,141.00	\$853,783.00	\$411,642.00	\$406,134.00	\$339,218.00

*Additional equipment to supplement that presently in place.

The intended uses of funds is detailed above. The major increases for New Stanley (as compared to current practices) are extended teacher salaries (185 days to 240 days), before/after day program, new computers (Year One only) and community-based programs. No indirect and/or overhead costs are included.

As noted below (funding sources) the major capital projects are air conditioning (Year One) and carpeting (Year Two) are provided by the school district.

Funding Sources

	1st Year	2nd Year	3rd Year
Next Century Schools	\$250,000.00	\$250,000.00	\$250,000.00
Additional Local District Commitment	91,392.00	84,634.00	16,406.00
Additional Chapter 2 Grant Money	30,250.00	30,250.00	30,250.00
Local Community Support	15,000.00	15,000.00	15,000.00
Chapter I	25,000.00	26,250.00	27,562.00
Total	\$411,642.00	\$406,134.00	\$339,218.00

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Cash Flow

<u>Year</u>	<u>Total</u>	<u>1st Qtr.</u>	<u>2nd Qtr.</u>	<u>3rd Qtr.</u>	<u>4th Qtr.</u>
1st	\$411,642.00	\$179,784.00	\$77,286.00	\$77,286.00	\$77,286.00
2nd	406,134.00	181,536.00	74,866.00	76,866.00	74,866.00
3rd	339,218.00	84,804.50	84,804.50	84,804.50	84,804.50

This progressive budget demonstrates the local support available to help support the implementation of the Next Century School. Because the success of this school depends on the involvement of the entire community, it is desirable to include a commitment of funds from other resources at the time of initiation, with the extended idea of producing higher levels of commitment as the program matures.

NEW STANLEY MANAGEMENT/IMPLEMENTATION PLAN

<u>Work Activity</u>	<u>Responsibility</u>	<u>Date</u>	<u>Documentation</u>
1. Announcement of Next Century School	Superintendent	May 1, 1990	Board Agenda Public Information Office
2. Beginning Community Meetings	Principal	May 10, 1990	Meeting Records
3. Decision Deadline for Current Staff concerning Assignment for 1990-91 (remain/transfer)	Principal Staff	May 21, 1990	Personnel Records
4. Open Teacher Applications for New Stanley	Principal Dir. of Elem. Personnel	May 28, 1990	Personnel Records
5. Final Personnel Selections	Principal Dir. of Elem. Personnel	June 22, 1990	Personnel Records
6. Air Conditioning Installation	Principal Dir. of Physical Properties	July 2, 1990	Maintenance Records
7. Computer Installation	Dir. of Elem. Educ. Coord. Elem. Computer Education	July 16, 1990	On Site Observation
8. Staff on Duty	Principal	July 23, 1990	Personnel Records
9. Initial Staff Training	Dir. of Staff Develop. Prin., Consultants	July 24, 1990	Staff Development Office Records
10. Selection of Building Management Team	Principal Staff	July 27, 1990	Meeting Minutes

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Attachments 1-21
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11.	First Meeting and Calendar Development of Building Management Team	Principal Building Management Team	August 1, 1990	Management Team Minutes
12.	Selection of Leadership Cabinet	Superintendent Principal Director of Elem. Educ.	August 3, 1990	Meeting Minutes
13.	Selection of Mental Health Team	Principal Director of Elem. Educ. Staff	August 10, 1990	Meeting Minutes
14.	First Written Newsletter to Community (community education)	Principal Dir. of Public Information	August 10, 1990	Newsletter
15.	First Meeting and Calendar Development of Leadership Cabinet	Principal	August 15, 1990	Cabinet Minutes
16.	Student/Parent Orientation Meetings	Principal Building Management Team	August 14/16, 1990	Principal's Records
17.	Submit Specific Learning Outcomes to be Completed During Phase I (Aug-Sept-Oct)	Staff	August 17, 1990	Principal's Records
18.	First Day of Student Attendance	All Staff	August 20, 1990	School Records
19.	First Mental Health Team meeting	Principal Mental Health Team	August 23, 1990	Team Minutes
20.	First Progress Report to Board of Education	Principal Staff Dir. of Elem. Educ.	September 4, 1990	Bd. of Education Minutes
21.	Parent Involvement Activity Calendar	Principal Building Management Team Parent-Teacher Association	September 7, 1990	BM Team Minutes
22.	Staff Development Yearly Calendar	Principal Building Management Team Dir. of Staff Development	September 7, 1990	BM Team Minutes
23.	Submit Specific Learning Outcomes for Phase II (Nov-Dec-Jan)	Staff	November 9, 1990	Principal's Records
24.	Student Progress/Mastery Reports to Parents	Staff	November 12, 1990	Student Records
25.	Submit Specific Learning Outcomes for Phase III (Feb-Mar-April)	Staff	February 8, 1991	Principal's Records
26.	Student Progress/Mastery Reports to Parents	Staff	February 11, 1991	Student Records

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October 11, 1990

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27.	Formal Mid-Year Progress Report to Board of Education Based on Data Collected from Students, Staff Parents and Community	Principal	February 12, 1991	Board Minutes
28.	Submit Specific Learning Outcomes for Phase IV (May-June-July)	Staff	May 3, 1991	Principal's Records
29.	Student Progress/Mastery Reports to Parents	Staff	May 6, 1991	Student Records
30.	Student Progress/Mastery Reports to Parents	Staff	July 19, 1991	Student Records
31.	Formal Year-End Evaluation Report and 1991-92 Improvement Plan Presented to Board of Education	Principal Staff Superintendent	August 27, 1991	Board Minutes

Summary

The school of the next century will be an exciting and creative place for children, teachers and parents. Emphasis on collaboration and the team process will create a learning atmosphere that allows everyone to experience success. A longer school year and a budget that supports innovation are vital components of the Kansas City proposal. This diverse student population will achieve success through the rich instructional practices and talented staff of New Stanley. Children and their needs are the priority; New Stanley will be supported through the efforts of the community and school system. This partnership will be enhanced by business, civic and social groups.

The successful school of tomorrow is dependent on the planning that goes on today. The Kansas City Public School proposal dramatically changes the method in which educational services are delivered to children. It is based on the expertise of the leaders in the field of education and our vision of the new paradigm for schooling.

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Attachment 1-28
2-8-93

References

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Attachment 1-29
2.8.93



Kansas City, Kansas Public Schools

625 Minnesota Avenue • Kansas City, Kansas 66101 • (913) 621-3073

Jerry P. Franklin
Assistant Superintendent
for Business Affairs

Sharon K. Layman
Director of Food Service

Ron Jost
Director of Transportation

Kelly D. Lowman
Director of Physical
Properties

Charles T. O'Neal
Comptroller and Treasurer

Robert Young
Purchasing Agent

March 15, 1990

Mr. Roger B. Semerad
RJR Nabisco Foundation
Suite 525
1455 Pennsylvania Avenue, N.W.
Washington, D. C. 20004

Dear Mr. Semerad:

This is to certify that the Kansas City, Kansas Public Schools, Unified School District #500, is a public school system duly authorized and organized under the laws of Kansas. The Board of Education is authorized by Kansas Statute 72-8210 to receive any bequest, legacy, trust or donation and to place it in a separate fund of the district to be used in compliance with the wishes of the donor as nearly as may be. Its tax exempt status is authorized under KSA 79-201 and the federal excise tax exempt number is A-157758, granted May 17, 1960.

Funds received from the RJR Nabisco Foundation will be maintained in a separate fund of the district and the Foundation will be provided with an annual accounting of expenditures by an independent auditor.

Sincerely,

Charles T. O'Neal, Jr.

Charles T. O'Neal, Jr.
Comptroller and Treasurer

ATTEST:

Rita J. Jensen

Rita J. Jensen
Clerk of the Board of Education

STATE OF KANSAS



OFFICE OF THE GOVERNOR

State Capital
Topeka 66612-1590
(913) 296-3232

Mike Hayden Governor

February 26, 1990

Mr. Roger D. Semerad
RJR Nabisco Foundation
Suite 525
1455 Pennsylvania Avenue, N.W.
Washington, D. C. 20004

Dear Mr. Semerad:

Upon returning from President Bush's Education Summit, I organized a Governor's Conference on Education in Kansas. One of our keynote speakers was the former governor of Tennessee, Lamar Alexander, who spoke about Next Century Schools and the need for each state to begin a 21st Century pilot school now.

I recall that Dr. David Lusk, Superintendent of the Kansas City Public Schools, shared with me after Governor Alexander's speech, his desire and enthusiasm to begin such a school and that he would be seeking external support. Therefore, I was very pleased to hear that the Kansas City Public Schools - the New Stanley Elementary School - is a finalist in your Next Century Schools Program.

I want to lend my total support to Kansas City's proposal. The school district has an excellent reputation for improvement and innovation through their award winning Five-Year School Improvement Plan. Dr. Lauro Cavazos, the U.S. Secretary of Education, during a visit to the Kansas City, Kansas district on February 13, called the district's magnet program "a pocket of excellence in our nation."

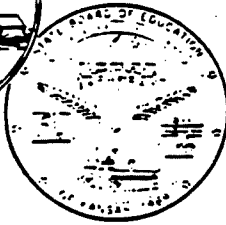
I sincerely hope you will provide funding for the Kansas City program. Please let me know if you need further information.

Sincerely,

A handwritten signature in cursive script, appearing to read "Mike Hayden".
MIKE HAYDEN
Governor

MH:DA:jb

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Attachment 1-31
2-8-93



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

Office of the Commissioner

February 27, 1990

Mr. Roger D. Semerad
FJR Nabisco Foundation
Suite 525
1455 Pennsylvania Avenue, N.W.
Washington, D.C. 20004

Dear Mr. Semerad:


The Kansas Department of Education lends its full support to Kansas City's Next Century School proposal.

The department has worked cooperatively with the district on several pilot programs, such as Parents As Teachers, Power Teaching, outcomes-based instruction, and state education indicators. As a matter of fact, because of the district's leadership in the Parents As Teachers programs, the Governor will be signing our new legislation into law in the district on March 2. The district has also just hosted a very successful statewide alternative education conference in cooperation with our department.

As I understand KCK's current proposal, special regulatory exemptions from the State Board of Education are not required. However, should the need arise in the future, we do have experimental program procedures already in place in our state.

The KCK school district can truly plan, implement and evaluate a Next Century School. We at the State Department are proud of the district's efforts to date and we stand ready to help in any manner.

Sincerely,


Lee Droegemueeller
Commissioner of Education

LD:ng



Executive Chamber
One Civic Center Plaza

City of Kansas City, Kansas
Joseph E. Steineger Jr., Mayor



Kansas City, Kansas 66101
Phone (913) 573-5010

March 7, 1990

Mr. Roger D. Semerad
RJR Nabisco Foundation
Suite 525
1455 Pennsylvania Avenue, N.W.
Washington, D.C. 20004

Dear Mr. Semerad:


After serving for 30 years as a member of an area school board prior to being elected Mayor, I was extremely pleased to hear that the Kansas City, Kansas Public School District is a finalist in the Next Century Schools program.

We need to begin now to develop the school of the 21st Century. I believe the Kansas City, Kansas School District, based on its size and demonstrated ability to carry out new programs through its five-year plan, is in good position to implement the New Stanley Elementary School.

The U. S. Secretary of Education was recently in our City to visit the district's magnet program. He was very impressed and said so publicly. I believe this lends support that the district can also do an excellent job with the new school.

I hope you give serious consideration to committing final funding for our new proposed school. I guarantee you, we can make it happen!

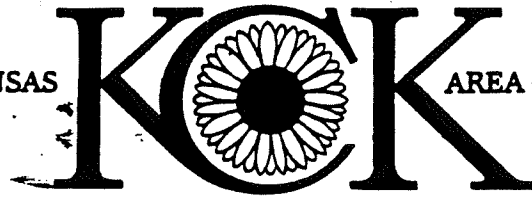
Sincerely,


Joseph E. Steineger, Jr.
Mayor

skr

HE
Attachment 1/33
2-4-90

THE KANSAS CITY KANSAS



AREA CHAMBER OF COMMERCE

913/371-3070

February 27, 1990

Mr. Roger D. Semerad
RJR Nabisco Foundation
Suite 525
1455 Pennsylvania Avenue, N.W.
Washington, D. C. 20004

Dear Mr. Semerad:

The Kansas City Area Chamber of Commerce wishes to support the Kansas City Public School District's proposal to establish a 21st Century pilot school and to secure external funding from the RJR Nabisco Foundation.

I had the honor to serve as Chairperson of the Strategic Planning Task Force which provided the basis for the district's **Five-Year School Improvement Plan**. My wife teaches in the district and my two children attend school in the district. Therefore, from an excellent total perspective of the Kansas City, Kansas Public Schools, I truly believe the district can successfully carry out plans for the new school.

The Kansas City area private sector community has responded well to the school/business partnership program in the district. We are committed and excited about working with the New Stanley.

Please contact me personally if you need additional information.

Sincerely,

Rex Richards
President and Chief Executive Officer

RR:du



March 6, 1990

Dr. Roger D. Semerad
R.J.R. Nabisco Foundation
Suite 525
1455 Pennsylvania Avenue, N.W.
Washington, D.C. 20004

Dear Mr. Semerad:

The National Education Association of Kansas City, Kansas whole heartily endorses Kansas City, Kansas Next Century School proposal.

As an association we have been involved in the development of the districts Five-Year Improvement Plan, by having local association leaders serve on the initial Task Force while other members served on the other committees to implement goals and objectives adopted by The Strategic Planning Task Force. We have also been involved cooperatively with the district in developing and implementing an At Risk Program at a middle school in the district. These are examples of activities we actively participate in with the district.

We see The Next Century School proposal as yet another opportunity to help the district develop and implement a working model for all of public education into the next century. This can be very exciting as we brainstorm and work on strategies to improve student performance in the future.

As president of the local association I believe that the present administration and the Board of Education have made a commitment to see that the children in Kansas City, Kansas have every opportunity possible to have experiences in school that are both positive and that shows improvement on student performance.

We believe that administrators and staff working together at Stanley Elementary School can truly develop a school for the next century.

If we can provide any additional information please feel free to ask and we will help any way we can.

Sincerely,

Clyde Strimple
President, NEA-KCK

HE
Attachment 1-25
2892

*Stanley Elementary School
Parent-Teacher Association*



3600 Metropolitan
Kansas City, Kansas 66108

(913) 831-4331

March 13, 1990

Mr. Roger D. Semerad
RJR Nabisco Foundation
Suite 525
1455 Pennsylvania Avenue, N.W.
Washington, D.C. 20004

Dear Mr. Semerad:

As a Stanley parent, P.T.A. member and P.T.A President, I highly recommend bringing this new teaching method and school of the future, to our Stanley Elementary School.

After studying this closely, I became very excited at the great opportunity this new, year-round schooling will offer the children of our community. I believe this way of teaching and training our children will offer them an opportunity for a unique sense of self esteem many of them, unfortunately, do not receive at home. I also think that this method of educational training will better equip them for the future in a way our current school system cannot.

I believe our community will feel very proud to be chosen for this new schooling at Stanley. I will stand by and support this fully.

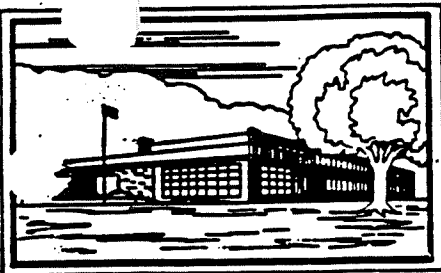
Yours truly,

A handwritten signature in cursive script, appearing to read "Lisa Matz".

Lisa Matz
Stanley parent & PTA President

A large, stylized handwritten mark, possibly a checkmark or a signature, located below the typed name.

HE
attachment 1
2-8-93



STANLEY ELEMENTARY SCHOOL
3600 METROPOLITAN KANSAS CITY, KANSAS 66106
USD #500 (913) 831-4331

PRINCIPAL
DONNA HARDY

March 13, 1990

Mr. Roger D. Semerad
RJR Nabisco Foundation
Suite 525
1455 Pennsylvania Avenue, N.W.
Washington, D.C. 20004

Dear Mr. Semerad:

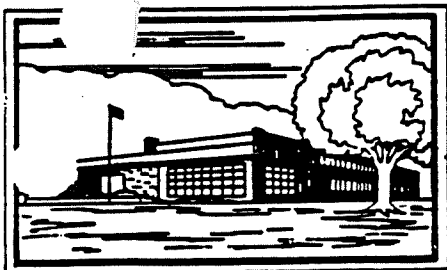
We, the existing professional staff at Stanley Elementary School, Kansas City, Kansas District #500, would like to voice our enthusiastic support of the proposal submitted to you by our district. As teaching professionals who are intimately involved in the daily guidance of students, we wholeheartedly support this proposal.

Under the existing school structure, we see students who are unable to achieve their greatest academic and social potentials. We experience frustration because the existing teaching conditions inhibit the implementation of our ideas for professional and instructional growth.

The staff at Stanley School feels that the proposed new school would provide many opportunities to improve the school learning environment. The long-term teacher/student relationship would allow for consistent expectations and evaluation of students' needs. The constant learning experience for students would maximize retention and help insure their success in mastery of skills.

A curriculum developed by the teachers would be based on the students' needs. The curriculum would include opportunities for students to participate in a broad range of experiences including community based activities.

HE
attached to 1-37
2-8-92



STANLEY ELEMENTARY SCHOOL
3600 METROPOLITAN KANSAS CITY, KANSAS 66106
USD #500 (913) 831-4331

PRINCIPAL
DONNA HARDY

New Stanley would provide an opportunity for more extensive parent involvement and interaction with the school.

The Stanley staff, 92% of whom are members of NEA-KCK, are concerned with professional development. Teaching effectiveness and staff interaction would be increased through peer coaching, consultations and cooperative teaching. The staff's involvement and commitment with New Stanley has already begun through input into the proposal.

In closing, those of us at Stanley School who would be most closely associated with the proposal's introduction and implementation enthusiastically support the concept. We see it as a positive glimpse into the future and a step toward a New Century of Education in America.

Sincerely,

Donna Hardy - Principal
Carol Worman, Visual Arts Teacher
Susan Rhone, Kindergarten
Patricia Eastwood, Grade 1
Deborah Marx, Grade 1
Eva Reitemeyer, Grade 1
Joinda Glover, Vocal Music
Sheri L. Miller, Grade 3/4
Anna Hayes, Computer I (Tutorial)
Billye Jean Foster, Grade 4
SUSAN McDONALD, GRADE 4 teacher
Kathy Otsch, Grade 2
Margaret Burkhardt, Grade 5
Ann Rinnaman, Grade 2
Rebekah Scott, Grade 5

HE
Attachment 1-38
2-8-92

Emeryl Keller - 3rd grade teacher
Phyllis E. Cason - Grade 3 teacher
Deborah Jacobson - Chapter I Lab teacher
Jo-Ann Hale - Learning Disabilities Teacher
Carol Ann Carley - Physical Education

Educating Our Children for a Brighter Tomorrow



Kansas City, Kansas Public Schools

August 1992

HE
Attachment 1-40
2-8-93

A Message

to Our

Community



Dr. David L. Lusk
Superintendent
of Schools

Dr. Sylvia L. Robinson
President
Board of Education

HE
Attachment 1-47
2-8-93

Board of Education Members

Dr. Sylvia L. Robinson
President

Mr. George Gray Breidenthal Jr.
Vice President

Mr. William W. Boone

Mr. Richard J. Kaminski

Mrs. Norma Kelso

Mrs. Jo-Anne Meditz

Mr. Peter C. Pomeranke

Dr. David L. Lusk
Superintendent of Schools



HE
Attachment 1-42
2-8-93

ive years ago, the Kansas City, Kansas Board of Education approved for the school district a dynamic **Five-Year School Improvement Plan** recognized by the International Society for Educational Planning for bold vision and extensive involvement of staff and community.

Today, that plan and the teaching and learning strategies that grew from it are beginning to bear fruit. In our community, examples of innovative and exciting educational programs are taking place everyday.

For instance, at New Stanley Elementary School, innovative approaches for helping children succeed in school are gaining national attention. New Stanley's high expectations, combined with specific outcomes for students, are becoming standards by which other schools are judged.

The district's drug and alcohol education program for students kindergarten through grade 12 is another example of a district program recognized for its excellence. Because of the hard work by staff and community, the program has been honored by the Southwest Regional Center for Drug-Free Schools and Communities. Other school systems from across the nation come to Kansas City, Kansas, to learn how to implement effective drug and alcohol education.

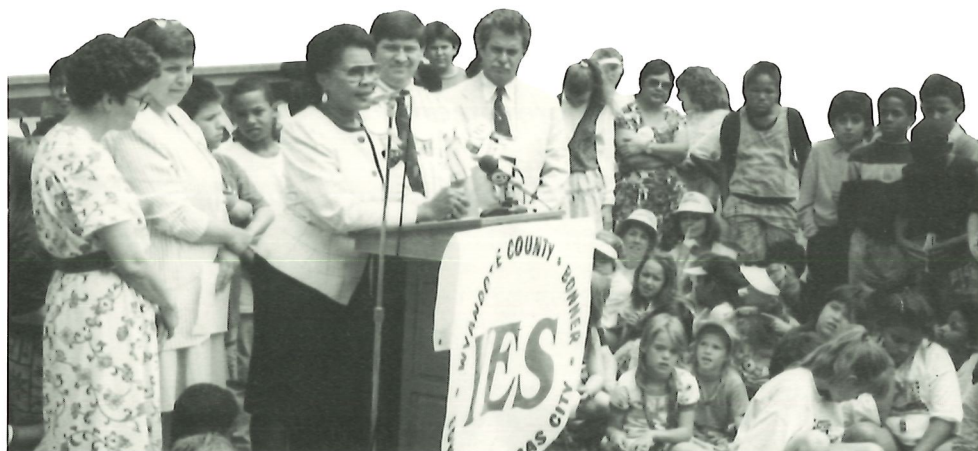
These are just two examples of what is taking place in the KCK schools today. Please take a few minutes to read the following report and learn of other district programs and projects equally successful. As you will discover, many of these initiatives were developed beyond the Five-Year Plan, broadening its scope even further.

The accomplishments which you will see in these pages could not have been possible without the vitality of 40 planning and implementation committees with more than 700 employees, students, and community representatives. That same energetic support is at work again as we set out to create another five-year school improvement plan, whose features you will also see in these pages. We thank all of these people for their support, and we ask you to join with us and with them in committing ourselves to a brighter future for our children.



HE
Attachment 1-413
2-8-93

Report on New Stanley



New Stanley's unique story was included in the city's successful application for the "All-America City" designation received from the National Civic League in June.

electd from a field of 1,000 applicants representing almost every state in the nation, New Stanley Elementary School is one of only 15 schools in America to be funded in the first year of the Nabisco Next Century Schools project. The school received this distinction because of the innovative approach to education it offers to students and to the community. It is the only school of its kind to combine the elements of effective schools research with the self-esteem and effective effort strategies offered by the Efficacy Model and the social nurturing necessary for student success, which the Comer approach develops.

To create such an environment, students at New Stanley work with the same team of three teachers from kindergarten through third grade, and with another team of three teachers from fourth through sixth grades. In addition, students attend school 205 days, 25 days more than the regular 180-day year. Every 10th week, school is dismissed so that teacher teams can plan for the next instructional cycle. In addition, classes are recessed every Wednesday afternoon to allow teachers extended collaborative time during the week.

Besides bringing radical changes to the structure of school time, New Stanley staff have also brought fundamental change to the way students experience school. Failure is no longer an option; teachers and students work together to resolve any difficulties that prevent learning.

The program of studies is based on essential, clearly and carefully defined student outcomes. Students and teachers monitor progress toward the achievement of these outcomes, and students receive grades of either "Mastery" or "In Progress."

This emphasis on high expectations and student success is reflected in the words on the wall in the

central hall of the school: "Think You Can, Work Hard, Get Smarter."

The energy generated by this philosophy has not only revitalized the school, but has found its way into the community, as well. At the beginning of the New Century project at New Stanley, teams of teachers visited every family in the school, explaining the new program and eliciting parental support and involvement in the school.

Community response has been extremely positive. Parents are involved on the school council and serve as resources for the classroom. A local church group sponsored a breakfast program that later became a part of the school program. The school serves as a center for adult education and neighborhood advocacy, anchoring and focusing the community on the power of its own potential.

Proud of the level of civic involvement in the school, the city used the New Stanley project as part of its successful All-America Cities application. During the two years of its operation, more than 500 visitors from across the nation have toured the school.

"H

aving the children work for mastery is very important. They can't try something just once and give up. We have them use their failures as feedback and keep trying until they master it. Efficacy also adds to everything we do here and gives us a positive school climate."

Krista Calvert
Teacher



HE
Attachment 1-44
2-8-93

Effective Schools



High expectations for students and teachers is a mainstay of effective schools.

At the beginning of any building project, the foundation becomes the first and most important element. The school district's foundation for the long-range school improvement plan was the Effective School Program goal.

Research has identified the characteristics of a good school: the school principal is the instructional leader, clear goals and high expectations are set for students, the school is safe and orderly, parents are involved, and a system for assessing student progress is in place.

The KCK Public Schools focused on developing these characteristics through an effective schools process at each of the 50 school sites. A team of teachers worked with the principal at each school to guide ongoing school improvement efforts. This team developed a school improvement plan, which was revised and updated on a continuous basis.

In addition, district office supervisors and administrators supported the effective schools program by serving on effective school teams.

Finally, throughout the district, all teachers and administrators were expected to develop themselves professionally by writing and implementing Individual Development Plans.

The success of the district's Effective School Program is demonstrated by

*the continuous improvements being made by schools in teaching strategies,

"The effective school effort has raised expectations for students and educators and has dramatically changed the way we think about students."

*Dr. Constance Ellington
Asst. Superintendent
for Instructional Leadership*



* the staff belief that improvement planning is a continuous and accepted way of operating,

* the use of school improvement literature by more and more staff members,

* the belief among teachers and administrators that they have the knowledge and power to make their schools a better place for children,

*and the staff belief that all children can learn.

HE
Attachment 1-45
2-8-93

Report on At-Risk Programs

"P

roject Intervention (for high school freshmen) has improved students' attendance and grades. The project has also addressed self-esteem issues and helped youngsters begin to see themselves in a different light."

Carl Bruce
Asst. Superintendent for
Pupil and Parent Services



From the perspective of many within and without the field of education, all of our children are at-risk and require a school experience as individually tailored to their needs as possible. To accomplish such individualization, the Kansas City, Kansas Public Schools offer students a variety of educational opportunities, which include alternative school structures, special needs programs within the current school setting, and a number of programs focusing on prevention.

Two alternative schools were specially developed to address both the preventive and the remedial needs of students.

The Career Learning Center was established to meet the educational needs of the potential high school dropout. Teachers, counselors, and administrators in district high schools recommend students who they think will benefit from the two educational approaches CLC offers.

Addressing the needs of students who have already dropped out of school, the L.M. Alcott Alternative High School offers an instructional program individually tailored to meet the educational needs of each student. To date, over 100 students have earned high school diplomas since the program began in 1986.

Besides CLC's preventive and Alcott's post-dropout alternative programs, the school district offers a number of programs and strategies to assist students in their current school settings. Special curricula

developed for Gang Awareness and for Human Sexuality and Aids provided students with important information and strategies for dealing with these issues.

As further support for the regular curriculum, 55 certified Chapter 1 reading and mathematics specialists and 40 aides provided remedial help to 9,500 students last year.

In addition to Chapter 1, the district also provided services for over 2,700 students for a variety of special education and early childhood needs.

Most recently, the district implemented Project Intervention, a comprehensive dropout prevention program aimed at increasing the rate of graduation for students who might otherwise dropout of school.

The district has also implemented a truancy program to work with security officers making house calls and contacting local merchants to encourage students to attend school.

Another program designed to keep students in school is the Alternative Suspension Plan, which offers students suspended from regular school the opportunity to attend school two nights a week and Saturday.

Finally, the contracted services of Crittenton and the Argentine Youth Service's Kansas City as School offer identified students specialized training in self-esteem, job skills, and team building.

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Attachment 1-4/6
2-8-93

Drug/ Alcohol Program

The Southwest Regional Center for Drug-Free Schools and Communities has become so excited about the district's effort that it has designated the program as a nationwide model for other school systems to follow.



Uniformed police officers in the DARE program teach alcohol and drug resistance skills to fifth graders in each school one day a week for a semester. Besides improving drug education, the program has also developed positive student attitudes toward police officers.

Meeting the long-range goal of establishing a comprehensive alcohol and drug education program began in 1987 when the drug education curriculum, "Here's Looking at You, 2000," was first introduced to students. Five years later, the curriculum has been established in all 50 schools.

The Southwest Regional Center for Drug-Free Schools and Communities, funded by the U.S. Department of Education, has become so excited about the district's effort that it has designated the drug education program as a nationwide model for other school systems to follow.

Although the heart of the district's award-winning alcohol and drug abuse education program is its kindergarten through 12th grade curriculum, other important initiatives have been developed to address the distinct needs of diverse groups of youth.

Core teams have been formed at most schools to carry the drug prevention message to students in various ways throughout the school year.

- * Project PACT (Positive Alternatives for Children in Trouble) targets students using drugs for the first time.

- * An Enrichment Program in the middle and senior high schools provides positive alternatives for high-risk students and assists principals by offering intervention

resources for students in trouble.

- * LINK/ASP (Alternative School Program) assists middle and senior high school youth facing long-term suspension for repeated violations of the Student Code of Conduct.

- * Kids' Day targets stereotypes and labels through teaming exercises that promote positive images for students and staff.

- * Active parenting classes enable parents to take active roles in their students' lives.

- * PEER programs in place in the middle and senior high schools enhance communication skills among students and promote positive support networks among teens.

- * Project DARE (Drug Abuse Resistance Education) at the fifth-grade level in cooperation with the KCK Police Department seeks to prevent adolescent drug use and reduce the demand for illegal drugs.

The district's comprehensive alcohol and drug education program has been highlighted in local news stories; in the New York Times; by a STAR Schools national satellite program entitled, "Schools, Alcohol and Drugs: Fresh Perspectives on a Persistent Problem"; and in such local community events as the social service alliance program, "Focus on the Child," sponsored by United Way.

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Attachment 1-47
2-8-93

Thirty-five Goals Reflected

Curriculum and Instruction

- Effective Schools Program
- Alcohol and Drug Abuse Education
- International Baccalaureate/Advanced Placement
- Thinking Skills Program
- Student Writing Development Program
- Elementary Reading & Math Management System
- Kindergarten Screening Program
- College Aptitude Test Preparation Program

Instructional Support

- Student Code of Conduct
- Elementary Promotion Policy
- School-Based Improvement Plans
- Alternative High School

PAMELA MCKELVY

Pamela McKelvy, a 1986 graduate of Washington High School, is now the reigning Miss Kansas. Representing Wyandotte and Johnson counties, Miss McKelvy received her crown at the annual June pageant in Pratt, Kansas.



"I have always been interested in writing and liked my writing classes at Washington," said Pamela. "I used to write for the literary magazine."

Pamela McKelvy

Pamela attended Washington for four years following her family's move from Michigan to KCK. Using pageants as a way to pay for college, she received a bachelor's degree in

mass communications with an emphasis in broadcast news from Grambling State College in Louisiana.

"I have always been interested in writing and liked my writing classes at Washington," said Pamela. "I used to write for the literary magazine." Pamela felt that her teachers' high expectations helped prepare her for life outside of the classroom.

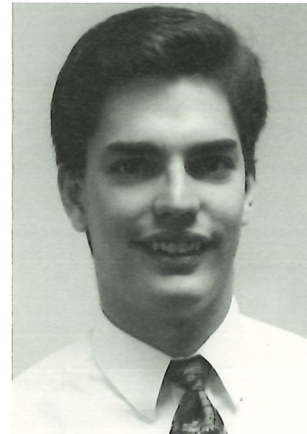
Pamela will continue working part-time as a reporter for WIBW-TV in Topeka as she polishes her skills for the Miss America pageant in Atlantic City, N.J., this fall.

DALE RIEDL

Encouragement from teachers as well as a keen interest in art influenced Dale Riedl to follow the dream which guided him to the top of his graduating class this spring at Washington University.

"I think what made me want to do my best is the dedication of my teachers in grade school and high school," said

Dale, who attended Stony Point North Elementary School and Arrowhead Middle School. He graduated from Sumner Academy of Arts and Science in



"What made me want to do my best is the dedication of my teachers in grade school and high school."

Dale Riedl

1988. "I was very well prepared for college and competed well with students who came from private schools."

Dale majored in design architecture at Washington, a private liberal arts college in St. Louis. He received the school's prestigious Fitzgibbon Scholarship valued at approximately \$70,000.

This fall, Dale will enter Harvard University, where he will pursue a master's degree in architecture. His goals include earning a doctorate, teaching at a university, and owning a design firm.

Staff Development

- Inservice Training for Staff
- Leadership Development Academy

School/Community Relations

- School/Business Partnerships
- Parent Advisory Council
- School Volunteer Program
- Parent Involvement Program

School District Management

- Management Team Philosophy
- Elimination of Elementary Dual Principalships
- Evaluation System for Administrators
- Advisory Councils for Students & Staff

HE
attachment 1-48

2-8-93

ted in Tomorrow's Stars

Personnel

Affirmative Action Program
Consolidated District Personnel Functions

Data Processing

All Schools Connected to Mainframe Computer

Pupil Personnel and Research

Research Process Established with Area Universities

DANIEL SERDA

Doing your best and expecting the most of yourself were lessons Daniel Serda remembers his teachers emphasizing again and again.

Daniel graduated from Harmon High School, where seven of his brothers and sisters also graduated, in 1987. A June graduate of Harvard University, Daniel has returned home to accept a University of Missouri at Kansas City fellowship funded by the William T. Kemper Foundation.

While a student at Harvard, Daniel said that he benefited most from the writing and math courses he had taken in high school.

"I never thought of myself as a skilled writer, but it was easier in college because of the courses and instructors I had in high school," said Daniel. "Math

courses taught me reasoning skills that were helpful in other areas, as well."

Upon his graduation from Harmon, Daniel received a National

Hispanic Scholarship as well as a college scholarship from the Hispanic Scholarship Fund of the Greater Kansas City Community Foundation.

In the fall of 1993, at the completion of his fellowship at UMKC, Daniel plans to begin working on a master's degree in urban planning.



"Math courses taught me reasoning skills that were helpful in other areas."

Daniel Serda

CHERIE HARRIS

While Cherie Harris was flying to the Health Occupation Students of America (HOSA) national convention in California, the conversation she had with her teacher was much more significant than she realized. Cherie incorporated the gist of that conversation into an extemporaneous speech and wrestled away HOSA's national speech championship from 70 other contestants from across the country.

Cherie is a single mother attending the Kansas City, Kansas Area Vocational Technical School, where she is enrolled in the nursing

program. Her goals are to earn a bachelor's degree in nursing and someday to teach.

Nursing, however, isn't something that Cherie has always dreamed of doing. Just a few years ago, the KCK Community College graduate was an assistant supervisor in the training department at Allied Signal Aerospace Company, but like many others, she became the victim of Defense Department budget cuts.

Cherie discovered a new career by enrolling in nursing at AVTS through a program which the Private Industry Council sponsored for dislocated workers. She will graduate later this year.



Cherie discovered a new career by enrolling in nursing at AVTS through a program which the Private Industry Council sponsored for dislocated workers.

Cherie Harris

Public Information

Cable Television Program
Employee Recognition Program

Public Library

Automated Library System

School Facilities

Ventilation of Interior Classrooms
Safe Playgrounds
Classroom Needs Analysis

Business Services

Automated Purchasing & Inventories

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Attachment 1-49
2-8-93

Parents As Teachers Program



During the school year, Governor Joan Finney visited the Parent Resource Room at Northwest Middle School and spent some time chatting with parents and children.

As a child's first and most influential teachers, parents deserve and can benefit from the practical information and support available in the Parents As Teachers (PAT) program, a home-school partnership designed to provide children the best possible start in life.

Initiated in the Missouri schools in 1981, PAT was introduced eight years later for the first time in Kansas as a pilot project in the Kansas City, Turner, Leavenworth, Shawnee Mission, and Blue Valley public schools. Because of its success, the program is now funded by the state in over 200 Kansas school districts and is operating at over 100 other sites throughout America, New Zealand, and Australia.

The program is successful because it develops an effective support system that includes in-home visits, group meetings, periodic monitoring, and a resource center to support parents needing special assistance beyond the scope of the program. Besides minimizing the effect of developmental problems, the early intervention strategies in the PAT curriculum strengthen language processes and the intellectual and social development necessary for later success in school.

Although the program is designed specifically for first-time parents, all parents are eligible. Participation is

voluntary, and enrollment may occur even before the child is born and as early as the last trimester of the mother's pregnancy. The program continues for as long as the parents wish through the child's third birthday.

Evaluations conducted over the past two years of the program's operation reflect that Kansas City, Kansas, parents welcome the support PAT offers and recommend the program to other parents.

"It (Parents As Teachers) has given me the confidence to feel I'm being a good parent. Home visits are wonderful because of the individual attention focused on Owen."

Christine Martin
and Owen



HE
attachment 1-50
2-8-93

Writing Development

Creation of a comprehensive writing management program was an important goal in the first five-year plan.



Rhodessa Jackson (left) from Fairfax Elementary School and Alice Jones (center) and Rose Maxey from Quindaro Elementary School discuss student writing during an assessment training session.

Students learn to write by writing, in the Kansas City, Kansas Public Schools. Creation of a comprehensive writing management program was an important goal in the first five-year plan.

The process of initiating such a program began with the development of a comprehensive writing curriculum, followed by the implementation of a student writing assessment, and the adoption of a staff training component.

Elementary, middle school, and high school teachers from across the district researched and wrote a writing curriculum for grades 2 through 12. The curriculum focuses on the presentation of writing as a process from prewriting and organizing stages to drafting, editing, and publishing. Grammar, usage, and spelling are taught as part of the editing function of a writer's strategies. Revision is presented as a strategy that can occur at any stage of the process, as the writer reviews the overall progress of the piece.

Once the curriculum was in place, staff members selected an assessment which reflects the writing process and provides a model for instruction in it. Known as the "Six-trait Analytic Model," this writing assessment offers students and teachers descriptors for development within each of six traits: ideas, organization, voice, word choice, sentence fluency, and written conventions. By using the descriptors, students and teachers can determine the extent to which a writing sample is developed in each trait of the writing process.

Annually, the language arts teachers from one of the high schools and its feeder middle and elementary schools conduct a formal writing assessment of their students and receive extensive training in scoring student papers.

The KCK Public Schools were the first in Kansas to use the Six-trait Model. The model has been so successful that teachers in other districts throughout the state adopted it, and the Kansas State Board of Education selected it as the model for the state assessment in writing.

To gain further expertise in teaching the writing process and using the Six-trait Model, district teachers formed a "Writing Cadre," a five-year staff development program which focuses on writing strategies and establishes a support team of writing teachers at each of the school sites K-8. The Cadre is a cooperative venture between the school district and Harcourt, Brace, Jovanovich, the publishers of the language and composition texts adopted by K-8 teachers.

Teachers from each of the elementary and middle schools meet monthly to share instructional strategies in the teaching of writing. As part of the program, teachers also have an opportunity to meet in their buildings with other teachers who have received Cadre training. Together, the teachers design in-service activities and share with other members of the staff instructional strategies for teaching writing throughout the curriculum.

HE
Attachment 1-51
2-8-93

School-Business Partnerships

Learning is not confined to the walls of a classroom but extends into the workplace and to the community through partnerships with business and civic organizations.

As part of the five-year plan, the Kansas City, Kansas Public Schools developed partnerships with 25 business and civic organizations throughout the metropolitan area.

Partnerships are based on the premise that a better understanding between schools and business/community interests can extend educational horizons and improve the quality of learning for the young people in our schools. The partnership does not necessarily involve a financial commitment but rather a creative relationship between students and professionals to help students experience the free enterprise system at work, learn the skills and behaviors an employer expects, and prepare for career decisions that lead to happy, healthy, and productive lives.

In addition to the partnerships KCK schools share with business, our schools have also formed unique relationships with federal agencies, civic organizations, foundations, and churches. The Environmental Protection Agency (Sumner Academy), the Small Business Administration (Eisenhower Middle School), Housing and Urban Development (Banneker and Grant elementary schools), and the Federal Aviation Administration (districtwide) are among the federal agencies in partnership with our schools.

The Kauffman Foundation sponsors 300 students in its Project CHOICE initiative to create the support

Partners for a Progressive KCK School District

A T & T	KPL Gas Service
Bethany Medical Center	McAnany, Van Cleave & Phillips
Colgate-Palmolive	Martell & Associates
Commercial National Bank	New Century Education Corporation
Department of Housing and Urban Development	Northeast Optimist Club
Digital Equipment Corporation	Owens-Corning Fiberglas
Douglass Bank	Porter & Sons Funeral Home
Environmental Protection Agency	Proctor & Gamble
Fairbanks Morse Pump	Small Business Administration
Federal Aviation Administration	Southwestern Bell
General Motors	Trinity United Methodist Church
IBM	UNISYS
	United Way of Wyandotte County

"Our partnership with Douglass School provides a great opportunity for United Way employees to become personally involved as reading volunteers. We recognize a benefit to the partners, to the community, and most importantly, to the children."

Joe Shtulman
President, United Way
of Wyandotte County



necessary for success in high school and the opportunity for a college education. Finally, church groups such as Metropolitan United Methodist Church and Trinity United Methodist Church have worked with schools in breakfast programs and after-school activities.

The success of this commitment to schools is demonstrated by the recognition that two of our business partners received from the Kansas Foundation for Partnership in Education. Owens-Corning Fiberglas, Fairfax Elementary School's partner, and Colgate-Palmolive, Central Middle School's partner, received statewide honors for helping students develop into productive citizens and future leaders in the work force.

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Outstanding Programs Beyond the Five-Year Plan

In addition to the 35 goals in the Five-Year School Improvement Plan, school district staff and community members have worked diligently during the past few years on more than 20 other significant programs. Listed here are some of the programs and projects established during the past five years but not a part of the district's extensive long-range improvement plan.

* **Great Expectations Project**, integrating the principles of Efficacy at Banneker, Chelsea, Lindbergh, and New Stanley elementary schools. Efficacy teaches that continued effective effort, rather than innate intelligence, will produce success. The project will continue to expand to other schools.

* **New Stanley Elementary School**, funded by a grant from the RJR Nabisco Foundation, is a Next Century School using innovative teaching techniques, which may help change the course of public education in the future.

* **Project Choice**, funded by the Ewing Marion Kauffman Foundation to help eligible students obtain a post-secondary education.

* **The Coalition of Essential Schools Project**, a restructuring effort at Wyandotte High School, is based on Ted Sizer's nine common principles.

* **The Comer Model** at six elementary schools builds a sense of community through parent involvement, comprehensive social and academic planning, and the application of the principles of child development and interpersonal relationships.

* **Urban Partners**, providing school administrators with management and educational leadership training.

* **The Alliance Change Teams**, and the district's leadership program, ILP 500, promoting professional growth and instructional leadership.

* A revised **Teacher Evaluation System**, which is now in place.

* **Dropout Prevention Programs** and **Kansas City as School**, finding ways to keep students in

school and to complete their graduation requirements.

* **Human Sexuality and Aids Education**, a program mandated by the state to support the health and safety of students.

* **DARE (Drug Abuse Resistance Education)** in cooperation with the police, targeting fifth graders before they are likely to have used alcohol, tobacco, and other harmful drugs.

* **Middle School Restructuring** recommendations being piloted at Arrowhead, Central, West, and Northwest middle schools.

* **Parents As Teachers**, helping parents with children between birth and three years of age learn parenting skills.

* **PALS (Principles of the Alphabet Literacy System)** Lab, a state-of-the-art computer lab designed to teach reading to English-as-second-language students.

* **KCK School Foundation for Excellence**, a non-profit organization raising scholarship funds for non-traditional students.

* **Construction of a Modern Elementary School**, Whittier, and renovation of a building to house special education support staff.

* **School Safety Programs**, resulting in both prevention and intervention projects to make schools safer for students and staff.

* **Win-Win Bargaining**, a process of collaborative employee negotiations which focuses on issues and mutual interests rather than personalities and positions.

During the past five years, grants received from foundations, organizations, and government — totaling \$11.9 million—have helped to fund these and other important programs.

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"I receive so many things by being a school volunteer. I enjoy the satisfaction of helping children and enhancing the lives of both the children and teachers."

*Deidre McCambry
Parent Volunteer*



Involvement in Schools

A n important resource for the KCK school district's long-range school improvement plan has been the involvement of more people whose expertise in schools might otherwise go untapped.

To increase participation of parents, staff, and community, the district has formed advisory councils, which provide the Superintendent of Schools with a direct link to the concerns and interests of these important groups of people. The councils also allow the Superintendent to discuss and receive feedback about the district's future educational plans and projects.

Programs to increase parent involvement and the number of school volunteers have also been developed.

For example, at every school a team comprised of teachers, parents, the principal, and—at the secondary level—a counselor receives training to initiate a parent involvement action plan specifically designed for that school.

During the 1992 school year, four pilot schools will establish "family rooms," where staff will meet with parents to invite their participation.

The Parents As Teachers program, is another example of bringing more parents into the educational process. More than 200 families are now active in PAT.

Besides directly involving parents in school, the school district also actively seeks the support of business and industry. One example of such support is the partnership with Digital Equipment Corporation, which has initiated a Youth Motivation Program at Northwest and Central middle schools; Schlagle, Harmon, and Wyandotte high schools; and at Alcott, a district alternative high school. Through the program, more than 100 business representatives have volunteered their talents to work with students.

District administrators have not been forgotten. A management team philosophy has taken root through the Superintendent's Educational Cabinet.

Senior level administrators and representative principals from elementary, middle, and senior high schools make up the cabinet, which meets regularly to improve communications among all divisions, departments, and schools. Every employee has an opportunity to bring a recommendation or concern for the cabinet's consideration.

In the next Five-Year School Improvement Plan, such goals as an early childhood education program in the elementary schools, site-based management in all schools, and possible magnet programs in the high schools will also draw more people into the educational process.

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Library Automation



Evelyn Arens, a nine-year volunteer and member of Friends of the Library, and Linda Wolford, Adult Services Supervisor, conduct a search using OTTO, the new library automation system.

Automation is bringing expanded services and information to users of the community's public library system.

Beginning in the spring of 1992, patrons at all three libraries, Argentine, West Wyandotte, and Main, have had computers available to search the library's collection by author, title, subject, call number, or keyword. Checkouts are also automated. Computers now scan bar codes on library items and the patron's library card for storage into a database.

During the early 1980s, automation of the library became a desirable way to sustain growth in library services. Since the public library is part of the school district, the only such arrangement in Kansas, automation of library resources became an important part of the district's long-range improvement plan.

After a long and detailed search, the Board of Education approved the purchase of an automated system for the library in October 1990. Other steps to automate the library quickly followed, so that by March 1992, users could view the library's 385,000 holdings on computer terminals through "OTTO," the Official Thesaurus and Titles Online.

OTTO can tell users whether the library owns a title, whether it is checked out, or whether it has been ordered. Help screens are available in English or Spanish, with a simple version designed especially for children.

Beginning this summer, users are able to telephone OTTO from the privacy of their homes. To do so, users need a microcomputer, modem, and communications software. In the future, users will be able to access a

community resources database and other libraries in the metropolitan area. Schools will be included in the network.

The public library recently received a grant from the Kansas Library Network Board to allow students and faculty at Rainbow Mental Health Center to dial into the library's online catalogue and to request materials.

Library staff is also benefiting from automation. For example, the processing of library materials and records that used to take days can now be done at a fraction of the time. This saves staff time and gives users faster and easier access to the library's collection.

As the public library begins its second century of service to the community, automation is truly helping the library to become an even more valuable resource to users.

"Automation has given a greater flexibility for searching for titles and books. Once people become used to it, they say it's more powerful than the card catalog."

Wendy Zumwalt
Adult Services Librarian



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The New Five-Year Plan

In August 1992, the KCK Board of Education adopted a Five-Year School Improvement Plan for the public schools through the 1996-97 school year.

Seven goals in the new long-range plan were recommended by a 26-member Strategic Planning Task Force made up of community, employee, and student representatives. The additional goal of a Business/Education Expectations project is a commitment by the school district to provide qualified graduates to area employers and post-secondary education institutions.

The new five-year plan has a limited number of goals, most of which can be implemented in all schools, while providing each school as much autonomy as possible. The following goals make up the KCK school district's next Five-Year School Improvement Plan.

* **The Efficacy Model** for all schools and district offices. Task force members further recommended that the Developing Capable People Program be merged with Efficacy. Developing Capable People is based on the assumption that people who master seven specific skills and perceptions will be successful, productive members of society.

* **Site-based Values-oriented Education** in all schools.

* **Outcomes-based Education** in pilot schools. Outcomes-based education focuses on statements of student performance and recognizes that students learn at different rates and with different styles.

* **An Early Childhood Education Program** in the city and in the elementary schools.

* **Magnet Programs** within all high schools.

* **A Business/Education Expectations Project** in

cooperation with the Civic Council of Greater Kansas City will link the workplace to the classroom and help students become better prepared for employment and post-secondary training and education.

* **Site-based Management/Leadership** in all schools. The task force felt that the Comer Model should be combined with site-based leadership. The Comer Model helps students transfer what is taught in school to the world they experience. Site-based leadership develops decision-making by those closest to the classroom. Combining the Comer Model with site-based decision-making allows school staff to collaborate with the community to establish an environment that students find meaningful and nurturing.

* **Total Quality Management (TQM)** philosophy throughout the district. TQM is a philosophy which focuses attention on continuous improvement as the key to quality in an organization.

Teachers throughout the district received copies of the task force report. Every principal was asked to provide feedback from the school staff regarding the task force recommendations.

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National Achievement Test Scores 1991-92

"Wealthy suburban schools always score above the national average, but it's unusual for most urban school systems. They (KCK Public Schools) must be doing a good job with their basic skills."

*John Stewart, Product Manager
CTB/MacMillan/McGraw-Hill Testing Firm*

Grade	National Average	Language	Spelling	Reading	Mathematics
1	1.7	1.9	not tested	1.8	2.0
4	4.7	4.7	4.7	4.5	4.8
7	7.7	8.0	8.2	7.6	8.2
10	10.7	10.8	10.7	9.9	10.8

Dropout Rate		
Year	KCK	State Average
1986	8.1%	4.1%
1992	4.8%	4.3%

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