CHARLESTON R-1 SCHOOL DISTRICT

SCHOOL IMPROVEMENT GRANT APPLICATION

"Putting It All Together For Success!"

Submitted:
December 15, 2011

Missouri Department of Elementary and Secondary Education

Charleston Middle School

Our mission at Charleston Middle School is to motivate students to reach their full potential.

Our vision at Charleston Middle School is to ensure academic success, we will:

- **Offer a safe, challenging learning environment,**
- **Promote a culture of cooperation in school and community, and**
- **Make decisions based on what is best for our students.**

Table of Contents

Context 04

Transformation Team 05

Grant Application 06

Section I.	LEA/District Contact Information	06
Section II.	Assurances	06
Section III.	Waivers	07
Section IV.	LEA/District Year One Total Budget	08
Section V.	Schools to be served	09
Section VI.A.	LEA/District/Building Year One Strategies	10
Section VI.B.	LEA/District/Building Budget Template	11
Section VI.B.i.	LEA/District/Building Budget Template	15
Section VI.C.	LEA/District/Building Year One Budget Itemization	16
Section VII.A.	Needs and Capacity	18
	Student Performance	18
	Curriculum Development and Learning Management	22
	Professional Development	27
	Safe and Secure Learning Environment	29
	Parent and Community Involvement	35
	Information Technology and Data Management	36
	Human Resources	37
	Leadership and Government	38
	Fiscal and Budget	39
Section VII.A.1.a-c	Key Findings	40
Section VII.A.2.a.i-iv	Recent School Improvement Initiatives	43
Section VII.A.2.b.i-vi	Plan Details	68
Section VII.A.2.c.i-iii	LEA/District Support	72
Section VII.C.1.a-g	LEA/District Intervention Plan	74
Section VII.C.2.a-b	External Providers	95
Section VII.C.3.a	Alignment of Other Resource	97
Section VII.C.5.a-b	Sustainability	99
Section VII.D.4.a-d	Implementation Timeline	102
Section VII.E.5.a-d	Annual Goals for Student Achievement	102
Section VII.H.8.a-g	Stakeholder Involvement	104
Section VII.I.1-6	Competitive Priorities	105

Appendices

Appendix A	Board of Education Minutes
Appendix B	External Provider Contracts
Appendix C	Memorandum of Understanding
Appendix D	Evaluations
Appendix E	Timeline
Appendix F	Stakeholder Support
Appendix G	JBHM Education Group Improvement Process

ORIGINAL

SHIPPED DEC 15 2011

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
1003(g) SCHOOL IMPROVEMENT GRANT (SIG)
Project Dates: February 29, 2012 to June 30, 2013
CFDA Number 84.388A
Federal Award Number S388A100026A

DIRECTIONS

Mail the completed form postmarked or delivered by Friday, December 16, 2011 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysig2010@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector		2-29-12	$192,373

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
CHARLESTON R-1 SCHOOL DISTRICT	067-061

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP
Tony Watkins	1014 South Main Street PO Box 39	Charleston, MO 63834

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
twatkins@charleston.k12.mo.us	(573) 683-3776	(573) 683-2909

NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Darrell Hoppe	1014 South Main Street PO Box 39	Charleston, MO 63834

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
dhoppe@charleston.k12.mo.us	(573) 683-3776	(573) 683-2909

NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER

SECTION II. - ASSURANCES

A local educational agency (LEA)/District must include the following assurances in its application for a School Improvement Grant.

Check the boxes in this table to include the assurances in this application.
The LEA/District must assure that it will—

- X If selected, attend the mandatory Capacity Interview held January 31, 2012 in Jefferson City, MO with the required LEA/District personnel;
- X Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/District commits to serve consistent with the final requirements;
- X Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- ☐ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

SECTION III. - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's/District's School Improvement Grant. An LEA/District must indicate which of those waivers it intends to implement.

The LEA/District must check each waiver that the LEA/District will implement. If the LEA/District does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA/District must indicate for which schools it will implement the waiver.

X Extending the period of availability of school improvement funds.

> Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/Districts in the State.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

X Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent Poverty eligibility threshold.

LEA/District approval for the Department to provide direct services:

X The LEA/District approves the Department's use of grant funds to provide improvement services directly to the LEAs/Districts and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
Sherry Austin	12/15/2011
SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)	DATE
Tony Watkins	12/15/2011

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

SECTION IV. - LEA/DISTRICT YEAR ONE TOTAL BUDGET & SUPPORTING DATA

This is the total of Year One Pre-Implementation, Implementation and Administration budgets for all building and district activities.

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	26,720		4,263		15,550			46,533
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development *1003(g) SIG*	47,505		12,835	183,000	2,500			245,840
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services *1003(g) SIG*								
Program Costs Subtotal *1003(g) SIG*	74,225		17,098	183,000	18,050			292,373
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	74,225		17,098	183,000	18,050			292,373

SECTION IV. - LEA/DISTRICT YEAR ONE TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction						
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Other Staff						
Instructional Coach	1.0					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	1.0					

SECTION V. - SCHOOLS TO BE SERVED

An LEA/District must include the following information with respect to the schools it will serve with a School Improvement Grant. An LEA/District must identify each Tier I, Tier II, and Tier III school the LEA/District commits to serve and identify the model that the LEA/District will use in each Tier I and Tier II school.

					INTERVENTION (TIER I AND II ONLY)			
SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
Charleston Middle School	290867001780		x					x

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. An LEA/District that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA/District with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/District will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

NEW PAGE

SECTION IV. A.- LEA/DISTRICT YEAR ONE PRE-IMPLEMENTATION BUDGET

This is the total of Year One Pre-Implementation and Administration budgets for all building and district activities.

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development *1003(g) SIG*	1,530		244	15,000				16,774
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services *1003(g) SIG*								
Program Costs Subtotal *1003(g) SIG*	1,530		244	15,000				16,774
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	1,530		244	15,000				16,774

NEW PAGE

SECTION IV.B.- LEA/DISTRICT YEAR ONE IMPLEMENTATION BUDGET

This is the total of Year One Implementation and Administration budgets for all building and district activities.

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	26,720		4,263		15,550 ~~15,500~~			46,533 ~~46,483~~
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development *1003(g) SIG*	45,975		12,591	168,000	2,500			229,066
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services *1003(g) SIG*								
Program Costs Subtotal *1003(g) SIG*	72,695		16,854	168,000	18,050			275,599
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	72,695		16,854	168,000	18,050			275,599

Change per Sec. VI.C. - Year I Budget CR

NEW PAGE

SECTION IV.C. - LEA/DISTRICT YEAR ONE PRE-IMPLEMENTATION SUPPORTING DATA

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction	0	0				
Preschool	0	0				
Class Size Reduction	0					
Neglected/Delinquent Institution Supplemental Instruction	0	0		0		
Other Staff						
Instructional Coach	0					
Reading Recovery Teacher Leader	0					
School/Home Coordinator			0			
Language Translator			0			
Guidance Counselor				0		
Transition Case Manager					0	
Turnaround Officer						0
TOTAL	0	0	0	0	0	0

SECTION IV.D. - LEA/DISTRICT YEAR ONE IMPLEMENTATION SUPPORTING DATA

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction	0	0				
Preschool	0	0				
Class Size Reduction	0					
Neglected/Delinquent Institution Supplemental Instruction	0	0		0		
Other Staff						
Instructional Coach	1					
Reading Recovery Teacher Leader	0					
School/Home Coordinator			0			
Language Translator			0			
Guidance Counselor				0		
Transition Case Manager					0	
Turnaround Officer						0
TOTAL	1	0	0	0	0	0

NEW PAGE

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR ONE STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*

List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/District and each school the LEA/District has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities. Include the Year One Pre-implementation Budget in this grid, if applicable.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
CHARLESTON R-1/ CHARLESTON MIDDLE SCHOOL	067-061 3000

Budget Codes	Related Strategies and Activities
1100 Instruction	**After school Instructional program, on-line learning programs, instructional materials, student rewards, IPI & MSIP walkthroughs, and developed assessments**
1100 Instruction *1003(g) SIG*	**Extended school day teacher salaries and benefits, netbooks and carts for on-line instructional programs (Acuity, Study Island, Apangea)**
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non-Instructional Support Services	**1.5 Aides**
2100 Non-Instructional Support Services *1003(g) SIG*	
2200 Professional Development	**.30 Instructional coach, PLC, Common Core Standards, IPI, and curriculum training, Acuity training for assessments and remediation.**
2200 Professional Development *1003(g) SIG*	**1. Instructional Coach to develop assessments, provide job-embedded professional development, and support analysis of data** **2. JBHM Education Group: vendor that provides extensive on-site strategies for sustainable school transformation (8 days pre-implementation, 112 day on implementation)** **3. SERPDC: vendor that provides professional development activities that support school transformation (e.g. Common Core Standards)** **4. Teacher compensation for after school professional development**
2600 Planning and Evaluation	**Professional Learning Community Leadership Committee meetings after school.**
2600 Planning and Evaluation *1003(g) SIG*	
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG*	**1.0 Parent Liaison (year 2 and 3)**
Administrative Costs	
Administrative Costs *1003(g) SIG*	

NEW PAGE

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

X PRE-IMPLEMENTATION	☐YEAR ONE IMPLEMENTATION	☐YEAR TWO IMPLEMENTATION	☐YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Charleston R-I School District	067-061

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development								
2200 Professional Development *1003(g) SIG*	**1,530**		**244**	**15,000**				**16,774**
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*								
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal(Not including *1003(g) SIG*)								
***1003(g) SIG* Subtotal**	**1,530**		**244**	**15,000**				**16,774**
Grand Total	**1,530**		**244**	**15,000**				**16,774**

NEW PAGE

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐ PRE-IMPLEMENTATION	X YEAR ONE IMPLEMENTATION	☐YEAR TWO IMPLEMENTATION	☐YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Charleston R-I School District	067-061

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	634,223	21,774	171,930		23,850			851,777
1100 Instruction *1003(g) SIG*	26,720		4,263		15,550 ~~15,500~~			46,483
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services	24,720		3,966		600			29,286
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development	55,871		9,999	11,000				76,870
2200 Professional Development *1003(g) SIG*	45,975		12,591	168,000	2,500			229,066
2600 Planning and Evaluation	2,142		342					2,484
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*								
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	716,956	21,774	186,237	11,000	24,450			960,417
***1003(g) SIG* Subtotal**	72,695		16,854	168,000	18,050			275,599
Grand Total	789,651	21,774	203,091	179,000	42,450			1,235,966

Change per Sec. VI.C. - Year 1 Budget

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐ PRE-IMPLEMENTATION	☐ YEAR ONE IMPLEMENTATION	X YEAR TWO IMPLEMENTATION	☐ YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Charleston R-I School District	067-061

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	653,250	22,427	177,088		25,600			878,365
1100 Instruction *1003(g) SIG*	27,522		4,391		26,980			58,893
1200 SupplementalIns truction(Title I)								
1200 SupplementalIns truction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services	25,462		4,085		675			30,222
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development	57,548		10,298	14,300				82,146
2200 Professional Development *1003(g) SIG*	48,930		13,210	183,000	350			245,490
2600 Planning and Evaluation	2,300		348					2,648
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*		14,833	6,705		150			21,688
Administrative Costs	70,019	18,283	19,033	2,500	1,500			111,335
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	808,579	40,710	210,852	16,000	27,775			1,104,716
***1003(g) SIG* Subtotal**	76,452	14,833	24,306	183,000	27,480			326,071
Grand Total	885,031	55,543	235,158	199,800	55,255			1,430,787

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐ PRE-IMPLEMENTATION	☐ YEAR ONE IMPLEMENTATION	☐ YEAR TWO IMPLEMENTATION	X YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
CHARLESTON R-1 / CHARLESTON MIDDLE SCHOOL	**067-061 3000**

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	672,848	23,100	182,401		31,350			909,699
1100 Instruction *1003(g) SIG*	28,348		4,523		3,000			35,871
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services	26,226		4,201		705			31,132
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development	59,274		10,607	14,800				84,681
2200 Professional Development *1003(g) SIG*	50,398		13,606	142,500				206,504
2600 Planning and Evaluation	2,300		348					2,648
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*		15,278	6,906					22,184
Administrative Costs	72,120	18,832	19,604	2,500	1,500			114,556
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal(Not including *1003(g) SIG*)	832,768	41,932	217,161	17,300	33,550			1,142,715
***1003(g) SIG* Subtotal**	78,746	15,278	25,035	142,500	3000			264,559
Grand Total	911,514	57,210	242,196	159,800	36,555			1,407,275

SECTION VI.B.i. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter the school year 2011-2012 detailed school budget (the year before interventions are implemented and supported by SIG funds). Funds listed would include all Federal, state and local revenue sources.

LEA/DISTRICT/BUILDING NAME **CHARLESTON R-1 / CHARLESTON MIDDLE SCHOOL**					COUNTY-DISTRICT - BUILDING CODE **067-061** **3000**			
Year One 2012-13	**6100 Certificated Salaries**	**6150 Non-Certificated Salaries**	**6200 Employee Benefits**	**6300 Purchased Services**	**6400 Materials/ Supplies**	**6500 Capital Outlay**	**6600 Other**	**TOTAL**
1100 Instruction	**615,750**	**21,140**	**166,922**		**20,610**			**824,422**
1200 Supplemental Instruction (Title I)								
2100 Non-Instructional Support Services	**24,000**	**3,850**			**600**			**28,450**
2200 Professional Development	**54,244**		**9,708**	**9,751**				**73,703**
2600 Planning and Evaluation								
3000 Community Services								
Administrative Costs	**66,000**	**17,230**	**17,941**	**348**	**1,900**			**103,419**
Program Costs Subtotal								
Grand Total	**759,994**	**42,220**	**194,571**	**10,099**	**23,110**			**1,029,994**

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR ONE BUDGET ITEMIZATION *(COPY AS NEEDED)*

Check the box below that applies to this budget itemization. (Check only one box)

X PRE-IMPLEMENTATION	☐ PRE-IMPLEMENTATION ADMINISTRATIVE COSTS	☐ YEAR ONE IMPLEMENTATION	☐ YEAR ONE IMPLEMENTATION ADMINISTRATIVE COSTS

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
CHARLESTON R-1 / CHARLESTON MIDDLE SCHOOL	067-061 3000

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries: JBHM Education Group will conduct a fifteen day initial on-site review of the school's curriculum, instruction, and assessment program as well as the leadership and supplemental support programs. Teachers will play an important part in this process. Teachers will receive $18.00 an hour, x 17, x 5 hours (estimate). Any extra funds needed for this review will be paid for by the district.	$ 1,530
6100 Subtotal	**$ 1,530**
6150: Non-Certificated Salaries	
6150 Subtotal	**$**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	$ 244
6200 Subtotal	**$ 244**
6300: Purchased Services: JBHM Education Group will have specialists conduct an initial on-site review of the school's curriculum, instruction, and assessment program, as well as the leadership and supplemental support programs. The review will culminate with a written report, outlining improvements in school pacing guides, curriculum, and organization of school and overall improvement issues and indication an implementation plan for the 2012-13 school year. This process will begin before July 2012, and it will be a fifteen (15) day on-site-review.	$15,000
6300 Subtotal	**$15,000**
6400: Materials/Supplies	
6400 Subtotal	**$**
6100-6400 Subtotal	**$16,774**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$**
TOTAL	**$ 16,774**

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR ONE BUDGET ITEMIZATION *(COPY AS NEEDED)*

Check the box below that applies to this budget itemization. (Check only one box)

☐ PRE IMPLEMENTATION	☐ PRE-IMPLEMENTATION ADMINISTRATIVE COSTS	X YEAR ONEIMPLEMENTATION	☐ YEAR ONE IMPLEMENTATION ADMINISTRATIVE COSTS

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
CHARLESTON R-1 / CHARLESTON MIDDLE SCHOOL	067-061 3000

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries: an extended school day will be in place that offers students remediation and enrichment (45 minutes per day). Twenty-three staff members x $1,161 stipend = $26,720	$ 26,720
An instructional coach (1 FTE) will be hired to serve the middle school only. The purpose of this position is to provide in developing, achieving and maintaining quality educational programs and services to improve student achievement. A sample of the duties are: development and revision of benchmark tests, observes teachers to determine ways to improve instruction, analyzes student performance data and makes recommendations for remediation and enrichment, and assists in evaluation, assessment and curriculum development.	$ 45,975
6100 Subtotal	**$ 72,695**
6150: Non-Certificated Salaries	
6150 Subtotal	$
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	$16,854
6200 Subtotal	**$ 16,854**
6300: Purchased Services: JBHM Education Group (DESE approved vendor), provides high quality professional development for low-achieving schools. Their foundation is based on the ***5 Essential Practices of Effective Schools***: 1. Guaranteeing an essential curriculum; 2. Providing a School Culture and Climate Conducive to Learning; 3. Maximizing academic learning time; 4. Monitoring student achievement; 5. Promoting professional practice. (112 days of on-site consultation) In addition, other professional development will occur as needed.	$ 165,000
Southeast Regional Professional Development Center – Registration fees for workshops relating to school improvement(e.g. Secondary Literacy)	$ 3,000
6300 Subtotal	**$ 168,000**
6400: Materials/Supplies: One set of netbooks and a locking cart will be purchased for online instruction in the areas of Communication Arts and Math. The district will supply another set.	$ 15,550
Professional development materials will be purchased as needed (e.g. - books for study groups).	$ 2,500
6400 Subtotal	**$ 18,050**
6100-6400 Subtotal	**$275,599**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	
6500 Subtotal	**$**
TOTAL	**$ 275,599**

SECTION VII A – NEEDS AND CAPACITY

(1) Demonstrate analysis of needs and capacity to implement selected interventions.

1. **Provide information that explains how your LEA/district has analyzed the needs of each Tier I, Tier II, and Tier III school you intend to serve:**
   a. **Discuss the most significant results of the needs analysis with supporting data;**

The Charleston R-I Middle School conducted the needs assessment over a period of months preparing and completing our Missouri School Improvement Program (MSIP) review which began on December 16, 2010. In addition, the middle school analyzed data from the Missouri Assessment Program (MAP), Annual Performance Report (APR), and district data (formative assessments surveys).

This information was then given to the Professional Learning Committees and Transformation Team members to identify the key findings. The Needs Assessment will focus on the following areas:
(1) Student performance;
(2) Curriculum development and learning management;
(3) Professional development;
(4) Safe and secure learning environment;
(5) Parent and community involvement;
(6) Information technology and data management;
(7) Human resources;
(8) Leadership and governance;
(9) Fiscal and budget.

Student Performance

Percent of students scoring at a proficient level of the MAP test in Communication Arts and Mathematics. Results over the past three years, 2009 to 2011, for grades 6-8 combined (DESE):

Communication Arts	2009	2010	2011	Increase/Decrease score
School totals (all students):	39.8	32.0	34.0	+2.0

Data indicates the annual proficiency target is declining and is substantially below the 2011 target rate of 75.5 (-41.5).

White:	2009	2010	2011	Increase/Decrease score
	54.1	44.0	53.3	+9.3

Data indicates the annual proficiency target is inconsistent and is substantially below the 2011 target rate of 75.5 (-22.3).

Black:	2009	2010	2011	Increase/Decrease score
	33.1	23.4	22.3	-1.1

Data indicates the annual proficiency target declined for the past three years and is substantially below the 2011 target rate of 75.5 (-53.2). In addition, when

comparing the black subgroup to the white subgroup, the black subgroup is significantly falling behind (-31.0) the white subgroup.

Free/Reduced:	2009	2010	2011	Increase/Decrease score
	29.4	25.6	28.9	+3.3

****Data indicates the annual proficiency target is substantially below the 2011 target rate of 75.5 (-46.6).***

IEP:	2009	2010	2011	Increase/Decrease score
	16.0	0.0	4.3	+4.3

****This subgroup did not meet the minimum cell size of 30, but data indicates a substantial decline in the annual proficiency target rate and dramatically below the 2011 target rate of 75.5 (-71.2).***

Mathematics:	2009	2010	2011	Increase/Decrease score
School totals (all students):	26.4	27.9	30.2	+2.3

****Data indicates the annual proficiency target shows slight progress and is substantially below the 2011 target rate of 72.5 (-42.3).***

White:

2009	2010	2011	Increase/Decrease score
42.9	39.6	48.7	+9.1

****Data indicates the annual proficiency target shows a positive increase from 2010 to 2011 but is substantially below the 2011 target rate of 72.5 (-23.8).***

Black:	2009	2010	2011	Increase/Decrease score
	12.7	19.5	19.5	+0.0

****Data indicates the annual proficiency target shows little if no improvement and is significantly below the 2011 target rate of 72.5 (-53.0). In addition, when comparing the black subgroup to the white subgroup, the black subgroup continues to fall behind (29.2) the white subgroup.***

Free/Reduced:

2009	2010	2011	Increase/Decrease score
18.1	21.0	24.8	+3.8

****Data indicates the annual proficiency target has slightly increased, but is substantially below the 2011 target rate of 72.5 (47.7).***

IEP:

2009	2010	2011	Increase/Decrease score
12.0	14.3	9.1	-5.2

****This subgroup did not meet the minimum cell size of 30, but data indicates the annual proficiency target is inconsistent and dramatically below the 2011 target rate of 72.5 (63.4).***

Charleston Middle School Score Card (DESE)

MAP Scores	School Total		Black		White		Male		Female		Free/Reduced	
(% of students)	CA	MA	CA	MA	CA	MA	CA	MA	CA	MA	CA	MA
6th Grade												
Advanced	9.2	4.6	5.3	2.6	14.8	7.4	8.3	2.8	10.3	7.4	9.6	3.8
Proficient	21.5	32.3	15.8	15.8	29.6	55.6	22.2	33.3	20.7	55.6	19.2	25.0
Basic	50.8	52.3	60.5	68.4	37.0	29.6	47.2	50.0	55.2	29.6	51.9	59.6
Below Basic	18.5	10.8	18.4	13.2	18.5	7.4	22.2	13.9	13.8	7.4	19.2	11.5
7th Grade												
Advanced	7.0	0.0	1.9	0.0	16.1	0.0	4.8	0.0	9.1	0.0	4.2	0.0
Proficient	25.6	29.4	22.2	23.1	29.0	40.6	16.7	30.0	34.1	28.9	22.2	25.4
Basic	52.3	51.8	53.7	53.8	51.6	46.9	57.1	50.0	47.7	53.3	55.6	52.1
Below Basic	15.1	18.8	22.2	23.1	3.2	12.5	21.4	20.0	9.1	17.8	18.1	22.5
8th Grade												
Advanced	5.5	8.2	2.1	4.3	11.5	15.4	3.0	6.1	7.5	10.0	1.8	3.6
Proficient	27.4	15.1	17.0	12.8	46.2	19.2	27.3	12.1	27.5	17.5	25.0	14.3
Basic	60.3	52.1	72.3	55.3	38.5	46.2	57.6	51.5	62.5	52.5	66.1	53.6
Below Basic	6.8	27.4	8.5	27.7	3.8	19.2	12.1	30.3	2.5	20.0	7.1	28.6

Data indicates the majority of students are in basic or below basic. Female students slightly out score male students in CA and MA. Number of students advanced in CA decreased as grade level increased.

District Summary for Annual Performance Report (APR) 4th Cycle (DESE)

MSIP Standard/Indicator	Status Points	Progress	Status Progress	Met Not met
9.1 *3 MAP grades 6-8, Mathematics	24	20	44	Met
9.1 *4 MAP grades 6-8, Communication Arts	24	30	54	Met

Data indicates that Mathematics and Communication Arts met the Standard/Indicator through the growth model, but it needs to be met through Status.

Study Island (web-based instruction, practice, assessment and reporting tool built from Missouri standards) (2010-2011)

Communication Arts

Grade 6: Pretest 57.0
Posttest 71.6

Grade 7: Pretest 52.5
Posttest 65.7

Grade 8:	Pretest	72.8
	Posttest	83.1

Mathematics

Grade 6:	Pretest	45.1
	Posttest	74.5
Grade 7:	Pretest	46.2
	Posttest	61.5
Grade 8:	Pretest	46.2
	Posttest	58.3

Data indicates substantial increased student performance from pretest to posttest scores. Although there are many variables, when comparing posttest scores and students performance on the MAP, one would think the middle school's MAP scores should have been higher.

Charleston High School met the AYP Annual Proficiency Target Rate in communication arts and mathematics (2010-2011). High school teachers reported that Study Island played a huge role in doing so.

District Assessment

There is no formal data available. During the 2010-2011 school year, an outside consulting group developed four formative assessments for communication arts and mathematics that were given quarterly. These formative assessments covered the subject matter taught or grade level expectations covered each quarter. The other subject areas were developed by individual teachers. After each formative assessment, each subject area was to meet and analyze their testing data. This did not happen. Data from these assessments were analyzed by individual teachers rather than through a collaborative process. There was no monitoring by the building administrators and teachers kept no formal documentation.

When it came to analyzing teacher-made assessments, the same problem surfaced (no administrative monitoring or formal tracking available). Grade books were offered by the teaching staff, but no significant data could be collected that offered any insight. This is a major problem and has been corrected for the 2011-2012 school year.

Teachers and instructional coaches have gathered data and tracked progress during he 2011-2012 school year.

The Charleston R-I School District uses various methods of collecting assessment data. The use of the Acuity program provides the school with detailed scores used to define students who are in need of remediation as well as those who are ready for enrichment. During the course of the year, close analysis of testing data is collected on three predictive tests within Acuity. Using pacing guides and Acuity, instructional coaches have created four benchmark tests that are administered quarterly. The data from these tests are used to help determine areas of strengths and weaknesses, also

instructional coaches have created data analysis sheets. Instructional coaches conduct quarterly meetings with individual teachers to analyze scores and create plans of action which target areas of concern. Instructional resources are available within Acuity. Teachers assign lessons and track student progress through reports based on assessment scores. A desired mastery of 80% has been established for each grade level skill on pacing guides. Using classroom assessments, teachers evaluate students on grade level expectations. This information is used to help guide instruction in the classroom. Teachers are required to turn in copies of classroom assessments to he principal which are then reviewed by the administrator and instructional coaches to ensure questions are map-like and require higher order thinking. The STAR test is given three times over the course of the academic year. These scores provide information on students who are reading below, at, and above grade level. Study Island is used to help assess, remediate, and enrich students on tested skills. Teachers assign instruction using Study island based on what has been taught in the classroom.

Attendance

Data collected from the district's School Information System (SIS) show the following attendance rate for middle school.

2009	2010	2011
93.17	92.97	93.07

The attendance rate has slightly decreased over the three year period. The district's goal is to reach a rate of 95% or better.

Curriculum Development and Learning Management

A new superintendent of schools was hired by the Charleston Board of Education for the 2009-2010 school year. One of his first priorities was to update the district's current curriculum in preparation for the 2010-2011 MSIP review. Within months, it was decided that the district would scrap their present curriculum and start completely over by developing a new one. To oversee this process, the superintendent appointed one new building principal and one veteran principal, but new to the district, to guide the process of developing a new curriculum. An informational meeting was held with the entire faculty to outline the steps for starting and completing this task. Many questions were asked, but few answers were given. Teachers and administrators left this meeting with a sample curriculum, new forms and a date for each teacher and principal to have their curriculum guides completed. Due dates passed and almost a year later, a new curriculum was developed. Throughout this process, little guidance was given to teachers and administrators alike. There was a new curriculum, but one that needed much work.

Findings from the Missouri School Improvement Program review team:

1. While the 2.0 Grade Level Expectations are a good start, they do not constitute major learning objectives.
2. The instructional activities/methods are restatements of the objectives or GLEs/CLEs.

3. Fifth grade information does not include any instructional activities/methods.
4. The description of the assessments are a restatement of the objective or GLEs/CLEs, so it cannot be determined if it appropriately measures the learning objectives.
5. The learning activities cannot be determined since they are a restatement of the GLEs/CLEs.
6. The instructional activity is a restatement of the GLEs, so it cannot be determined whether the instructional activities are appropriate to teach the content in the way the assessment will measure.
7. The communication arts, mathematics, and science curriculum formats appeared to be easy to follow, but lacked sufficient alignment of assessment and instructional methods with the stated objections (GLEs/CLEs)
8. In all content areas, every GLE was written as an independent objective which would likely make it difficult to teach for depth of understanding within the time allocated for instruction. There was no organization of the curriculum into sequential major concepts or units, which results in the lack of interconnectivity among objectives.
9. There is not enough detailed information included in the guides that would likely improve student achievement.
10. The district has focused on support to revise and review the curriculum.

Missouri School Improvement Program (MSIP Review)

The information (advanced questionnaire-December 16, 2010) that follows was obtained from the Charleston R-1 School Districts MSIP review.

6.1 The guaranteed and viable curriculum scale from the faculty Advance Questionnaire identifies the degree to which essential curriculum has been identified and the degree to which students have adequate opportunity to learn the content and demonstrate competency. The **Faculty Scale for Guaranteed & Viable Curriculum** consists of six questions:

The essential content is organized and sequenced in a way that students have ample opportunity to learn it.
My school uses assessment data to evaluate and align the curriculum.
My school systematically ensures that teachers address essential content.
The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers.
My school's administration protects instructional time available to teachers from interruptions.
The amount of essential content that has been identified can be addressed in the instructional time available to teachers.

A summary of the results for the middle school regarding the Faculty Guaranteed & Viable Curriculum Scale: Percentile-30, Mean- 3.77, Std_Dev- 0.82, Norm-21.

The 21 faculty members responding for middle school reported a mean score of 3.77, which placed it at the 30th percentile, scoring lower than 70 percent of middle schools in the state.

6.2.2.4 The data use scale from the faculty Advance Questionnaire identifies the degree to which student performance data is collected, analyzed, and used to inform instruction. The **Faculty Scale for Data Use** consists of four questions. The original questions and a summary of middle school responses follow:

I routinely analyze disaggregated student data and use it to plan my instruction.
I assess the level of prior knowledge of all students before initiating instruction.
An assessment system is used that provides timely feedback on specific knowledge and skills for individual students.
My school administers assessments throughout the school year that are used to guide instruction.

A summary of the results for the middle school regarding the Faculty Data Use scale: Percentile-85, Mean- 4.17, Std_Dev- 0.59, Norm-21.

No observations were generated from the results because the middle school had values that were in the middle of the state distribution for this scale.

Teachers indicate that the middle school is doing a good job, but assessment scores do not reflect this. (Transformation Team Member)

6.3.1.5 The differentiated instruction scale from the faculty Advance Questionnaire identifies the degree to which teachers vary and revise instruction to meet the needs of students. The **Faculty Scale for Differentiated Instruction** consists of five questions. The original questions and a summary of middle school responses follow:

I alter instructional strategies when students are having difficulty learning the material.
I routinely analyze disaggregated student data and use it to plan my instruction.
I assess the level of prior knowledge of all students before initiating instruction.
Organize students into flexible groups based on their understanding of the content and skill level.
I have received professional development on differentiating instruction for learners.

A summary of the results for the middle school regarding the Faculty Differentiated Instruction Scale: Percentile-96, Mean- 4.42, Std_Dev- 0.50, Norm-21.

The 21 faculty members responding from Charleston Middle School reported a mean score of 4.42 on the Differentiated Instruction scale, which placed it at the 96th percentile, scoring **higher than** 95 percent of mid-level schools in the state.

Principals and teachers reported this was not indicative of what is really happening. (Transformation team)

6.3.1.6 The instructional strategies scale from the student (grade 6 and older) Advance Questionnaires identifies the degree to which teachers use instructional strategies that research indicates are likely to result in improved student learning. The **Student Scale for Instructional Strategies** consists of seven questions. The original questions and a summary of middle school responses follow:

I am asked to revise or correct errors in my work.
I am given opportunities to present what I have learned to other students.
I am asked to use pictures, graphs, maps, or charts to present my information.
I am required to take notes.
I am asked to identify similarities and differences.
My teachers place students in small groups.
I am asked to summarize new material.

A summary of the results for the middle school regarding the Student Instructional Strategies scale: Percentile-51, Mean- 3.16, Std_Dev- 0.0.75, Norm-206.

The 206 students responding from Charleston Middle School reported a mean score of 3.16 on the Instructional Strategies scale, which placed it at the 51st percentile, scoring **lower than** 49 percent of middle schools in the state.

Reported walk-through observations do not reflect these finding. Administrators and teachers agree that these finding are inflated. (Transformation Team)

6.3.1.6 The instructional strategies scale from the faculty Advance Questionnaires identifies the degree to which teachers use instructional strategies that research indicates are likely to result in improved student learning. **The Faculty Scale for Instructional Strategies** consists of twelve questions. The original questions and a summary of middle school responses follow:

I alter instructional strategies when students are having difficulty learning the material.
Have students compare and classify content.
Have students construct metaphors and analogies.
Make use of cooperative learning groups.

Have students revise and correct errors in their work as a way of reviewing and revising content.
Model or demonstrate important skills or procedures.
Organize students into flexible groups based on their understanding of the content and skill level.
How much homework time do you assign your students each day: do not assign; 1/2 hour or less; 1 hour; 2 hours; More than 2 hours.
Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).
Students are taught effective note-taking skills.
Provide students with opportunities to practice important skills and procedures prior to assessment.
Have students construct verbal or written summaries of new content.

A summary of the results for the middle school regarding the Faculty Instructional Strategies scale: Percentile-38, Mean- 3.82, Std_Dev- 0.75, Norm-21.

The 21 faculty members responding from Charleston Middle School reported a mean score of 3.82 on the Instructional Strategies scale, which placed it at the 38th percentile, scoring **lower than** 62 percent of middle schools in the state.

Teachers and Administrators report these finding are accurate.
6.5 The efficacy and expectations scale from the faculty Advance Questionnaire identifies the degree to which teachers believe that they are capable of impacting student achievement. The **Faculty Scale for Efficacy & Expectations** consists of seven questions. The original questions and a summary of middle school responses follow:

There are avenues for recognizing and rewarding the accomplishments of all students.
There are effective supports in place to assist students who are in jeopardy of academic failure.
I emphasize the importance of effort with students.
I have the skills necessary to meet the needs of all learners in my classroom.
All staff in our school hold high expectations for student learning.
I believe that I can positively impact student performance.
Students are held accountable for doing quality work.

The 21 faculty members responding from Charleston Middle School reported a mean score of 3.97 on the Efficacy & Expectations scale, which placed it at the 13th percentile, scoring **lower than** 87 percent of mid-level schools in the state.

Administrators and teachers report these finding are accurate.
Middle School Teacher Survey: The entire middle school staff (15) participated in this survey (complete survey not listed).

1. **When a student fails, who is to blame? (Pick three choices and rank them 1-3; 1 being the best answer).**
   a. Student 34% b. Parent 20% c. Teacher 20% Administrator 20% Government 7%

2. **Give three reasons why a student fails:**
   Student: (a) don't care attitude (b) incomplete assignments (c) test is not important
   Parent: (a) education is not important (b) not involved (c) not able to help
   Teacher (a) unable to motivate (b low expectations (c classroom management
   Administrator: (a) not visible (b) not directly responsible (c) not holding teachers accountable.

3. **Do you believe the district has a high quality curriculum?** Yes 75% No 25%

4. **Are your benchmarks or formative assessments high quality?**
   Yes 67% No 14% Don't know 19%

5. **Do you collect high quality data that can be used for teaching or making assessments?**
   Yes 67% No 14%

6. **List three things you would do to improve the middle school.**
   a. Provide extra time for low achieving students
   b. Consistency in staff, teacher and administrators (high turnover)
   c. More quality professional development in the area of classroom instruction

***Data from the survey indicates a direct conflict with MSIP findings especially in the areas of curriculum and assessment. Question 6 is the most accurate data.**

Professional Development

The Charleston R-I School District believes that professional development is an integral part of the educational program and all school improvement initiatives. The district has a Professional Development Committee (PDC) in place and each building has two committee members that are elected by their staff. The PDC meets approximately eleven (11) times a year.

The Professional Development Committee is allocated one (1) percent of the Basic Formula, but the district expenses for professional development has exceeded this allocation many times over for many years. Our teachers are encouraged to seek professional development opportunities which result in new skills being introduced into their instructional strategies. Staff members are also encouraged to not only attend workshops to gain new skills, but after practicing and becoming effective in implementing those, the employee is given an opportunity to provide in-service training for other staff members in the district to allow them to incorporate the skills into their routines. The district provides mentors to new teachers to assist them in identifying areas of needed improvement as well as areas of strengths.

The Professional Development Committee conducts a needs survey annually to determine the most requested or areas of need for professional development. The district's school calendar contains four (4) full professional development days to meet the needs of the survey results, as well as other professional development needs. In addition, teachers are also encouraged to attend professional development activities outside the district. Requests are rarely denied if the professional development activity is aligned to the district or building school improvement plan.

For the past two (2) years, professional development has been geared toward improving student achievement. An external consultant group has been working with the district. One focus has been the process of analyzing data and using acquired knowledge to help improve classroom instruction. Teachers have created pacing guides to ensure all GLEs and CLEs are covered throughout the year. Formative assessments have also been developed to measure the mastering of objectives and thus review instructional strategies. Teachers have learned to analyze data from the assessment being given to adjust classroom instruction. The goal is to ultimately increase the amount of rigor in the classroom and increase student achievement.

Findings from the Missouri School Improvement Program Review Team (April 13, 2011)

1. The district is not effectively evaluating the impact of professional development in the district. There is no evidence of a written or formal process for evaluating the impact of professional development.

2. There was limited evidence of high-quality professional development focus on academically-rigorous learning methodologies and development of instructional strategies to support all educators in meeting the needs of all students.

Findings from District (Administrators, Teachers, School Improvement Committee, Professional Development Committee)

The district is in agreement with the MSIP findings and identified the following weaknesses or concerns:

1. The district did not allocate or have the needed funds to hire the outside consultants for all schools. The outside consultants' focus was in the elementary school.

2. Board office and building administrators believed the programs offered by the consultants could be mirrored and implemented.

3. Faculty and administration were not held accountable.

4. The limited training the educational staff received and then was expected to implement created an atmosphere of confusion.

Basically, professional development is all about implementation and accountability. The middle school did not have the capacity to deeply implement the process.

6.7.5 The professional development scale from the faculty Advance Questionnaire identifies the impact of professional development on improving learning for all students. The Faculty scale for Professional Development consists of six questions. The original questions and a summary of middle school responses follow:

Faculty
I have received adequate training in using computers and other technology to support my work with students.
My professional development has improved the way I teach.
I have received professional development on differentiating instruction for learners.
Our professional development improves student achievement
The professional development activities I attend are related to my district's Comprehensive School Improvement Plan.
There is adequate professional development for teachers working with special education students in our school.

A summary of results for the middle school regarding the Faculty Professional Development scale: Percentile-73, Mean- 4.14, Std_Dev- 0.59, Norm-21.

The 21 faculty members responding from Charleston Middle School reported a mean score of 4.14 on the Faculty Professional Development scale, which placed it at the 73rd percentile, scoring **lower than** 13 percent of mid-level schools in the state.

Safe Secure Learning Environment

The Charleston R-I School District believes that a safe secure learning environment should be one that is safe, positive, and promotes learning. The Charleston Middle School has the perception it has a safe secure learning environment, but the data that follows is in direct conflict with that belief.

The information (advanced questionnaire- 12-16-2010) that follows was obtained from the Charleston R-1 School Districts MSIP review.

6.5.1.3a The school climate scale from the faculty Advance Questionnaire identifies the degree to which all students feel respected and valued. The Faculty scale for School Climate consists of four questions. The original questions and a summary of middle responses follow:

Faculty
This school makes students feel they belong.
Our school promotes an environment of mutual respect among students.

Faculty
Student opinions are valued by teachers and administrators.
If students in this school have a problem, teachers will listen and help.

A summary of results for the middle school regarding the Student School Climate scale: Percentile-5, Mean-3.81, Std_dev- 0.75, Norm-21

The 21 faculty members responding from Charleston Middle School reported a mean score of 3.81 on the School Climate scale, which placed it at the 5th percentile, scoring **lower than** 95 percent of mid-level schools in the state.

6.5.1.3a The school climate scale from the parent Advance Questionnaire identifies the degree to which all students feel respected and valued. The Parent scale for School Climate consists of four questions. The original questions and a summary of middle school responses follow:

Parent
My child's opinions are valued by teachers and administrators.
Discipline in my child's school is handled fairly.
My child likes attending this school.
My child's school promotes an environment of mutual respect among students.

A summary of results for the middle school regarding the Parent School Climate scale: Percentile-6, Mean-3.28, Std_dev- 0.94, Norm-120

The 120 parents responding from Charleston Middle School reported a mean score of 3.28 on the School Climate scale, which placed it at the 6th percentile, scoring **lower than** 94 percent of mid-level schools in the state.

6.5.1.3a The school climate scale from the student (grade 3 and older) Advance Questionnaire identifies the degree to which all students feel respected and valued. The Student scale for School Climate consists of six questions. The original questions and a summary of middle school responses follow:

Student
There is a feeling of belonging at my school.
I feel safe at school.
I like going to this school.
My opinion is valued by teachers and administrators.
Teachers in my school really care about me.
If a student has a problem there are teachers who will listen and help.

A summary of results for the middle school regarding the Student School Climate scale: Percentile-1, Mean-3.22, Std_dev- 0.95, Norm-206

The 206 students third-grade and older responding from Charleston Middle School reported a mean score of 3.22 on the School Climate scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.

6.5.1.3b The classroom management scale from the faculty Advance Questionnaire identifies the degree to which educational personnel establish and enforce classroom management processes that enhance student learning. The Faculty scale for Classroom Management consists of five questions. The original questions and a summary of middle school responses follow:

Faculty
Teachers in our school use effective practices to keep all students actively engaged in learning.
Our principal uses classroom management as part of our evaluation.
Clear rules regarding behavior have been established in my classroom.
Educators in our school respond to inappropriate behaviors quickly and effectively.
Educators in our school use effective practices to promote positive behavior.

A summary of results for the middle school regarding the Faculty Classroom Management scale: Percentile-3, Mean-3.92, Std_dev- 0.59, Norm-21

The 21 faculty members responding from Charleston Middle School reported a mean score of 3.92 on the Classroom Management scale, which placed it at the 3rd percentile, scoring **lower than** 97 percent of mid-level schools in the state.

6.5.1.3b The classroom management scale from the student (grade 6 and older) Advance Questionnaire identifies the degree to which educational personnel establish and enforce classroom management processes that enhance student learning. The Student scale for Classroom Management consists of five questions. The original questions and a summary of middle school responses follow:

Student
Clear rules regarding behavior have been established in most of my classes.
Teachers enforce the rules fairly.
Most of my teachers respond to disruptive students quickly and effectively.
Teachers treat me with respect.
During our classes we stay focused on learning and don't waste time.

A summary of results for the middle school regarding the Student Classroom Management scale: Percentile-1, Mean-3.41, Std_dev- 0.90, Norm-206

The 206 students (grade 6 and older) responding from Charleston Middle School reported a mean score of 3.41 on the Classroom Management Scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.

6.5.2.1.c The leadership scale from the faculty Advance Questionnaire identifies the degree to which leadership is perceived as effective in improving student learning. The Faculty scale for Leadership consists of nine questions. The original questions and a summary of middle school responses follow:

Faculty
The mission of this school is clearly defined.
My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning.
My school's principal fosters shared beliefs and a sense of community and cooperation.
Our principal identifies issues in the school that could potentially become problems.
In our school teachers are encouraged to be instructional leaders
My school's principal monitors the effectiveness of school practices and their impact on student learning.
There are open channels of communication among students, staff and administrators.
Our principal promotes innovation.
My school's administration protects instructional time available to teachers from interruptions.

A summary of results for the middle school regarding the Faculty Leadership scale: Percentile-1, Mean-3.27, Std_dev- 1.15, Norm-21

The 21 faculty members responding from Charleston Middle School reported a mean score of 3.27 on the Leadership scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.

6.6.2 The equity scale from the student (grade 3 and older) Advance Questionnaire measures perceptions around issues of fairness in addressing student needs. The Student Scale for Equity consists of four questions. The original questions and a summary of middle school responses follow:

Student
In my school, all students are given a chance to succeed.
Discipline is handled fairly in my school.

Student
Teachers treat me with respect.
I am treated fairly at school.

A summary of results for the middle school regarding the Student Equity scale: Percentile-4, Mean-3.34, Std_dev- 1.03, Norm-206

The 206 students 3rd grade and older responding from Charleston Middle School reported a mean score of 3.43 on the Equity scale, which placed it at the 4th percentile, scoring **lower than** 96 percent of mid-level schools in the state.

6.6.2 The equity scale from the faculty Advance Questionnaire measures perceptions around issues of fairness in addressing student needs. The Faculty scale for Equity consists of two questions. The original questions and a summary of middle school responses follow:

Faculty
Discipline is handled fairly in this school.
Students are treated fairly in this school.

A summary of results for the middle school regarding the Faculty Equity scale: Percentile-1, Mean-3.00, Std_dev- 0.1.38, Norm-21

The 21 faculty members responding from Charleston Middle School reported a mean score of 3.00 on the Equity scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.

Building Discipline Incidents (Missouri Comprehensive Data System)

Charleston Middle School	2009	2010	2011
Enrollment	234	236	225
Total Number of Incidents	41	30	59
Incident Rate (per 100 students)	17.5	12.7	26.2
Type of Offense			
Alcohol (number / rate)	0 / 0.0	0 / 0.0	0 / 0.0
Drug (number / rate)	2 / 0.9	0 / 0.0	3 / 1.3
Tobacco (number / rate)	0 / 0.0	0 / 0.0	0 / 0.0
Violent Act (number / rate)	1 / 0.4	1 / 0.4	2 / 0.9
Weapon (number / rate)	0 / 0.0	1 / 0.4	4 / 1.8
Other (number / rate)	38 /16.2	28 / 11.9	50 / 22.2
Type of Removal			
In-School Suspension (number / rate)	15 / 6.4	11 / 4.7	15 / 6.7
Out-of-School Suspension (number / rate)	26 /11.1	19 / 8.1	44 / 19.6
Expulsion (number / rate)	0 / 0.0	0 / 0.0	0 / 0.0
Length of Removal			
10 Consecutive Days (number / rate)	33 /14.1	20 / 8.5	40 / 17.8
More than 10 Consecutive Days (number / rate)	8 / 3.4	10 / 4.2	19 / 8.4

Incidents—Each incident is to be reported in which a student is removed from the traditional classroom setting for ten or more consecutive days.
NOTE: Multiple Short Sessions (cumulative removals adding up to 10 days) are not included in this analysis.

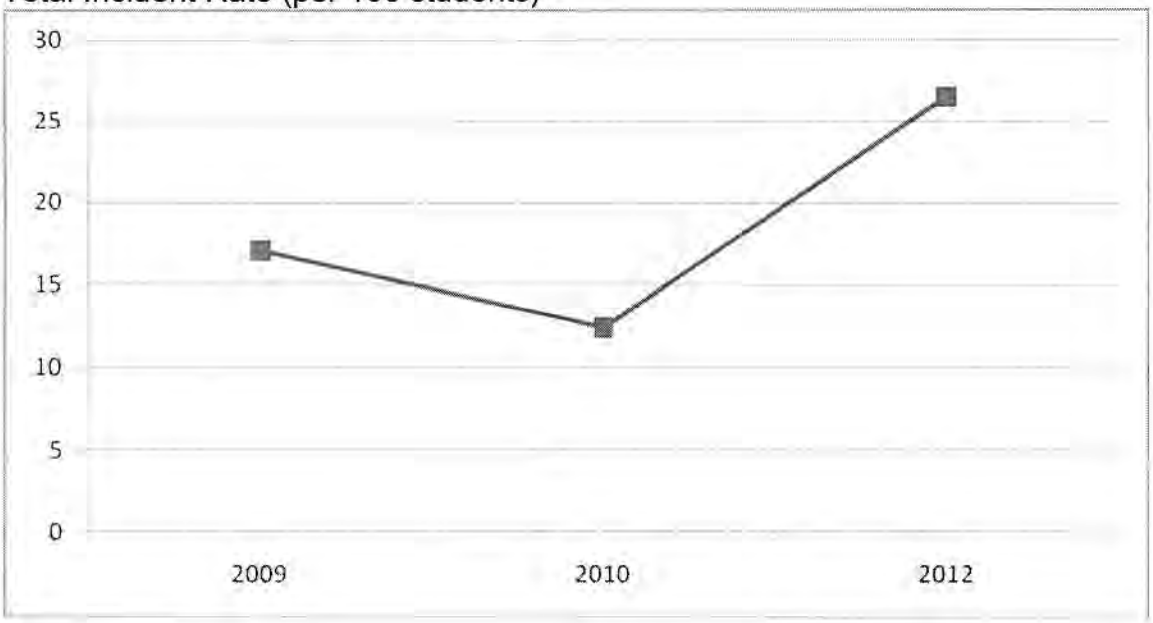
Type of Offense—*Weapon*-device or instrument capable of causing serious bodily injury. Does not include a knife with a blade of less than 2 ½ inches in length. *Alcohol*-use, possession, sale, or solicitation of intoxicating alcoholic beverages. *Drug*-use, possession, sale or solicitation of drugs. Does no include alcohol or tobacco. *Tobacco*-use, possession, sale, or solicitation of tobacco. *Violent Act*-As defined by school board and including, but not limited to, exertion of physical force with intent to do serious bodily harm. *Other* –Other offenses not listed above.

Type of Removal – *In-School Suspension* – Removal of student from regular classroom setting (within a school building) for a fixed amount of time with student automatically returning to regular classroom setting after the suspension is completed. *Out-of School* Suspension- Removal of student from school for a fixed amount of time with student automatically returning to school after the suspension is completed. *Expulsion* – Removal of student from school for an indefinite period of time until student is reinstated by local board of education.

Data indicates a substantial increase in all areas.

Charleston Middle School (Missouri Comprehensive Data System)

Total Incident Rate (per 100 students)



Data indicates an increase of 13.5 incident rate.

Charleston Scorecard Indicator – (middle school) The middle school's scorecard indicator for the 2010-2011 school year indicates 1,611 days lost due to suspension.

Teachers indicated the following reasons why the discipline increased for the 2010-2011 school year:

1. Students are not prepared for class.

2. Some teachers are not prepared for class.
3. Some teachers are inconsistent in their discipline procedures.
4. It is the principal's job to maintain a safe learning environment and she did not take the role seriously.
5. Some parents do not support the school.
6. Most discipline problems occur because of something that happened in the community. (Teacher Focus Group)

Students indicated the following reasons why they get into trouble at school

1. My classroom is boring.
2. I don't like it when the teacher yells at the whole class.
3. Some students do care if they get into trouble, they don't want to behave anyway.
4. The teacher gives too many worksheets and never gives them back.
5. The teachers have pets.
6. Students fight at school because they know there is someone to break it up. (Student Focus Group)

Parent and Community Involvement

The Charleston R-I School District believes that engaging parent and community members effectively is vital to the success of the students in the system. During an ongoing University of Chicago study of reform efforts in Chicago Public Schools, researchers found that trust among the administrators, teachers, and parents in a school was the single greatest indicator of whether a reform effort would succeed in the long term.

Missouri School Improvement Program review team (4th year MSIP) reported the following findings.

The District Response indicates the following strategies are in place to involve parents in their child's education:

1. Contacts made by the classroom teachers through notes and by phone
2. Monthly parent newsletter
3. Hosting school-wide family events
4. Contacting each parent via telephone to invite them to family events
5. Recognizing the different dynamics of the families and providing events to accommodate those
6. Using different methods of advertising to get news to families, using school website, event board in town, flyers in local business
7. Parent link to check student grades
8. Open house at the beginning of the school year
9. Three parent nights to pick up report cards and discuss student achievement
10. Family notices sent home each quarter before grades come out

Charleston Scorecard Indicators (middle school)

Number-Parent-Teacher conferences (% students represented)
2010-2011 - 32% 2011-2012 - (1st quarter only) 56%

Data indicates a significant increase +24.

The Opinion Survey for Parents (DSP) in for parents of students in grades 1, 2. The 30-item survey provides a quick measure of parent attitude and opinions about staff-parent relations and academic progress.

(District Survey - 2011-2012 - Select questions)

1. Good place to learn – 2.5
2. Teachers / staff friendly – 2.5
3. Know expected behavior – 2.4
4. Child safe at school – 2.87
5. Parents feels welcome – 2.87
6. Talk easily to teachers – 2.87
7. Teachers enforce rules – 2.87
8. Discipline has been fair – 2.6
9. Comfortable with Principal – 2.87
10. Parents kept informed – 2.6

Data shows an improvement as compared to MSIP advanced Questionnaires.

Documentation indicates the school/community/business partnership has been established. Partnership include Ministerial Alliance and Susanna Wesley Learning Center, which both work with at-risk students. In addition the K-Kids Clubs have been organized through the Kiwanis.

Information Technology and Data Management

The most recent District Census of Technology indicates the following instructional technology is present at the middle school (grade 6-8).

1. Computer labs available: 2
2. Multimedia equipped computers by location: 97
3. Internet connected computers by location: 97
4. Number of rooms with one or more multimedia equipped computers connected to internet, access to a printer, and a dedicated projection device by location: 11

Missouri School Improvement Program Team (4th cycle MSIP)
Estimated percentage of teachers routinely using a computer for the following:

A. Produce media, web, or multimedia products to demonstrate learning presentations: 15%
B. Produce written in print products to demonstrate learning, media presentation: 100%
C. Deliver and present instruction: 95%

Data indicates the middle school has technology resources (computers, printers, and smart boards) available. And teachers are utilizing these resources.

The middle school uses a Student Information System (SIS) software application to manage student data. This software system provides the capability for entering student tests and other assessment scores through an electronic grade book. It tracks student attendance, builds students schedules, and many other student, parent, and teacher related data.

All teachers and administrators use this system for the basics – grades, absents, and schedules.

All teachers do not use this system for tracking benchmark assessments, pre and posttests for on-line educational programs (e.g. STAR Reading Computer-Adaptive Test).

Teachers and principal were not held accountable for analyzing data on test scores. Teachers felt like when data was collected, they needed more help. They wanted feedback on their results and thought it was a waste of time if no one was checking. (teacher and principal interview)

Data indicates that teachers and administrators need to work together collectively.

Teachers and administrators need professional development in what data to collect, how to analyze the data, and what to do with the data.

Human Resources

In simple terms, an organization's human resource management strategy should maximize the organizational performance evident in improved employee commitment, lower levels of absenteeism and turnover, higher level of skills and therefore higher productively and efficiency.

The district asked the following questions to the teachers and administrators relating to the following human resource standards (teacher interview):

- Does your school maintain awareness of and compliance with local, state and federal labor laws? YES 97% NO 0% DON'T KNOW 3%
- Does your school do a good job in recruiting new teachers?
  YES 57% NO 43% DON'T KNOW 0%
- Does your student's performance on state assessments reflect teacher performance?
  YES 14% NO 83% DON"T KNOW 3%
- Do you feel your compensation and employee benefits package is reasonable for this area? YES 71% NO 29% DON'T KNOW 0%
- Do you feel that your school's professional development activities meet your current needs? YES 31% NO 66% DON'T KNOW 3%
- Do you feel that the teachers at your school are loyal to the district?
  YES 93% NO 7% DON'T KNOW 0%

- Do you feel that all teachers give 100% to their duties?

  YES 67% NO 26% DON'T KNOW 7%

- Do you feel that teachers are rewarded for their performance?

  YES 17% NO 76% DON'T KNOW 7%

Data indicates that teacher recruitment, professional development, and teacher rewards are all areas of concern.

Leadership and Government

Missouri School Improvement Program (MSIP) review team findings:

- The Board of Education meets regularly and completes accurate records of its findings.
- Board members concentrate on policy making functions, rather than administrative functions, and all formal contact between board and staff is channeled through the superintendent.
- Documentation indicates since 1993 board members have completed 16 hours of orientation/training within twelve months following their election.
- The board employs staff members to accordance with statutory requirements and local employment policies and procedures.
- Central office and building administrators meet the desirable standards at all levels.
- Student performance data is not used in the principal evaluation process at all levels.
- Student performance data is not used in the teacher evaluation process at all levels.
- Student advanced questionnaire results indicate that standards of conduct are not consistently enforced at all levels.
- Staff advanced questionnaire results indicate that standards of conduct are not consistently enforced at all levels.

Advanced Questionnaire and team member observations indicate the district does not provide a safe and orderly environment for students.

District employment records indicate over a six year period the current tenure for the middle school principal is two years.

Central office administration, teacher, and staff interviews identified the following concerns or problems with middle school leadership.

- Principal was inexperience when hired.
- Principal and assistant principal did not have a good working relationship.
- Principal showed favoritism toward a small number of the staff.
- Seldom did the principal do walk through observations to observe instructional strategies, etc.
- Spent most of the time in office.
- Created a perception that staff members had to be on the principal's side or the central office's side (dark side).

- Failed to monitor GLEs, assessment analysis and data documentation.
- Could not do the job because of handling discipline.
- Too much central office control.

Data is consistent with finding listed in other areas. Central office and Board of Education should provide the needed support for new administrators or try to hire a more experienced one.

Fiscal and Budget

Missouri School Improvement Program (MSIP) review team findings are as follows:

- The board regularly reviews the fixed conditions of the district.
- The district's budget document contains all the statutory requirements
- District personnel have input during the budget preparation process
- The district's present unadjusted operating levy (all funds but the Debt Service Fund) is $2.75, and its adjusted operating levy is $2.75. In addition, the district's Debt Service fund levy is $0.00)
- The district does provide sufficient funds to maintain adequate educational programs and services.
- The district's audit process does indicate that the district conforms to all state and federal requirements

Charleston R-I School District Audit Report (June 30, 2011)

- Financial Analysis of the District as a whole:
  1. The district's total assets were $1,697,624.50 as of June 30, 2011. Of the amount, 100% is unrestricted.
  2. The district's total net assets increased by $459,944.00 for the year ended Jun 30, 2011, representing an increase of 27% compared to the prior year.
  3. The district's total net assets were $1,237,680.22 as of June 30, 2011. Of this amount 100% was unrestricted.
- Instruction represents 55% of the total cost of all governmental activities of the district.
- Instruction support (this area includes Guidance, Library, Health/Psychology/Speech services and Attendance services) represents 43% of the total costs of all governmental activities.

District Accountability Report Card (DESE)

	Missouri	Charleston
Average Teacher Salary	$ 45,311	$ 37,149
Average Administrator Salary	$ 83,583	$ 68,293
Average Current Expenditure per ADA	$ 9,639	$ 8,760

***Data indicates the district is fiscally sound. If the district's assets continue to increase as compared to last year's gain ($459,944),* there is no doubt the district will be able to sustain the programs and benefits attained through the school improvement grant.**

The district's average teacher and administrator salary fell below the Missouri state average by $8,162 and $15,290 respectively (2011-2012).

The district spends $879.00 less on average current expenditure per ADA (2011-2012).

During the School Improvement planning process, the transformation team, consisting of district board members, school administrators, teachers, parents, community members, and other school representatives (CTA President and Professional Development Chairman) contributed and reviewed the Needs Assessment Results. Through this endeavor, they identified what they believed to be the most relevant pieces of information to develop the Transformation Plan. Those findings are outlines below.

Key Findings from the Needs Assessment:

The Needs Assessment: All stake holders who participated in the needs assessment unanimously agree to what an eye opening experience this has been. It has made them realize that education is not a one-size-fits-all proposition and it is imperative to make changes to accommodate the individual needs of struggling students. In addition, the transformation team understands why a systematic process for overall improvement must be put in place at our middle school.

- Student Performance:
  1. Data indicates the annual proficiency taught for Communication Arts and Mathematics is declining and is substantially below the target rate of 75.5 at 72.5.
  2. Data indicates that the black subgroup is significantly falling behind the white subgroup in meeting the annual proficiency target in both Communication Arts and Mathematics, 31.0 / 53.0.
  3. Data indicates the majority of students are in basic or below basic in Communication Arts and Mathematics,

     6^{th} grade: 59.3 / 63.1
     7^{th} grade: 67.4 / 70.6
     8^{th} grade: 67.1 / 79.5
  4. Data indicates the number of students in the black subgroup is significantly higher than the white subgroup in basic or below basic in Communication Arts and Mathematics,

	Black	White
6^{th} grade	78.9 / 81.6	55.3 / 37.0
7^{th} grade	75.9 / 76.9	54.8 / 59.4
8^{th} grade	80.0 / 83.0	42.3 / 15.4

  5. Data indicates the faculty needs professional development in collecting and analyzing data.
  6. Data indicates the faculty needs professional development in developing appropriate assessments to assess classroom instruction.
  7. Data indicates the building principal and staff needs to be held accountable in performing their duties.

- Curriculum Development and Learning Management:
  1. Although the district's curriculum was revised it does not constitute major learning objectives. Assessments are a reinstatement of the objective, so it cannot be determined if it measures the learning objectives. The learning activities cannot be determined since they are a reinstatement of the GLEs. Overall, there is not enough detailed information included in the guides that would improve student achievement.
  2. Pacing guides are used, but it is difficult to determine if there is ample time for teaching the described activities.
  3. Reviewed assessments are low level and do not require higher order thinking. Most assessments are at recall level.
  4. Assessments do not indicate a high level of teacher expectations, or a high standard of learning.
  5. The most common instructional delivery methods of instruction are class discussion and question and answer.
  6. Teachers expressed more focus is needed in differentiating instruction.
  7. Overall, the most pressing instructional issues are the lack of effective instructional strategies, low depth of knowledge levels and the extent to which differentiated instruction is used in the classroom.

- Professional Development:
  1. The middle school tried to mirror their professional development activities implemented by outside consultants and failed.
  2. There is little on-going, job-imbedded professional development that is systematic and found to have a clearly articulated systematic process to collect and analyze data on the impact of the professional development, as it relates to student achievement.
  3. District documents indicate that teachers are provided with professional development opportunities, but a systematic approach is needed.

- Safe and Secure Learning Environment:
  1. Student advanced questionnaires (MSIP review) results indicate that standards of conduct are not consistently enforced. Students do not feel discipline is handled fairly, nor are they treated fairly in their school.
  2. Staff advanced questionnaire results indicate that standards of conduct are not consistently enforced. Staff members were divided about whether or not they believe there are clear rules that promote good behavior and if rules are enforced in their school.
  3. Parent advanced questionnaires indicate they do not feel their child is safe at school.
  4. The discipline incident rate increased by 13.5%. There were a reported 1,611 days lost due to suspensions.
  5. Teachers reported that students and some teachers are not prepared for class while students reported their class was boring and teachers yell too much.
  6. There is a belief it is the principal's job to handle discipline.

- Parent and Community Involvement
  1. The middle school has strategies in place to involve parents. Parent involvement activities need increased parent participation.
  2. Documentation indicates partnerships have been developed with school/community/and businesses which work with middle school surveys.
  3. The Opinion Survey for Parents indicates a positive relationship with the school. Although this is in direct conflict with the MSIP Advanced Questionnaires. After much thought about this, it was determined that a fatal shooting had occurred close to the middle school right before the advanced questionnaires were taken.

- Information Technology and Data Management:
  1. The middle school has a lot of access to technology (smart boards and projectors), teacher computer in every room, with printing capability, and one computer lab for 6^{th} grade and one computer lab for 7^{th} and 8^{th} grades.
  2. Wireless capability is needed along with wireless laptops. The middle school has implemented CTB-McGraw Hill's on-line Acuity assessment program. The wireless capability and laptops will allow communication arts and mathematic teachers to utilize the Acuity program within their classrooms. There are a total of seven tests to be administered; three predicative and four diagnostic. Data gathered from these assessments will guide instruction in the classroom in an effort to increase student achievement. In addition, Acuity allows individual remediation on specific skills students scored low on.
  3. Teachers are utilizing the technology resources.
  4. There is not a clear system in place for collecting and analyzing data.
  5. Principal and staff need professional development in making formative assessment, analyzing the data and using the data for classroom instructions.

- Human Resources:
  1. Teachers and administrators indicated that the district needs improvement in recruiting highly qualified teachers.
  2. The majority of teachers indicated that students' performance on state assessments do not reflect teacher performance.
  3. Teachers and administrators indicated a satisfaction with their compensation and benefit package even though they are below the state average.
  4. Teachers and administrators indicated that professional development activities did not met their needs.
  5. Teacher and administrators feel they are not rewarded for their performance.

- Leadership and Governance
  1. Student performance is not used in the evaluating process for principals and teachers.
  2. Students and staff advanced questionnaires results indicate that standards of conduct are not consistently enforced.

3. Principals are not monitoring the classrooms effectively.

- Fiscal and Budget
  1. Data indicates the district is financially solvent.
  2. The district spends $879.00 less on current expenditure per ADA.

SECTION VII. A – NEEDS AND CAPACITY - (1) 1. continued

b. The methods used to gather the data;

The Needs Assessment focused on the following areas:

(1) Student performance
(2) Curriculum development and learning management
(3) Professional development
(4) Safe and secure learning environment
(5) Parent and community involvement
(6) Information technology and data management
(7) Human resources
(8) Leadership and governance
(9) Fiscal and budget

The needs analysis consisted of a review of the MSIP data, Annual Performance Report, surveys, local and district data, and interviews with various stake holder groups (board members, district and school administrators, teachers, parents, community members, businesses, and a college representative).

c. List the selected intervention for each school.

The Charleston Board of Education and the middle school staff reviewed the Intervention Models for Tier I and Tier II Schools (Turnaround, Restart, School Closure, and Transformational). The transformation model was chosen as the model to dramatically improve student achievement. The turnaround model was rejected for several reasons. The building principal was replaced this year. Replacing 50% of our current staff would be hard to do because our district has few applicants apply for teaching positions. The restart model was rejected by all the stake holders involved. The School Closure model was not an option because our district has only one middle school.

SECTION VII. A - NEEDS AND CAPACITY - (1) 2.

2. Provide the following information as it applies to LEA/district-level activities and individual school plans and activities (including any pre-implementation activities, if proposed):

a. A description of recent school improvement initiatives the LEA/District has implemented in its low-achieving schools and progress of and results from those initiatives:

i. The school improvement efforts include activities that are required or permissible activities listed in the SIG required interventions for Tier I and Tier II schools;

During the end of the 2010-2011 school year, the Charleston R-I School District was notified by the Missouri Department of Elementary and Secondary Education that Charleston Middle School was identified as one of the "persistently lowest-achieving schools" in Missouri. With this announcement came the following statements from teachers and administrators:

1. There must be a mistake; there are a lot of schools performing worse than us.
2. Who is to blame for this?
3. Are they going to close our school?
4. The government needs to do away with the No Child Left Behind Act.

Then at a regularly scheduled board meeting, the Charleston Middle School identification was publicly announced, the reasons for the identification and a directive to develop a plan to address the problems. In response to the board, central office administration concluded by saying, "although this news is very serious, it is not a surprise." The Charleston Middle School continues to provide an excellent education for many students; the reality for many years has been we are not serving all of our students well. We will make changes. Some of the changes will be made quickly to help increase higher levels of achievement for all students. Other changes must be long term. We must move forward without blame or excuses.

Recent School Improvement Initiatives include the following:

1. Professional Learning Communities Project
2. Acuity Assessment
3. Classroom walkthrough tools
   a. Instructional Practice Inventory (IPI)
   b. MSIP 4th Cycle Classroom Observation Form
4. Instructional Coach
5. Curriculum and Common Core Standards
6. Instructional Support Team as it relates to RTI
7. Highly Qualified Teachers (HQT)
8. After-school Instructional Program

When teachers begin taking ownership - alongside administrators – for poor student achievement, they will gain ownership of solutions that are developed as a team. (Terry Wilhelm – Director, Educational Leadership, Services Division, Riverside County Office of Education)

The Charleston Middle School needed to implement a school-wide improvement model that incorporates current research and best practices in school reform, student achievement, and school improvement. The Professional Learning Communities Project Model was chosen. The Missouri PLC Project officially began in 2003-2004 and now includes over 500 schools using this model to guide school improvement. Our district is committed to this project and it will help develop leadership capacity, proven instructional strategies and high quality professional development.

Professional Learning Community Report

In August of 2011, Charleston Middle School became a Professional Learning Community with the idea in mind to steer the focus from teaching to learning by working collaboratively to set goals for the school and to be held accountable for achieving those goals.

As CMS began implementing this arrangement within the school, central office administrators, the building principal and instructional coaches attended training on August 3, 2011, in Cape Girardeau, Missouri with the Southeast Regional Professional Development Committee to learn the basic concepts of a PLC.

To successfully begin the movement towards a Professional Learning Community at Charleston Middle School, three teachers, an instructional coach, and the principal were chosen to head the CMS Leadership Team. This team meets twice monthly to form agendas that are focused on learning and then following three big ideas that drive the PLC process:

- Ensure that all students learn at high levels.
- Work collaboratively in a collective effort to meet the needs of each student.
- Create a results orientation in order to know if students are learning and responding appropriately to their needs.

The next step that was taken in the process of becoming a PLC was to divide the faculty into groups called Collaborative Teams. These teams meet every Tuesday morning for 45 minutes and are headed by members of the Leadership Team. During meetings, agendas (formed by the Leadership Team) are distributed and collaboration takes place as the teams work to target areas for improvement within the school. The Charleston Middle School Collaborative Teams will participate in the following PLC training dates during the 2011-2012 school year:

- September 21, 2011
- October 14, 2011
- December 7, 2011
- January 11, 2012
- January 3-31-Powerful Learning Conference
- March 14, 2012
- May 4, 2012

During the first Collaborative Team meetings, MAP data for communication arts and mathematics was analyzed by looking at student scores and deciding which students scored within certain "movable" ranges. These students were given the opportunity to be tutored after school with hopes that it would help increase their achievement.

As a Professional Learning Community, Charleston Middle School worked together on Collaborative Teams and then as a whole faculty to devise the mission and vision statement below:

Mission Statement: *Our mission at Charleston Middle School is to motivate students to reach their full potential.*

Vision Statement: *To ensure academic success, we will:*

- *Offer a safe, challenging learning environment,*
- *Promote a culture of cooperation in school and community, and*

- *Make decisions based on what is best for our students.*

Following the PLC plan, Charleston Middle School has created essential learning outcomes using the new Common Core State Standards in all subject areas. Teams are working together to create opportunities within their classes to implement the essential outcomes for the tested areas of communication arts, mathematics, and science into their curriculums. In the future, faculty will participate in departmental meetings at the middle school and will use predictive, benchmark, and MAP testing data to begin writing specific S.M.A.R.T. goals for the 2012-2013 school year.

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"

The Charleston Middle School needed an assessment tool that is designed to guide classroom teaching and improve education for all children; one that gives a teacher valuable information about student progress relative to the Missouri standards and MAP tests; one that offers and supports teachers with intervention and practice activities; one that is designed to provide useful displays on student progress data that inform decision making, teaching and learning.

The middle school researched many on-line assessment programs and decided upon the Acuity program. There are over 50 Missouri school districts using this program and they report student educational gains on the MAP.

Charleston Middle School's Implementation of Acuity

In August of 2011, Charleston Middle School implemented CTB/McGraw-Hill's Acuity Assessment. Since Acuity is aligned with the Missouri Assessment Program (MAP), CMS will use the data to inform classroom instruction in an effort to increase learning and student achievement in the areas of communication arts and mathematics. There are a total of seven tests Charleston Middle School will utilize within the Acuity program. Students will take three predictive tests during the school year. The Acuity predictive tests allow us to measure student progress relative to the MAP. Acuity Diagnostic Tests will be given four times throughout the year and will be used to assess and benchmark students on grade level skills taught in the classroom. Using Acuity's component maps, instructional coaches worked with middle school teachers to create pacing guides aligned to the MAP test. The diagnostic tests were created using these pacing guides. The Diagnostic Test results are being used to help determine students who will be targeted for remediation and students who should be enriched.

Charleston Middle School has composed the following Acuity testing schedule for the 2011-2012 school year:

Predictive A	Predictive B	Predictive C
Sept. 6 – Sept. 23	Nov. 7 – Nov. 25	Jan. 23 – Feb. 10

Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4
Oct. 3 – Oct. 14	Dec. 5 – Dec. 16	Feb. 27 – Mar. 9	April 30 – May 11

Classroom Walkthrough Tools

Conducting classroom walkthroughs is a useful strategy for gaining an overall picture of instruction in the building. While brief in nature, walkthrough visits yield patterns of data in terms of the instructional strategies that teachers use, levels of student engagement, the kind of work students are producing, and opportunities for differentiation to meet the needs of a range of student interests and skills. These patterns of data can be shared with faculty as a basis for discussion about how to meet the needs of students and increase student achievement.

The Charleston Middle School has implemented two different types of walkthrough tools to use (Instructional Practice Inventory and MSIP 4th Cycle Classroom Observation Form) with the following objectives in mind:

1. Learn more about instruction and learning.
2. Validate effective practice and ensure continued use.
3. Create a community of learners for adults and children.
4. Open the school and classroom to all staff.
5. Focus teachers and the principal on student work and the learning process.
6. Improve decision making about instruction and learning.
7. Design more useful professional growth opportunities.

Instructional Practice Inventory – Our Southeast Regional Professional Development Center and Charleston Middle School hosted an IPI workshop on October 6, 2011, at Charleston Middle School. Dr. Jerry Valentine, retired professor at the University of Missouri, and one of the IPI developers was the speaker and trainer for this workshop. Three middle school staff members (principal, a teacher, and instructional coach) were trained that day and all three have successfully passed the IPI assessment that certifies an individual to implement the walkthrough process.

WHAT IS IPI FOR MIDDLE SCHOOL?

- IPI or Instructional Practices Inventory is a set of strategies for profiling student cognitive engagement across six categories. Data collection occurs so faculty members can collaboratively study and problem solve the data in an effort to focus on student engagement that will influence instructional design and thus student learning.
- In the IPI process, teacher-leaders collect data about school-wide engagement and facilitate faculty collaborative study of the data.
- All faculty have the opportunity to reflect upon the data and deepen their understanding of how to most effectively engage students in their respective classrooms.
- The IPI is a teacher-led, teacher empowering process.
- The IPI process does not focus on or profile individual teachers or classrooms and it was not designed for, nor should it be used for, supervisory or evaluative purposes.

WHAT IS THE PROCESS?

- Data collection occurs four times per year. (September, December, February, April)
- After data collection, small groups will have collaborative conversations with a clear agenda for each.
- Whole faculty will reflect and share ideas for improving student engagement, instructional design, and student learning.

MSIP 4th Cycle Classroom Observation Form – The form is being used by the middle school as an informal observation and data collection tool that will provide reflective feedback on ***the prevailing instructional practices*** utilized in the middle school. Principals are required to complete a classroom observation no less than three times a quarter for every teacher in their building.

Instructional Coach

"No one can whistle a symphony. It takes a whole orchestra to play it." –H.E. Luccock

"No principal can turn a school around by himself/herself. It takes the whole school"-DH Research says: When thinking about student achievement, the most important person in a student's life is his or her parents. In an educational setting, the most important person is a student's teacher. The person with the most influence on the teacher is the principal of the school building. As such, it becomes the principal's responsibility to work with teachers to define educational objectives, find effective professional development opportunities and to set school-wide goals and provide the necessary resources for learning.

The Charleston middle school principal and staff agreed with what was written above, but have serious doubts when it comes to the principal's responsibilities. It is their belief that the principal's responsibilities should be shared with the entire teaching staff.

For shared responsibilities, the district adopted instructional coaching as a model for teachers' professional development. The Charleston Board of Education hired two instructional coaches for the 2011-12 school year and approved their job description that follows.

CHARLESTON R-1 SCHOOL DISTRICT
Charleston, Missouri
Job Description

Job Title: Academic/Instructional Coach

Date: June 9, 2011

Reports To: Central Office Administration and Building Principals

Purpose of Job
The purpose of this job is to provide leadership in developing, achieving and maintaining quality educational programs and services to improve student achievement.

Essential Duties and Responsibilities
The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Provides direct service to classroom teachers.
- Works with teachers in their respective classrooms to improve the quality of instruction.
- Works with new teachers to ensure their success during the first few years of teaching.
- Observes teachers to determine ways to improve instruction.
- Demonstrates teaching techniques, skills and new concepts.
- Assists classroom teachers in selecting instruments for assessing learner needs.
- Provides tips in classroom management and discipline as needed.
- Consults and works with staff to coordinate and teach the total curriculum.
- Provides follow-up for teachers who have participated in professional development activities to assure skills are implemented in the classroom.
- Assists in evaluation, assessment and curriculum development.
- Analyzes student performance data and makes recommendations for remediation and enrichment.
- Assists classroom teachers in identifying learner needs and makes recommendations to meet those needs.
- Assists teachers in making modifications for identified student learning problems.
- Assists in the development and revision of benchmark assessments.
- Assists in the development and revision of curriculum.
- Assists in the development, selection and /or adjustment of curriculum and materials.
- Assists in the correlation and dissemination of curriculum information and materials.
- Supports professional development.
- Provides information to teachers both individually and through workshops on current research in education.
- Plans and directs professional development training to teachers.
- Provides professional development to ensure all students have the opportunity to achieve success on state-mandated tests and state content standards and student performance standards.
- Serves on district professional development committee.

Additional Job Functions
- Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions
- Master's Degree or higher.
- Minimum five years successful experience in the classroom.

Knowledge of the Job
Candidate must have considerable knowledge of the policies, procedures, and activities of the school system and instructional practices as they pertain to the performances of duties relating to the Academic/Instructional Coach. Candidate must have capability to

develop and implement long-term goals in the effective operation of the school system. Candidate knows how to keep abreast of any changes in statutes, policies, procedures and methods as they pertain to public education. Candidate is able to effectively communicate and interact with subordinates, supervisors, members of the general public and other groups involved in the operation of the school system. Candidate is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Candidate has good organizational, management, interpersonal and technical skills. Candidate is able to use independent judgment and discretion in interacting with classroom teachers, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards and resolving problems.

CURRICULUM - COMMON CORE STATE STANDARDS

Building on the excellent foundation of standards that Missouri adopted on June 15, 2010, the Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

Teachers, parents and community leaders have all weighed in to help create the Common Core State Standards. The standards clearly communicate what is expected of students at each grade level. This will allow our teachers to be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them. The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them.

With students, parents and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce.
As stated in the needs assessment, the Charleston R-1 School District implemented a new curriculum for the 2010-2011 school year; however, the new curriculum is not complete nor has it been in place long enough to provide evidence for improved student achievement. The MSIP Review Team reported many concerns with our curriculum (e.g. in all content areas, every GLE was written as an independent objective which would likely make it difficult to teach for depth of understanding with the time allocated for instruction).

In consultation with the Southeast Missouri Professional Development Center, it was determined that it would not be feasible to revise the current curriculum based on the MSIP findings. It would be more advantageous to start training teachers on the common core standards and to start revising our curriculum based on those standards. All stakeholders believed that the district should not make the same mistakes as what occurred with the last curriculum revision. Basically, train your staff through high quality professional development and spread the process over an extended period of time.

Both instructional coaches have been to workshops to learn about the Common Core State Standards (CCSS). In June 2011, they attended a three day workshop on the ELA (English and Language Arts) standards. In July 2011, both attended a workshop on MA standards. The workshops included learning to read the standards and appendices and aligning the standards to the current GLEs and CLEs.

INSTRUCTIONAL SUPPORT TEAM

The Charleston R-I School District has implemented an "Instructional Support Team" this school year. This team is made up of teachers, principals, counselors, reading, math, and/or instructional coaches, and other professionals to help the classroom teacher with providing specific interventions for struggling learners. It will be the teacher's responsibility to record the student's progress. As mentioned previously, this initiative is highly dependent on data – charts, graphs, behavior logs, checklists, attendance/discipline data, or anything else necessary to monitor the student's progress.

When implementing the Instructional Support Teams, there are at least three phases to progress monitoring where data is collected and analyzed:

1. ***The Baseline Phase*** – This is where data is collected prior to the initiation of an intervention. Assessments made at this level are often used as "pre-testing" data against which a later comparison is made to determine whether progress was significant.
2. ***The Intervention Phase*** – This is where the designed intervention has been implemented. The length of this phase, namely, how long the intervention will last, is determined by the Instructional Support Team using ongoing data collected.
3. ***The Response to Intervention Phase*** – This is where student progress is monitored over a pre-determined amount of time, after the interventions have been fully implemented.

Here is how the system works:

- The teacher records baseline data on a student and creates charts and/or graphs to represent this data.
    - Data could include tests, homework, quizzes, worksheets, STAR Test reports, etc.
- The teacher completes the packet (with the referral and intervention pages).
- The teacher turns the packet in to their building counselor.
- The Instructional Support Team meets to discuss the student and the interventions to implement.
- The team informs the teacher of the interventions to be implemented and how long to implement them.
- The interventions are implemented over a given period of time. During that time, the teacher will monitor and collect data on the student's progress.
- At the end of the given time period, the teacher will then turn in data representing the student's progression.
- The team meets once again to determine if the interventions have worked. If they have not, the team decides the next course of action.

When making a referral, the teacher will turn in the following:

- Referral Form (attached)
- Intervention Form (attached)
- Work samples (A wide range of work samples needs to be provided.)

- Documented baseline data (charts/graphs need to be included in this)
- Any other pertinent information to help the team determine specific interventions (phone records, behavior logs, etc.).

Examples of Assessment

The Instructional Support Team will need to analyze a wide range of data in order to develop an effective intervention plan. Examples of the data include, but are not limited to:

- Report Cards – Provide teacher ratings of student progress toward learning standards, as well as a measure of "effort."
- Standardized Test Results – Provide valuable comparative data on either a state-wide or national level. Some tests measure achievement, while others are more diagnostic.
- Informal Assessments – Provide information that can have a diagnostic value. These assessments can be teacher-made or commercially produced (from the Acuity testing the school is using.)
- Teacher/Parent/Student Rating Scales – Assist in the measurements of areas that are not easy to assess through the use of tests, such as attitude, behavior, interests, etc.
- Classroom Work Samples – Actual samples of students work such as writing assignments, projects, homework, etc. can provide great insight.
- Curriculum-Based Measurement (CBM) – A standardized procedure for teachers to track and record student progress in a specific area, using brief and simple tests called "probes."
- Screening Data – Provides general information on student skills and abilities. Its purpose is to identify potential "at-risk" students.
- Classroom Observation – Provides valuable information, not only on how the student responds to instruction, but also on the effectiveness of the "math" between the curriculum/instruction and student learning style.
- Behavioral Logs – Data collected on specific targeted behaviors over time. These logs can be easily charted to show "trend lines."
- Disciplinary Referrals – Another important means of determining the extent to which classroom learning is being affected by the disciplinary conduct.
- Attendance Data – An important component of a comprehensive assessment. Data on both excused and unexcused absences as well as "tardiness" are critical.

If implemented correctly, the use of the Instructional Support Team improves services by:

- Increasing the success rate of students receiving instruction in the general education setting.
- Providing research-based instruction as an early intervention to students.
- Providing critical data needed to design, implement and monitor instructional interventions.

- ❖ Reducing the time that additional instructional supports are delivered to students.
- ❖ Reducing the number of referrals to special education.

HIGHLY QUALIFIED TEACHERS

This information is used to determine compliance with Highly Qualified Teacher (HQT) requirements of the No Child Left Behind (NCLB) law.

What is the definition of a highly qualified teacher?

The requirement that teachers be highly qualified applies to all public elementary or secondary school teachers employed by a local educational agency who teach a core academic subject. "Highly qualified" means that the teacher:

1. Has obtained full State certification as a teacher or passed the State teacher licensing examination and holds a license to teach in the State, and does not have certification or licensure requirements waived on an emergency, temporary, or provisional basis;
2. Holds a minimum of a bachelor's degree; and
3. Has demonstrated subject-matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the State and in compliance with Section 9101(23) of ESEA. In Missouri, this is the Praxis II test. (All special education teachers need to have a special education certificate at a minimum)

The Charleston Middle School believes that hiring highly qualified staff is very important; however, as stated in the needs assessment, the district sometimes does not receive applicant applications that meet the highly qualified criteria. To ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers, the district has implemented the following strategies:

- Not retaining teachers who are not HQT;
- Ensuring that persons making teacher course assignments are aware of the HQT requirements prior to assigning a course;
- Informing teachers of HQT requirements and assisting them in becoming highly qualified; and
- Instituting a screening tool to ensure that all vacancies are filled by teachers who are highly qualified. (See below)

TEACHER'S CHECKLIST (screening tool)

Name: _____ Date of Interview: _____

Position: _____

Grade Level: _____

Is position a core academic subject: Yes _____ No _____

Core Subject (circle): English, Reading, Language Arts, Mathematics, Science, Foreign Language, Civics, Government, Economics, Art, Instrumental Music, Vocal Music, History, Geography, Social Studies

---

1. Valid Missouri Teaching Certificate? Yes _____ No _____
2. Expiration Date: _____
3. Type of Certificate: Lifetime/Career CPC/Initial PC/Temporary/Provisional/Other: _____
4. Subject area of certification: _____ _____
5. Grade level of certification: _____
6. Degree: _____
7. Major: _____
   Masters: Yes _____ No _____ Area: _____
8. Total years of teaching experience: _____
9. Tenured in any other school system: _____
10. Worked two (2) or more years in another school system: Yes _____ No _____
11. Application completed? Yes _____ No _____
12. Transcripts provided? Yes _____ No _____
13. Reference checks completed? Yes _____ No _____
14. Advised employment contingent on clear background check? Yes _____ No _____
15. Provided salary information? Yes _____ No _____
16. Provided benefit information? Yes _____ No _____
17. Teaching certificate provided? Yes _____ No _____
18. Candidate meets certification area of employment? Yes _____ No _____
19. If no, what is needed? _____ _____ _____

20. Candidate meets the **NCLB Highly Qualified Teacher** requirements for core teachers by:
    a. Passing score on applicable Praxis Test II: Yes _____ No _____
    b. Test Name(s): _____
    _____
    c. HOUSSE Form (*Teachers with more than 4 years experience*) Yes _____ No _____
    d. National Board for Professional Teaching Certificate Yes _____ No _____

21. Is candidate recommended for employment: Yes _____ No _____

Date: _____ _____
Principal

AFTER SCHOOL INSTRUCTIONAL PROGRAM

The Charleston Middle School offers two types of after school instructional programs. The first one is voluntary tutoring that allows students to stay after school and receive instructional help in a specific subject area. The second one is mandatory tutoring where students are required to stay after school and complete assignments that were not completed by a due date (e.g. homework, classwork).
This year, the middle school added an additional approach for after school instruction. Based on 2011 MAP results, we targeted sixty (60) students who were within +10/-10 points of the MAP proficiency target rate in communication arts or mathematics. Letters were then sent home to the parents of the students informing them of the new instructional program provided by the school. The letters where then followed up with phone calls encouraging them to take advantage of the opportunity. Based on Acuity diagnostic testing, we are targeting areas of individual deficiencies and are providing more one on one instruction in those areas using the Acuity program. We will also be using the Study Island program, particularly the game mode to create competitions among students in mastering the grade level expectations.

SECTION VII. A - NEEDS AND CAPACITY - (1) 2. continued

ii. There is evidence of LEA/District-level support;

The Charleston R-I School District believes that a consensus on educational reform strategies are necessary to meaningful change which will lead to improved student achievement. The district's foundation includes:

- The school board supports improved student achievement through policy level decisions.
- There is a shared vision between the central office administrators and school board regarding the middle school plans and activities.
- The district demonstrated a capacity to diagnose instructional problems that can be solved through new instructional activities.
- The district has created a vision for increased student achievement which all stake holders support.

- The district has been able to provide the financial support for the middle school plan and activities.

iii. There is evaluation data available; and

iv. The activities have or have not been successful.

Activity 1: Professional Learning Communities Project
The Charleston Middle School started the first year of implementing the PLC project during the summer of 2011. Teachers and administrators report that everyone seems to have a greater sense of responsibility and commitment, the morale has improved, everyone is working together for student achievement, and teachers feel less isolated and are able to share their ideas and concerns.

A modified version of the MO PLC IMPLEMENTATION RUBRIC follows. Charleston Middle School used this to assess teachers in determining the PLC LEARNING TEAMS implementation level.

Implementation Level	Proficient	Partial
Strand 1: Foundation for Learning Community Culture		
A. Mission	X	
B. Vision	X	
D. Values/Committments	X	
D. SMART Goals		X
E. School Culture	X	
Strand 2: How Effective Building-Level Leadership Teams Work		
A. Shared Leadership	X	
B. Meeting Conditions	X	
C. Communication	X	
D. Change Process	X	
E. Progress Monitoring		X
F. Feedback to Teams	X	
G. Support	X	
Strand 3: Administrative Leadership		
A. Modeling	X	
B. Change	X	
C. Communication	X	
D. Shared Leadership	X	
Strand 4: How Effective Teams Work		
A. Meeting Conditions	X	
B. Collaborative Meetings	X	
C. Corollary Questions		X
D. Critical Issues	X	
E. Evidence	X	
F. Focusing on Results From Data		X

G. Trust/Participation	X	
Strand 5: What Students Need to Know and Do		
A. Essential Learning	X	
B. Identified ELOs		X
C. Unwrapped ELOs		X
D. Instructional Timeline (map)		X
Strand 6: Assessment For/Of Learning		
A. Purpose and Type		X
B. Methods		X
C. Feedback		X
D. Grading Practices		X
E. Student Involvement		X
F. Scoring		X
G. Data	X	
Strand 7: Systematic Process for Intervention/Student Success		
A. Collective Responsibility		X
B. Data Communication		X
C. Tier 1		X
D. Tier 2		X
E. Tier 3		X
F. Protocols for Enrichment		X
G. School-Wide Implementation		X
Strand 8: Continuous Improvement		
A. Induction		X
B. Action Research		X
C. Data Analysis		X
D. Celebration		X
E. Fidelity		X

The assessment survey indicates and accurately reflects the professional development activities (strands 1-4) that the teachers have participated in. Strands 5-8 will improve as professional development is attended in those areas. It also indicates that professional development activities are needed and must be continued.

Activity 2: Acuity Assessment

Charleston Middle School's Implementation of Acuity

In August of 2011, Charleston Middle School implemented CTB/McGraw-Hill's Acuity Assessment. Since Acuity is aligned with the Missouri Assessment Program (MAP), CMS will use the data to inform classroom instruction in an effort to increase learning and student achievement in the areas of communication arts and mathematics.

There are a total of seven tests Charleston Middle School will utilize within the Acuity program. Students will take three predictive tests during the school year. The Acuity predictive tests allow us to measure student progress relative to the MAP. Acuity Diagnostic Tests will be given four times throughout the year and will be used to assess

and benchmark students on grade level skills taught in the classroom. Using Acuity's component maps, instructional coaches worked with middle school teachers to create pacing guides aligned to the MAP test. The diagnostic tests were created using these pacing guides. The Diagnostic Test results are being used to help determine students who will be targeted for remediation and students who should be enriched.

Charleston Middle School has composed the following Acuity testing schedule for the 2011-2012 school year:

Predictive A	Predictive B	Predictive C
Sept. 6 – Sept. 23	Nov. 7 – Nov. 25	Jan. 23 – Feb. 10

Diagnostic 1	Diagnostic 2	Diagnostic 3	Diagnostic 4
Oct. 3 – Oct. 14	Dec. 5 – Dec. 16	Feb. 27 – Mar. 9	April 30 – May 11

The Acuity Assessment Software we are currently using in grades 6 – 8 provides three Predictive tests for English, Language Arts and Mathematics (Predictive A, Predictive B and Predictive C). Predictive Test A indicates in what areas students need additional instruction to be successful on Predictive Test B. Results of Predictive Test B indicate areas of instruction are needed for success on Predictive Test C. Predictive Test C is an indication to how students are expected to perform on the Missouri Assessment Program (MAP).

Predictive Test A was administered to Charleston Middle School, grades 6-8 between the dates of September 12-23. The results are indicated below

.

Sixth Grade-Communication Arts

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Grade Level 5-Reading	13%	42%	29%	16%
Grade Level 5-Writing	12%	12%	27%	49%
Grade Level 6-Reading	15%	43%	17%	25%
Grade Level 6-Writing	10%	42%	34%	14%

Sixth Grade-Math

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Grade Level 5-Algebraic Relationships	19%	21%	39%	21%
Grade Level 5-Data and Probability	6%	13%	17%	64%
Grade Level 5-Geometric and Spatial Relationships	5%	22%	25%	48%

Grade Level 5-Measurement	28%	52%	1%	19%
Grade Level 5-Number and Operations	55%	37%	7%	1%
Grade Level 6-Algebraic Relationships	21%	37%	0%	42%
Grade Level 6-Data and Probability	16%	36%	30%	18%
Grade Level 6-Geometric and Spatial Relationships	31%	0%	0%	69%
Grade Level 6-Measurement	4%	21%	30%	45%
Grade Level 6-Number and Operations	55%	34%	1%	10%

Seventh Grade-Communication Arts

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Grade Level 6-Reading	13%	47%	33%	7%
Grade Level 6-Writing	12%	29%	32%	27%
Grade Level 7-Reading	12%	41%	17%	30%
Grade Level 7-Writing	2%	21%	37%	40%

Seventh Grade-Math

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Grade Level 6-Algebraic Relationships	22%	38%	27%	13%
Grade Level 6-Data and Probability	18%	20%	40%	22%
Grade Level 6-Geometric and Spatial Relationships	29%	45%	8%	18%
Grade Level 6-Measurement	15%	37%	35%	13%
Grade Level 6-Number and Operations	16%	33%	35%	16%
Grade Level 7-Algebraic Relationships	76%	0%	0%	24%
Grade Level 7-Data and Probability	7%	35%	45%	13%

Grade Level 7-Measurement	75%	0%	0%	25%
Grade Level 7-Number and Operations	9%	36%	33%	22%

Eighth Grade-Communication Arts

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Grade Level 7-Reading	7%	31%	31%	31%
Grade Level 7-Writing	11%	20%	40%	29%
Grade Level 8-Reading	15%	19%	21%	45%
Grade Level 8-Writing	9%	9%	22%	60%

Eighth Grade-Math

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Grade Level 7-Algebraic Relationships	47%	23%	25%	5%
Grade Level 7-Data and Probability	28%	34%	21%	17%
Grade Level 7-Geometric and Spatial Relationships	22%	25%	26%	27%
Grade Level 7-Measurement	31%	45%	19%	5%
Grade Level 7-Number and Operations	29%	19%	36%	16%
Grade Level 8-Algebraic Relationships	60%	16%	16%	8%
Grade Level 8-Data and Probability	18%	31%	0%	51%
Grade Level 8-Geometric and Spatial Relationships	10%	20%	27%	43%
Grade Level 8-Number and Operations	62%	27%	1%	10%

Diagnostic Tests are written by the district's Instructional Coaches using the Acuity Assessment Program. The tests are written based on teacher's pacing guides for each quarter and contain only GLEs that have already been covered to date. Students who show areas of weakness should be re-taught and re-assessed, while students who show strengths should receive enrichment.

Diagnostic Test 1 was administered to Charleston Middle School, grades 6-8 between the dates of October 3-14. The results are indicated below.

Sixth Grade-Communication Arts

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Informational Literacy	43%	0%	0%	57%
Reading	7%	53%	29%	11%
Writing	16%	40%	35%	9%

Sixth Grade-Math

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Algebraic Relationships	13%	55%	27%	5%
Number and Operations	9%	33%	31%	27%

Seventh Grade-Communication Arts

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Reading	10%	28%	41%	21%
Writing	5%	13%	41%	41%

Seventh Grade-Math

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Algebraic Relationships	26%	30%	1%	43%
Data and Probability	76%	20%	0%	4%
Measurement	57%	39%	0%	4%

Seventh Grade-Pre-Algebra

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Algebraic Relationships	0%	12%	12%	76%
Number and Operations	12%	41%	35%	12%

Eighth Grade-Communication Arts

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier *STRENGTH*
Reading	3%	22%	58%	17%
Writing	11%	19%	28%	42%

Eighth Grade-Math

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Algebraic Relationships	4%	19%	27%	50%
Number and Operations	7%	16%	34%	43%

Eighth Grade- Algebra I

	(0-25) Tier 1 *WEAKNESS*	(26-50) Tier 2 *WEAKNESS*	(51-75) Tier 3 *CHALLENGE*	(76-100) Tier 4 *STRENGTH*
Algebraic Relationships	5%	5%	68%	22%

Instructional coaches analyze both Predictive and Diagnostic testing data. Data analysis sheets are created using the scores obtained from the Diagnostic tests and areas of critical needs (standards with <50% of points earned) and challenges (standards with 51%-75% of points earned) are addressed and targeted. After areas of concerns are identified, instructional resources within the program are used to address the individual needs of students. Instructional coaches are currently meeting with grade levels to discuss ways to re-teach and remediate as well as challenge and enrich students in an effort to improve the academic performance of each child.

Activity 3: Classroom Walkthrough Tools

The Instructional Practices Inventory (IPI) provides observational data about the nature of student learning around the school. Data is collected using six categories which profile student cognitive engagement. Data collection occurs so faculty members can work collaboratively in an effort to focus on student engagement as a means of influencing instructional design and student learning.

On September 7, 2011, Charleston Middle School conducted its first IPI walkthrough. The findings reflect the following information:

Category	Core Classes %
Student Active Engaged Learning	15.79%
Student Learning Conversations	5.26%
Teacher-Led Instruction	47.37%
Student Work with Teacher Engaged	15.79%
Student Work with Teacher not Engaged	10.53%
Complete Disengagement	5.26%
Total	100.00%

Category	Noncore Classes %
Student Active Engaged Learning	11.11%
Student Learning Conversations	0.00%
Teacher-Led Instruction	55.56%
Student Work with Teacher Engaged	0.00%
Student Work with Teacher not Engaged	33.33%

Complete Disengagement	0.00%
Total	100.00%

Category	School Total %
Student Active Engaged Learning	14.29%
Student Learning Conversations	3.57%
Teacher-Led Instruction	50.00%
Student Work with Teacher Engaged	10.71%
Student Work with Teacher not Engaged	17.86%
Complete Disengagement	3.57%
Total	100.00%

According to the information above, Charleston Middle School students were 94.74% engaged in core classes with only a 5.26% of disengagement. In non-core classes, 96.43% of students were engaged, while no students were completely disengaged. Total engagement across all classes for CMS was 96.43%, leaving a 3.57% of student disengagement. The findings suggest that most instruction occurring at Charleston Middle School is teacher led (50%). Students who are engaged at the knowledge and skill development level is 78.57% while only 17.86% of engagement occurs at the higher-order thinking levels.

The MSIP 4th MSIP Observation form provides the middle school administrator with strategies for using an informal observation approach and data collection to inform reflective feedback on **the prevailing instructional practices** utilized in the middle school.

The Middle School Principal has completed a total of 48 observation forms on his teaching staff during the first 15 weeks. The most frequent observed results are as follows:

Write in "E" for Extensive (70% and above), "M" for Moderate (40% to 69%), "S" for Slight (15% to 39%) or "N" for Not At All ((0%to 14%)

Instructional Delivery Method Observed

Class discussion	E
Cooperative Learning	S
Distance work	S
Group work	S
Guided practice/modeling	M
Hands-on/experiments/laboratory work	S
Learning Centers	N
Lectures	E
Peer evaluation	S
Question and answer	E
Seat work (e.g., worksheets, textbook readings)	E
Student presentations	S

Instructional Strategies

Advanced organizers	N
Graphic organizers	S
Nonlinguistic representations	S
Problem-based/project – based learning	N
Research(generating and testing hypotheses)	N
Similarities and differences	M
Summarizing and note taking	E

The data indicates teachers are not using effective instructional strategies. This creates low depth of knowledge and limited differentiated instruction. The principal reports that he is observing better instructional practices in some of the classrooms and currently is using the instructional coaches to mentor and model in the communication arts and mathematics classrooms to assist the teachers in implementing more varied instructional strategies.

In addition, the principal and instructional coaches report that teachers are very appreciative and are seeking them out for advice. The assistant superintendent reports that he performed numerous observations and one teacher told him, "I am so glad that you were in my class today. Last year, I was never given any feedback on how I was teaching and being a new teacher, I was not sure if what I was doing was correct."

Activity 4: Instructional Coach

The district strongly believes this instructional improvement initiative (instructional coach) has great potential to improve student learning.

By collaboratively planning instruction, sharing information, modeling in the classroom, observing teachers give lessons, and providing constructive feedback, instructional coaches not only increase implementation, but they also can increase the likelihood that teachers will implement an instructional practice with fidelity.
Instructional Coaching Accomplishments to date: (November 29, 2011)

- Serves on Professional Development Committee
- Serves as member of Leadership Team for Professional Learning Communities
- Attended workshop on Common Core State Standards for English Language Arts (3 days)
- Attended workshop on Common Core State Standards for Mathematics (3 days)
- Set up Acuity Assessment (software for assessment focused on learning) for grades 6 – 8. Included uploading teachers, students and class assignments into system.
- Completed training on using Acuity software to assess student learning
- Completed training on using Acuity software to collect and report data from assessments
- Trained teachers in grades 6 – 8 to use Acuity software
- Created pacing guides based on Acuity Component Maps and met and discussed them with ELA and MA teachers
- Created schedule for pacing guides
- Reviewed pacing guides for core subjects to ensure accuracy

- Created schedule for predictive and benchmark testing in Acuity
- Developed first quarter benchmark tests for grades English Language Arts and Mathematics
- Set up classes in Study Island (web interactive software)
- Supervised Predictive Testing A in Acuity grades 6 – 8
- Supervised 1st Quarter Benchmarks Testing in Acuity grades 6 – Algebra I
- Review reports in Acuity for Predictive tests
- Met with ELA and MA teachers to review the data from Predictive Tests
- Reviewed reports from 1st quarter Benchmark testing
- Met with ELA and MA teachers to review the data from Benchmark Tests
- Conducted classroom observations in core subjects
- Consulted with building and district administrators regarding results of classroom observations
- Reviewed IBD reports from DESE to create GLE and CLE history reports to help identify power standards
- Reported to board of education on curriculum
- Trained and passed assessment to perform Instructional Practices Inventories Walk-Throughs (IPI Walk-Throughs)
- Reported at administrators meetings when necessary
- Met individually with teachers on issues or questions as they arise
- Serve as a resource for teachers in any area of classroom instruction or classroom management

More than anything else, our instructional coaches work in partnerships to accelerate teachers' professional learning through mutually enriching, healthy relationships. Observations indicate the instructional coaches are not viewed as a boss, but as colleagues, friends, and confidants who listen with care and share valuable information with teachers at the time when teachers most need it.

Activity 5: Curriculum and Common Core Standards

As stated in the needs assessment, the district basically created a new curriculum that was rushed and not well planned. Curriculum review and development is a dynamic and on-going process for a district that should lead to more effective instruction and increased student achievement. It requires focus and commitment from many stakeholders: teachers, administrators, parents, and community. Curriculum goes far beyond the books and materials we use. It also incorporates state and local student outcomes, effective instructional strategies, and purposeful assessments. Woven into the review and development process should be an examination of best practices as well as a careful examination of appropriate vertical and horizontal articulation. Curriculum review and development is a multi-step process that should not be rushed. It takes time to create the essential questions that will help us ultimately gather and carefully analyze pertinent data. It takes time to visit and review exemplary programs. It takes time to share perspectives from the different points of view of various stakeholders. It takes time to train staff for successful implementation.

Currently the district is at the first stage of revising our curriculum. The Southeast Regional Professional Development Center (SRPDC) is currently working with the district on the Common Core State Standards. District staff members (teachers, administrators, and coaches) have attended workshop on Common Core State Standards for English Language Arts and Mathematics. In addition, the SERPDC held an in-service in our district on "Essential Learning Outcomes." Future plans include identifying essential learning outcomes and revising curriculum to align with common core state standards. Teachers and administrators report the professional development given by the SERPDC has been very beneficial.

Everyone also agrees that when our new curriculum is completed, it will be crucial part of learning, teaching, and assessment for all students.

Activity 6: Instructional Support Team

The Instructional Support Team replaced the Student Assistant Team at the middle school. This school improvement initiative was finalized during the middle of the first quarter of this school year. There are three phases to progress monitoring where data is collected and analyzed. This approach has several advantages. First, it can help reduce the time a student must wait before he receives assistance in his areas of weakness. It is a proactive approach; students are identified early as needing assistance. Second, the goal is to provide as much assistance to students as possible in their regular education classroom before they fail or are referred for testing. If the interventions are helpful, testing or special education services may not be needed. Third, how a student responds to the intervention may provide information about his/her strengths and weaknesses. Understanding what works best can help teachers provide appropriate instruction to students.

There is currently no data to report because of the implementation of date. Teachers and administrators feel if the Instructional Support Team is implemented correctly and is monitored, it will be a valuable tool in helping students succeed in school.

Activity 7: Highly Qualified Teacher

As previously stated in the needs assessment, last year's middle school principal was not rehired for the 2011-12 school year. In addition, the district released one middle school communication arts teacher and replaced another communication arts teacher by transferring one from the high school. The board of education and administration felt these changes were needed to make instructional improvements in the middle school.

Starting in 2003, the No Child Left Behind Act of 2001 (NCLB) requires an annual attestation saying whether your school is in compliance with the requirements of NCLB Section 1119 – Highly Qualified Teacher qualifications. The Charleston Middle School attestation form indicates that 88% of our teachers meet the requirements that make them highly qualified. The 12% that are not highly qualified are scheduled to take their praxis exam. If successful in passing this exam, they will be considered highly qualified.

Activity 8: After School Instructional Program

This year, the Middle School added an additional approach for after school instruction. Based on 2011 MAP results, we targeted sixty (60) students who were within +10/-10 points of the MAP proficiency target rate in communication arts or mathematics. Below is a list of strengths and weaknesses in the implementation of this program:

Strengths:

1. Students receive help with subject matter that may be challenging them, and encouragement to complete work
2. Positive after-school activities and programs were rated by teachers as having better social skills and fewer behavioral problems in the classroom.
3. A high number of our students live in low-income and high-crime areas and our program provides students with safety.
4. Improved academics as reported by teachers
   a. students are experiencing growth in mastering the GLE's.
   b. students have become more motivated and engaged in the regular classroom.
   c. students are gaining in areas of algebra readiness by 22% and fraction concepts by 35%.
   d. students are finally learning concept clues.
5. Our parents have expressed how they appreciate the program and how hard teachers are working to help their child.

Weaknesses:

1. The program was not mandatory (43 students attending – 37 consistently)
2. Some students want to stay, but it interferes with sports, while others have to go home and babysit their little brother or sister.

Strategies tried with little or no impact

1. Project Success "Close the Gap" Consortium, 2004-2007

The Missouri Department of Elementary and Secondary Education, OSEDA, and McRel provided teams form districts and schools with expert guidance on how to improve student achievement and build capacity for sustained improvement. The Charleston High School and Middle School participated in this training with the goal of decreasing the achievement gap between black students and white students statewide in communication arts and math by at least 15% over the three years of the project. Annual Proficiency Target rates for the middle school showed improvement for the black subgroup: 2005- 5.5; 2006– 11.4; and 2007– 12.9. Although gains were made, the goal mentioned above was not met.

2. The University of Virginia Turnaround Specialist Program (UAV)

The UAV turnaround program was a two-year district and school leadership development program that addresses the challenges and needs of education leaders charged with turning around low performing schools. The School Turnaround Program focused on two main areas; 1. Building district capacity necessary to initiate and support transformational change and 2. Training high-impact school leaders. Our elementary school participated in this program for the full two years while the middle school was only able to attend the second year. Annual Proficiency Target rates showed no significant gain on the MAP for the one year of participation for the middle school.

Overall, both programs, Project Success "Close the Gap" and the University of Virginia Turnaround Program showed little or no impact on student achievement. The district failed by not having teachers feel as if they were stakeholders, which resulted in very little teacher buy in. Both programs lacked an accountability component. Strategies were tried and data was collected, but administrators failed to follow up on how to use the data. Finally, the middle school has experienced a high rate of teacher and administrative turnover.

In Conclusion

The Charleston Middle School Transformation Team agrees that our recent school improvement initiatives are a start in meeting our vision to offer a safe challenging learning environment, promote a culture of cooperation in school and community, and make decisions based on what is best for our students. The transformation team also agrees there remains a definite and urgent need for more dramatic transformation. The transformational process needed is one that provides comprehensive data-driven school improvement strategies. The initiative must combine the experience and efforts of a team of noted specialists in changing low-performing schools.

To help with the transformational process, our transformation team reviewed the registry of qualified vendors established by the Missouri Department of Elementary and Secondary Education which provided adequate evidence of capacity to offer beneficial services for local education agencies receiving federally-funded 1003g school improvement grants. After reviewing the companies, our transformation team agreed the JBHM Group offers the proven and practical strategies that will result in sustainable school transformation. JBHM offers

- Extensive on-site mentoring and modeling for district and school personnel to improve systemic support of schools
- Continuous on-site, in-school, job-embedded school leadership mentoring, by experienced principals and district leaders
- Continuous on-site, in-classroom, job-embedded mentoring, by experienced teachers and specialists, of all instructional staff working with all learners -including striving learners, struggling learners, and learners with special needs
- Detailed rubrics spelling out the elements of Five Essential Practices of effective schools, used daily to model and assess the school transformation, and setting the standard for performance from the boardroom to the classroom
- Increased Academic Learning Time in all areas, with particular attention to the core skills of reading, math, and writing
- Increased time for daily guided practice of essential skills, to solidify academic gains and make instruction more effective
- Comprehensive and continuous reporting, both written and online, to all stakeholders on the status of improvement and student achievement

SECTION VII. A - NEEDS AND CAPACITY -(1) 2. continued

b. Plan details that explain how the LEA/district will implement the required and selected permissible activities of the selected interventions(s).

i. There is a detailed improvement plan for each school to implement the interventions and improvement activities;

ii. **The plan is written in a format consistent with the requirements of Missouri's planning and budget and reporting system (see Section VII-C);**
iii. **The plan is based on improvement activities focused on the significant findings of the needs analysis (see Section VII-C);**
iv. **Procedures are in place to evaluate the implementation of the strategies;**
v. **The plans indicate that the required activities of the selected interventions for Tier I and Tier II schools will be implemented;**
vi. **The plans indicate that appropriate permissible activities of the selected interventions will be implemented.**

Required and Permissible Activities for Transformation Model

"Success Is Our Only Option" is the focus of Charleston Middle School and the Charleston R-1 School District's transformation plan. While aligning with the needs analysis, this plan creates a climate of success, closes the achievement gap between white and black students, and meets the 100% achievement target for all Charleston secondary students by 2014.

Developing and Increasing Teacher and School Leaders Effectiveness.

The Charleston R-1 School District and Charleston Middle School have and/or will implement each of following strategies required of the transformation model:

A. The Charleston R-1 School District replaced the principal who led Charleston Middle School for the 2011-2012 school year.

B. The Charleston R-1 School District will consult with and seek support from DESE on formulas for inclusion of student progress data and multiple performance-based assessments in the teacher evaluation. With the assistance of JBHM Education Group, district and school leaders and staff will research best practices and national models consistent with the requirements of transformation.

C. The Charleston R-1 School District will consult with and seek support from DESE in developing a teacher evaluation tool that will provide the data necessary to recognize and reward effective teachers while identifying those instructors that require one to one assistance and release those who, after ample opportunity, fail to improve.

D. The Charleston R-1 School District and the administration of Charleston Middle School will seek opportunities to collaborate with college placement programs in its efforts to attract high quality teachers.

The Charleston R-1 School District and Charleston Middle School have and/or will implement each of following permissible strategies of the transformation model:

A. Enter into a partnership with Southeast Missouri State University to offer graduate credit to teachers who participate in the professional development and implementation of the transformational plan. The credit will be offered at a substantially reduced rate.

B. District and school administrators, the curriculum coach and the transformational specialist will conduct informal, frequent classrooms observations to monitor the

implementation of high yield instructional strategies presented through professional development. The transformational specialist will select specific protocols for documenting observations and evidencing instructional practices that result from professional development and changes in student progress.

Comprehensive Instructional Reform Strategies.

The Charleston R-1 School District and Charleston Middle School has and/or will implement each of following strategies **required** of the transformation model:

A. In response to the key findings of the needs assessment, teachers will implement lessons that use research-based learning strategies including but not limited to Marzano's high yield instructional strategies, Hattie's visible learning strategies and culturally relevant teaching strategies.

B. In order to promote the continuous use of data, the Charleston R-1 School District will provide and support one hour per week for Professional Learning Communities Teams to have collaborative time. During that time, teachers will conduct weekly reviews of student data to identify student learning needs, develop ways to differentiate instruction and target interventions.

The Charleston R-1 School District and Charleston Middle School have and/or will implement each of following **permissible** strategies of the transformation model:

A. District and school administrators, the instructional coach and the external provider will conduct frequent reviews to ensure the curriculum is being implemented with fidelity. Rigor and relevance will be included as indicators during classroom observations and teacher evaluations. The revision of curriculum and pacing guides will be overseen to ensure that they are aligned to state standards and include research-based learning strategies.

B. Implementation of an RtI model will be completed during year one. A system of instructional supports will be utilized by all staff members. The process will be overseen by the principal, the guidance counselor, the instructional coach and the external provider.

C. Charleston Middle School currently operates computer labs and classroom computers; however, a priority for the district will be the acquisition of a mobile lab of computer tablets that are Wi-Fi accessible. Wireless capability is needed along with wireless laptops. The middle school has implemented CTB-McGraw Hill's on- line Acuity assessment program. The wireless capability and laptops will allow communication arts and mathematic teachers to utilize the Acuity program within their classrooms. There are a total of seven tests to be administered; three predicative and four diagnostic. Data gathered from these assessments will guide instruction in the classroom in an effort to increase student achievement. In addition, Acuity allows individual remediation on specific skills students scored low on.

D. District and building administrators will utilize the School Information System to better track student progress and report regularly to staff.

Increasing Learning Time and Creating Community-Oriented Schools.

The Charleston R-1 School District and Charleston Middle School has and/or will implement each of following strategies **required** of the transformation model:

A. The Board of Education of the Charleston R-1 School District will approve the proposal to lengthen the school day by 45 minutes. This time will be captured by eliminating one lunch block and adding 10 minutes to the beginning and ending of each day. The additional time will provide an opportunity for students to receive additional instruction in communication arts and mathematics depending upon their specific learning needs.

B. The Charleston R-1 School District and Charleston Middle School plans to provide ongoing opportunities for family and community engagement. District and school administrators plan to use key business partnerships, parent representatives and district/school personnel to serve as an advisory board and assist the district in identifying data points, benchmark measures and the tracking of strategies to improve family and community engagement. In addition, the district will consider hiring a Home/School Liaison to coordinate business and family outreach. District administrators will conduct a parent/community survey each year to gather feedback regarding the community's perceptions of the district's programs and climate.

The Charleston R-1 School District and Charleston Middle School have and/or will implement each of following **permissible** strategies of the transformation model:

A. District and building administrators will utilize one of the Professional Learning Community Teams to research and discuss implementation of the Missouri School-Wide Positive Behavior Support system. The goal of this research and discussion would be to create school environments that support both the academic and social success of all students by teaching positive behavior and interactions in the classroom and providing tiered interventions when necessary. If implemented, the Positive Behavior Support system would help decrease disciplinary incidents and maximize instructional learning time.

Operational Flexibility and Sustained Support.

The Charleston R-1 School District and Charleston Middle School has and/or will implement each of following strategies **required** of the transformation model:

The Charleston R-1 School District works closely with Charleston Middle School to plan and implement programming. Staffing, calendars, budgeting, and school accountability plans are jointly developed, providing a great deal of operational flexibility; thus providing a comprehensive approach to improving student outcomes.

A. In providing the afore mentioned flexibility, the Charleston R-1 School District will allow Charleston Middle School to plan its own professional development activities in keeping with the transformational plan.

B. The Charleston R-1 School District will make arrangements with the transportation department to accommodate the additional time that is being added to the daily schedule and for the after-school program.

The Charleston R-1 School District and Charleston Middle School have and/or will implement each of following **permissible** strategies of the transformation model:

A. The Charleston R-1 School District hired a new principal to lead Charleston Middle School beginning with the 2011-2012 school year.

SECTION VII. A - NEEDS AND CAPACITY -(1) 2. c.

c. How the LEA/District will support the interventions and improvement activities at the central office level:

i. Planned LEA/District-level activities are listed;
ii. Responsible staff are identified; and
iii. Staff responsibilities and expectations are listed.

Central Office: The superintendent and the assistant superintendent (will serve as the Transformation Officer) will:

- Contribute to and participate in the initial planning process, and agree to the sources and uses of funding identified in that plan, both for the costs of the transformation process and for the staffing, activities, and other resources required to sustain student performance after the transformation is complete.
- In particular, agree that funding from short-term sources such as the federal School Improvement Grant Section 1003(g) initiatives will be dedicated to the costs of the transformation program, and will not be depended upon to cover expenses that continue after completion of the transformation, such as faculty salaries, acquisition or maintenance of instructional resources, educational technology, and so forth.
- Support implementation of the School Improvement Grant Section 1003(g), following the Five Essential Practices as outlined in JBHM rubrics, at all levels including board, district, school, and classroom, for a period not less than three years. Continued engagement to be determined by JBHM Education Group and the Charleston Reorganized School District No. 1 and Board of Education during Year 3 of School Improvement Grant Section 1003(g) based upon the school and district's progress toward achievement goals, and ratings on the rubrics of Five Essential Practices, and the best judgment of JBHM Education Group as to the district's developed capacity to take over and sustain the improved system of operations attained by the school during the improvement process.

  If all parties come to the conclusion the district has developed capacity to take over and sustain the improved system of operations attained by the school during the improvement process, the district will continue to implement the improvement plan without an outside consulting group. Through the district's professional development committee, teachers and administrators will focus on professional development activities that will continue to support or enhance the improvement plan.

If the conclusion is, that after the improvement process, the district has not developed the capacity to take over the improved system of operations, the district will continue to look for ways of improvement. The district may continue using the outside consultants for continued professional development. Identify any barriers that are hampering improvement efforts and remove them. Search and implement high quality professional development that improves student achievement. Identify staff that are not meeting the districts educational expectations and retrain them or dismiss them. The district will continue to look for new funding sources through grants, current Title programs and donations.

- Adopt JBHM performance rubrics as the district's official performance management standard.
- Ensure that all policies described within the Rubric are in place, including creating those that are lacking.
- Ensure that school board members participate in eight hours of training related to their role and responsibility in systemic improvement.
- Ensure that the district implementation team engages in a prescribed program of training.
- Appoint a "transformation officer/manager" at the district level, to facilitate prompt action and lead efforts on action steps to be implemented in support of the School Improvement Grant Section 1003(g) process.
- Establish district implementation team comprising key district personnel as identified by JBHM specialists and the district's administrative team, to ensure the success of the project by implementing district-level processes and procedures in support of school improvement
- Provide staff and resources necessary for pre-implementation planning and preparation to commence at least 90 days prior to start of school year, for such activities as review of existing data, review of staff requirements, inputting student data into software systems, acquiring and labeling books, establishing master schedules, etc.
- Work with JBHM's guidance in selecting staff for the school
- Cooperate with and support the goals of the School Improvement Grant Section 1003(g) transformation process, including action steps that will be outlined in a customized action plan addressing the needs for procedures, personnel, resources, etc., all addressing the alignment and research-based practices of planning, instruction, skills practice, and assessment.
- Provide JBHM specialists with the authority to modify the curriculum as necessary to attain the agreed-upon growth objectives, including replacement of programs that are insufficiently evidence-based, are inefficient in their use of instructional time, or otherwise conflict with the Five Essential Practices; focusing instructional time and teaching resources on the three essential subjects of reading, math, and writing; and increasing time for practice of those essential subjects to align with targets based on research
- Provide JBHM specialists, with consultation by the district's administrative team, to modify school schedules as necessary to attain the agreed-upon growth objectives and necessary curriculum modifications
- Provide for rigorous and equitable staff evaluations taking student performance and professional performance into account.

- Provide general funding for the operation of Charleston Middle School, including interface with state and federal governmental agencies that are or may be among the sources of that funding.
- Provide funding for educational technology, resources, instructional material, time, paper, trade books, and other items to support the transformation plan and to sustain improved student performance after completion of the transformation.
- Maintain funding of other support services, such as buses, lunches, etc., and of necessary resources at a level that, at minimum, equals the level provided to other schools, and necessary for the success of the transformation plan.
- Support and participate in JBHM's coaching, mentoring, and training of school leadership and staff.
- Fund and enforce professional development requirements, provide staff development time and time for teacher collaboration.
- Allow JBHM specialists to exercise flexibility in prioritizing among academic standards to focus time on standards of immediate importance to student remediation and growth.
- Provide necessary flexibility in scheduling and budgeting to implement necessary changes.
- Provide funding and support for after-school and summer programs to provide extended learning time for interventions in reading and math.
- Support programs to increase parent and community involvement.
- Insure that there is extended learning time built into the school year for the students
- Insure that all staff members that are hired in the middle school are highly qualified.
- Lead the district work to implement a process for rewarding teachers who are having an impact on student achievement while releasing ineffective probationary teachers.

SECTION VII. C – LEA/DISTRICT ACTIONS

1. Design and implement interventions consistent with the final requirements for each Tier I and /or Tier II school the LEA/District commits to serve:

a. There is a detailed LEA/District-level plan to implement the intervention(s) including;
b. Responsible staff members for each strategy;
c. Timelines for each strategy and action step;
d. Identifies any pre-implementation activities the LEA/District proposes;
e. Funding identified for each strategy;
f. Implementation progress measures for each strategy; and
g. LEA/District oversight and support

School Improvement Grant Intervention Plan

Selected Intervention

Charleston Middle School has selected the **Transformation Model** as the most appropriate intervention for the school. The current principal, who assumed the position

beginning in the 2011—2012 school year, will be retained, as allowed in the SIG regulations.

Requirements of the Transformation Model include implementation of strategies to achieve dramatic change, rapid improvement, and significant results:

1. Developing and Increasing Teacher and School Leaders Effectiveness
   - **Replace the principal (unless the principal was hired after the 2006—2007 school year)**
   - **Use rigorous, transparent, and equitable evaluation systems**
   - **Identify and reward effective staff and remove ineffective staff**
   - **Provide ongoing, high-quality, job-embedded professional development**
   - **Implement strategies for recruiting, hiring, and retaining high-quality staff**
   - Institute a system for measuring the impact of professional development in effecting changes in instructional practice

2. Comprehensive Instructional Reform Strategies
   - **Implement a research-based, data-informed instructional program aligned to standards**
   - **Promote the continuous use of student data**
   - Conduct periodic review to ensure curriculum is implemented with fidelity
   - Implement Response to Intervention programming
   - Integrate technology-based instructional supports
   - Offer opportunities for completing advanced coursework
   - Improving student transitions from middle school to high school
   - Increasing graduation rates through a variety of instructional supports
   - Establishing an "early-warning system" to identify at-risk students

3. Increasing Learning Time and Creating Community-Oriented Schools
   - **Establish schedules and strategies that provide increased learning time**
   - **Provide ongoing mechanisms for family and community engagement**
   - Partner with community-based organizations
   - Extend and restructure the school day to add time for advisory periods
   - Improve school climate and discipline

4. Operational Flexibility and Sustained Support
   - **Provide operational flexibility**
   - **Provide ongoing, intensive technical assistance**

These strategies are included in this school improvement grant application (required strategies are indicated by bold, underlined typeface).

Goal 1 Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Objective 1: The percentage of students attaining proficient/advanced on MAP communication arts scores will increase by 22% annually. MAP mathematics scores will increase by 17% annually.

MAP	Baseline 2009	Target Achievement Goals 2010	2011	2012	2013	2014
6-8 Communication Arts	39.8	32.0	34.0	56.0	78.0	100
6-8 Math	26.4	27.9	30.2	53.5	76.8	100

- Strategy 1: **Implement a research-based, data-informed instructional program aligned to standards** (Required)

Alignment to Needs Analysis: *Student Performance and Curriculum Development & Learning Management*

Implementation Assessment:

Date/When	Method/How
May 2012	The district will participate in a pre-implementation analysis with the external provider. This analysis will evaluate the district's assessment data, classroom instruction, leadership and infrastructure program.
August 2012	Collect and analyze most recent MAP data. Develop a monthly collection tool for student performance data. Provide professional development on the use of data for daily decision making in the classroom.
January 2013	Review the first two quarters of assessment data to determine which GLE's and CLE's require additional instruction.
Monthly	Collect and review student assessment data during PLC team meetings.
Quarterly	Review the results of formative benchmark assessments. Review student grades to determine students at-risk for failure.
Quarterly	Review documentation of staff examination of student performance data and reported use of data to inform instruction to revise curriculum

- Action Step 1: Continue the development of curricula, pacing guides and assessment tools. Review curriculum guides and assessments to insure alignment with state standards.

Person(s) responsible: Principal, instructional coach, transformational specialist

Funding source: SIG, Title II.A, Local

Implementation & Progress Monitoring Timeline:

- August 2012: Teachers will participate in professional development activities designed to address methods for deconstructing standards, aligning curricula and providing rigorous instruction

- Monthly: Review curriculum alignment and lesson planning documentation to determine staff implementation progress; provide individual technical assistance to staff as needed to ensure implementation
- Monthly: Conduct classroom observations; transformational specialist and instructional coaches will conduct one-on-one meetings with instructional staff to ensure instructional improvement
- Quarterly: Assess curriculum mapping documents for vertical and horizontal alignment and ensure implementation standards based instruction

- Action Step 2: Develop an understanding and effective implementation of Webb's Depth of Knowledge.

Person(s) responsible: Principal, transformational specialist, instructional coach and instructional staff

Funding source: SIG, Title II.A, Local

Implementation & Progress Monitoring Timeline:

- August 2012: Teachers will participate in professional development activities designed to address methods for deconstructing standards, aligning curricula and providing rigorous instruction
- Monthly: Instructional staff will develop comprehensive lesson plans using the external provider's template. Lesson plans will contain bell ringers, objectives that can be stated to the class, rigorous instruction, guided and independent practice, assessment and closure.
- Monthly: Review lesson plans and assessment tools to determine the level of rigor expected
- Weekly: Develop and implement an assessment review protocol to be used by professional learning communities teams for review of assessment tools

- Action Step 3: **Use student achievement data—diagnostic, formative, and summative—to inform classroom instruction.** (Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 3).

Person(s) responsible: Principal, JBHM consultants, and teachers

Funding source: SIG, Title II.A, Local

Implementation & Progress Monitoring Timeline:

- August 2012: Establish student achievement goals
- August 2012—June 2013: Utilize transformational specialist, instructional coach and PLC team leaders to provide assistance in gathering and interpreting data to inform instruction.
- Weekly: Utilize various data sources, including the benchmark scores, STAR Reading Computer-Adaptive Test , Acuity Informative Assessment, student work, and classroom assessments to examine student performance data; identify related outcomes, practices, and inputs; make adjustments in classroom instruction

- Quarterly: Track student progress toward competency

Objective 2: The number of D's or F's earned by students in course work will decrease by 25% annually.

Assessment	Baseline	Target Achievement Goals				
	2010	2011	2012	2013	2014	2015
Classroom Failure Rate						
6th Grade	335	252	189	142	106	80
7th Grade	348	261	196	147	110	83
8th Grade	329	246	185	139	104	78

- Strategy 1: Implement a comprehensive Response to Intervention program as part of **an "early warning system"** to identify and support at-risk students.

Alignment to Needs Analysis: *Student Performance and Safe—Secure—Engaging Environment*

Implementation Assessment:

Date/When	Method/How
August 2012	Develop a RTI processes, programs and a Pyramid of Interventions
Monthly	Review the number/percent of students placed in each tier of the Pyramid of Interventions and the movement of students from an RTI tier to the next placement
Monthly	Review student attendance/truancy, discipline referrals, in-school and out-of-school suspensions
Quarterly	Assess RTI processes and programs to determine effectiveness
Quarterly	Assess the performance of the PLC Teams using student performance data and program effectiveness data

- Action Step 1: Continue to provide a system of "tiered support" differentiated for individual student needs, through Response to Intervention strategies

Person(s) responsible: Guidance counselor, PLC team leaders, PLC teams

Funding source: Local funding for RTI interventions

Implementation & Progress Monitoring Timeline:

- August 2012: Develop an RTI program, process and Pyramid of Interventions. Provide staff development on the implementation of the RtI process.
- August 2012—June 2013: Implement the RTI process and Pyramid of

Interventions. (linked to Goal 3, Objective 2, Strategy 1)

- Monthly: Refer students for RTI based upon a review of grade reporting data and the identification of students with failing grades in one or more classes
- Monthly: Review RTI placement data
- Quarterly: Research additional interventions as identified by staff; determine effectiveness and possible delivery mechanisms
- Quarterly: Review the percentage and direction of student movement from one RTI tier to the next. This includes the number and percentage of students who exit the program.

- Action Step 2: **Conduct review of diagnostic and formative assessment data as part of an "early-warning system" for academic achievement.** (Required)

Person(s) responsible: Principal, teachers, instructional coach, guidance counselor, and JBJM consultants

Funding source: Title II.A, Local

Implementation & Progress Monitoring Timeline:

- Weekly: Identify and refer students for RTI, as needed
- Monthly: Review student placement on the Pyramid of Interventions, movement from one tier to the next, or release, as appropriate
- Monthly: Report the number/percent of students failing one or more courses, student placement on the Pyramid of Interventions, and student progress toward academic goals to PLC teams
- Quarterly: Review student work, classroom assessments, and quarterly benchmark assessment data; refer students for RTI (links to Goal 1, Objective 1, Action Step 3)

- Action Step 3: **Conduct ongoing review of indicators (including attendance/truancy, and discipline referrals) for at-risk students as part of an "early warning system" for failure.** (Required)

Person(s) responsible: Principal, guidance counselor, teachers, and JBHM consultants

Funding source: Local
Implementation & Progress Monitoring Timeline:

- Weekly: Refer students for RTI, as needed
- Monthly: Review of leading indicators (attendance, truancy, discipline referrals, in-school and out-of-school suspensions); RTI referrals
  - Monthly: Review student progress regarding attendance, truancy, discipline referrals, in-school and out-of-school suspensions; determine changes in RTI placement, as needed (links to Goal 1, Objective 1, Action Step 3)
- Monthly: report data regarding leading indicators and student placement in RTI to transformational specialist and PLC teams

- Strategy 2: Use appropriate and accurate measures to determine students at-risk for possible retention

Alignment to Needs Analysis: *Student Performance and Safe—Secure—Engaging Environment*

Implementation Assessment:

Date/When	Method/How
August 2012	Review the status of students who were retained the previous year.
Quarterly	Review failure rate of those at-risk for retention. Meet with and counsel students regarding retention policies and their progress toward successful completion of the required coursework for promotion.

- Action Step 1: Develop and implement accurate measures of possible retention.

Person(s) Responsible: Principal, teachers, and JBHM consultants

Funding Source: Local

Implementation and Progress Monitoring Timeline:

- July—August 2012: Convene administrative team to discuss retention policies and determine methods for determining accurately those students at-risk of being retained as early as possible.
- Quarterly: Gather data to determine those students at-risk of being retained
- Quarterly: Meet individually with at-risk students to review retention policies and develop individualized improvement plans for successful completion of required coursework.

Goal 2 Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

Objective 1: The percentage of core courses taught by highly qualified teachers will increase to 100% by 2014.

Assessment Measure	Baseline	Target Goals				
	2009	2010	2011	2012	2013	2014
Percent of Core Courses Taught by Highly Qualified Teachers	88%	97%	95%	97%	99%	100%

- Strategy 1: **Continue to implement a system for recruiting and retaining highly qualified staff**. (Required) Strengthen and expand the current efforts.

Alignment to Needs Analysis: *Student Performance, Safe—Secure—Engaging Environment, and Human Resources*

Implementation Assessment:

Date / When	Method / How
August 2012	Document employment of one full-time instructional coach and a transformational specialist
August 2012	Document distribution and review of the staff evaluation tool
August 2012	Document placement (number/percent) of highly-qualified staff in classrooms
Weekly	Review the external provider's reports on teacher observations, improvement plans, and conferences
Quarterly	Compile and document teacher attendance data and correlation to teacher performance
Quarterly	Compile and document staff observations; calculate and document the distribution of teachers for each level of performance on the staff evaluation instrument; document the percentage of teachers rated at or above proficient
Quarterly	Compile and document records of one-on-one instructional coaching sessions for targeted instructional improvement
January 2013	Review staff observations with the external provider to determine teachers who are improving and those who should be evaluated by the administration for possible termination.
May 2013	Review the external provider's recommendations for next steps in the improvement process
June 2013	Calculate and document the number of teachers retained from the 2010—2011 school year; percent of teacher attrition

- Action Step 1: **Refine and implement a rigorous staff evaluation system.** (Required). (links to Goal 5, Objective 2, Strategy 1, Action Step 1)

Person(s) responsible: Administrative team, teachers, and JBHM consultants

Funding source: SIG, Local

Implementation & Progress Monitoring Timeline:

- August 2012: distribute staff evaluation tool; review the staff evaluation tool with staff; define performance levels and indicators
- Weekly: conduct classroom observations; provide immediate, specific feedback; arrange for instructional coaches to provide one-on-one technical assistance for targeted improvement goals
- Quarterly: compile teacher attendance data; examine correlation to teacher performance

- Action Step 2: **Provide job-embedded high quality professional development to create and support capacity in staff.** (Required)

Person(s) responsible: Principal, teachers, JBHM consultants, and SRPDC

Funding source: SIG, Title II.A, Local

Implementation & Progress Monitoring Timeline

- August 2012: The external provider, with the administrative team, will coordinate professional development in the following areas:
  - Classroom management
  - Deconstruction of state standards, GLE's and CLE's
  - Effective lesson planning
  - Depth of Knowledge and Rigor
- August 2012—June2013: utilize the instructional coach and the external provider to provide one-on-one technical assistance to staff and support acquisition of effective instructional practices
- August 2012—June 2013: implement planned professional development, including:
  - New teacher-mentoring program for new staff
  - Meeting the needs of struggling learners
  - Meeting the needs of special services students
  - Data driven decision making
  - Differentiating instruction
  - Common Core State Standards
- Quarterly: transformational specialist and the instructional coach collect student performance and student engagement data for analysis and distribution to departments for departmental review and action planning (links to Goal 1, Objective 1, Strategy 1, Action Step 3)

- Action Step 3: Develop and implement a system for measuring changes in instructional practices resulting from professional development.

Person(s) responsible: Principal, teachers, JBHM consultants

Funding source: SIG, Local

Implementation & Progress Monitoring Timeline:

- August 2012: The external service provider will provide each faculty member with copies of the classroom observational tools, explain their purpose and provide the criteria for marking evidenced. **(See Appendix D)**
- August 2012: The external service provider will begin using observational tools to assess the effect of professional development relative to instructional practice.
- June 2013: Review the effectiveness data prepared by the external provider; determine the impact to changes in instructional practice. (Implementation Assessment)

Goal 3 Facilities, Support, and Instructional Resources: Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Objective 1: The number of minutes of student learning time will increase by 174 hours, from 64,170 in 2009 to 72,000 in 2012—2014.

Number of Minutes Within the School Year	Baseline			Target Goals		
	2009	2010	2011	2012	2013	2014
Missouri Required Minutes (actual pupil attendance)	62,640	62,640	62,640	62,640	62,640	62,640
CMS Minutes of Instruction (actual pupil attendance)	64,170	64,530	65,250	72,000	72,000	72,000

- Strategy 1: **Establish schedules and strategies that provide increased learning time by using people strategically and time intentionally.** (Required)

Alignment to Needs Analysis: *Student Performance and Safe—Secure—Engaging Environment*

Implementation Assessment:

Date/When	Method/How
July 2012	Develop a master schedule that reflects one less lunch block, a starting time that is 10 minutes earlier and an ending time that is 10 minutes later than previous years.
August 2012	Develop transportation services and lunchroom practices that reflect the changes in starting and ending times and larger lunch blocks.
August 2012	School board adoption of the new daily schedule.
August 2012	Communicate the changes to the parents, students, staff and stakeholders

- Action Step 1: Alter the daily and/or academic year schedule to provide more instructional time and increase student time on task.

Person(s) responsible: Administrative team, teachers, and Board of Education

Funding source: Local

Implementation and Progress Monitoring Timeline:

- October 2012: Convene a committee of staff, students, parents and stakeholders to research and discuss the changes in the academic year schedule and explore additional modifications.
- October 2012—January 2013: Send a team to visit schools with innovative schedules
- February 2013: Adopt an altered daily and/or academic year schedule for implementation in the 2013—2014 school year (Implementation

Assessment)

- March 2013—April 2013: Communicate the future changes and impact to all stakeholders; hold informational meetings for students, parents, community members to review possible schedules and provide additional input (Implementation Assessment)

Objective 2: The percentage of students suspended out of school for ten or more consecutive days will decrease from 21.8% in 2009 to 2% in 2014.

Percentage of Students Suspended Out-of-School for Ten or More Consecutive Days	Baseline	Target Goals				
	2009	2010	2011	2012	2013	2014
Missouri Average Percentage	1.8	1.7	1.7	—	—	—
CMS Percentage	17.5	12.7	26.2	13	6	2

- Strategy 1: Establish a supportive school climate and an effective approach to discipline.

Alignment to Needs Analysis: *Safe—Secure—Engaging Environment*

Implementation Assessment:

Date/When	Method/How
August 2012	Provide professional development and training on classroom management and student engagement. Review discipline policies with staff, students and parents
August 2012-June 2013	Document observations and monitoring of staff adherence to implementation and enforcement of school/classroom policies and procedures; identify noncompliant staff for immediate corrective action; examine the number/percent of discipline referrals from each staff member (links to Goal 2, Objective 1, Action Step 1)
September 2012-May 2013	The principal, guidance counselor and PLC teams will research, discuss and come to a conclusion regarding whether or not to implement the Missouri School-Wide Positive Behavior Support System.
Monthly	Review placement documentation for students in Response to Intervention programming (links to Goal 1, Objective 2, Strategy 1)
Quarterly	Documented PLC team meetings/reviews of discipline case data to inform decisions regarding policies and procedures; document revisions in policies and/or procedures

Quarterly	Collect and calculate data regarding the number/percentage of discipline referrals; number/percentage of in-school and out-of school suspensions; the number/percentage of out-of-school suspensions for ten or more consecutive days (links to Goal 1, Objective 2, Strategy 1, Action Step 3)
June 2013	Review year-end discipline data and consider revisions to the discipline policies and procedures.

- Action Step 1: Implement, with fidelity, clear and just policies and procedures.

Person(s) responsible: Principal, teachers, and JBHM consultants

Funding source: SIG, Local

Implementation and Progress Monitoring Timeline:

- August 2012: Establish PLC team responsibilities regarding discipline data review.
- September 2012-May 2013: Research, discuss and come to a conclusion regarding implementation of the Missouri School-Wide Positive Behavior Support System
- Quarterly: PLC teams review established policies and procedures; review statistics for disciplinary infractions and suspensions; determine patterns and trends; determine the need to revise policies or procedures

- Action Step 2: Monitor to ensure fidelity of implementation.

Person(s) responsible: Administrative team, PLC teams and transformational specialist

Funding source: SIG, Local

Implementation and Progress Monitoring Timeline:

- August 2012: Provide training to staff to ensure knowledge and understanding of school/classroom policies and procedures and the expectation of 100% implementation
- August 2012—June 2013: Observe/monitor staff adherence to implementation and enforcement of school/classroom policies and procedures; identify noncompliant staff for immediate corrective action

- Action Step 3: Provide support structures through Response to Intervention strategies for students to develop self-discipline skills needed to comply with policies and procedures.

Person(s) responsible: Principal, teachers, and guidance counselor

Funding source: Local

Implementation and Progress Monitoring Timeline: (linked to Goal 1, Objective 2, Strategy 1, Action Steps 1—3)

- August 2012—June 2013: Utilize the RTI structure to provide a system of "tiered support" differentiated for individual student needs.

- Monthly: Conduct ongoing review of diagnostic and formative assessment.
- Monthly: Conduct ongoing review of indicators (including attendance/truancy, and discipline referrals) for at-risk students.
- January 2013: Provide PLC teams with semester summary data for student discipline incidents, disciplinary actions taken, attendance, grades and results of RTI placements and progress. The teams, with assistance from the administrative team and the transformational specialist, will identify trends and evaluate classroom disciplinary interventions to determine their effectiveness.

Objective 3: Develop support systems for students at-risk for repeated suspensions, grade level retention and/or dropout.

Percentage of Students Whose Attendance Was Less Than 80%	Baseline	Target Goals				
	2009	2010	2011	2012	2013	2014
Charleston Middle School	6%	8%	7%	4%	2%	0%

Percentage of Students Who Were Retained in Grades 6-8	Baseline	Target Goals				
	2009	2010	2011	2012	2013	2014
Charleston Middle School	4%	5%	4%	3%	2%	0%

Percentage of Students Who Earned Multiple Course Failures	Baseline	Target Goals				
	2009	2010	2011	2012	2013	2014
Charleston Middle School	25%	27%	22%	15%	7%	0%

- Strategy 1: Implement strategies that build relationships.

Alignment to Needs Analysis: *Safe—Secure—Engaging Environment* Implementation Assessment:

Date/When	Method/How
August 2012	Review the guidance curriculum for alignment with the Missouri Model Guidance recommendations.
September 2012	Meet with the faculty and staff to discuss the guidance curriculum and its implementation in the classrooms.
September 2012	Research the "Check and Connect" Project developed by the College of Education at the University of Minnesota

Monthly	Conduct a of review of diagnostic and formative assessments to identify students at risk of academic failure; conduct ongoing review of indicators (including attendance/truancy, and discipline referrals) for at-risk students (links to Goal 1, Objective 2, Strategy 2 and 3)
Semi-annually	Administer and review results of a student climate survey
January 2012	Research, discuss and develop a summer transition program for incoming 6th Grade students and their

- Action Step 1: Review the guidance curriculum for alignment with the Missouri Model Guidance recommendations. Revise the curriculum and develop a plan for implementation that maximizes student exposure while minimizing loss of instructional time.

Person(s) responsible: Superintendent, Principal, teachers, counselor, and JBHM consultants

Funding source: Local

Implementation and Progress Monitoring Timeline:

- August 2012: Review and revise guidance curriculum
- September 2012: Meet with staff to discuss the importance of the guidance curriculum, review content and discuss the implementation strategy
- September 2012—May 2013: Implement the curriculum, including student satisfaction surveys (Implementation Assessment; linked to Goal 1, Objective 1, Strategy 1)
- September 2012—May 2013: Use PLC team structure to research the "Check and Connect" Curriculum developed by the College of Education at the University of Minnesota

- Action Step 2: Develop and implement a summer transition program for incoming 6th graders.

Person(s) responsible: Principal, guidance counselor and teachers

Funding source: Local

Implementation and Progress Monitoring Timeline:

- January 2013—February 2013: The guidance counselor and PLC teams work to develop the summer transition program
- March 2013—May 2013: The guidance counselor and the PLC teams develop strategies for informing students and parents about the summer transition program and ensure their participation.
- August 2013: Implement the program

- Action Step 3: **Implement an "early warning system" to identify students in need of support or intervention.** (Required) (This Action Step links to and duplicates Goal 1, Objective 2, Strategy 1; it is included here to reinforce the connection to strengthening student relationships)

Person(s) responsible: Principal, teachers, and guidance counselor

Funding source: Local

Implementation and Progress Monitoring Timeline: (see Goal 1, Objective 2, Strategy 1: Action Steps 1—3)

- August 2012: Develop a RTI program, process and Pyramid of Interventions. Provide staff development on the implementation of the RtI process.
- August 2012—June 2013: Implement the RTI process and Pyramid of Interventions. (linked to Goal 3, Objective 2, Strategy 1)
- Monthly: Refer students for RTI based upon a review of grade reporting data and the identification of students with failing grades in one or more classes
- Monthly: Review RTI placement data
- Quarterly: Research additional interventions as identified by staff; determine effectiveness and possible delivery mechanisms
- Quarterly: Review the percentage and direction of student movement from one RTI tier to the next. This includes the number and percentage of students who exit the program.

Goal 4 Parent and Community Involvement: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Objective 1: Charleston Middle School will increase the amount and quality of parental participation.

Indicators of Parent Involvement	Baseline		Target			
	2009	2010	2011	2012	2013	2014
Percent of parents who attend parent teacher conferences	—	—	32	56	80	90

Indicators of Parent Satisfaction/3 Point Scale	Survey Results	
	2011	2012 Target
Good place to learn	2.5	2.75
Teachers / staff friendly	2.5	2.75
Know expected behavior	2.4	2.7
Child safe at school	2.87	2.9
Parents feel welcome	2.87	2.9

Talk easily to teachers	2.87	2.9
Teachers enforce rules	2.87	2.9
Discipline has been fair	2.6	2.8
Comfortable with principal	2.87	2.9
Parents kept informed	2.6	2.8

- Strategy 1: **Provide ongoing mechanisms for family and community engagement.** (Required)

Alignment to Needs Analysis: *Parent & Community Involvement*

Implementation Assessment:

Date/When	Method/How
Monthly	Review documentation of parent contacts regarding grades, behavior and classroom participation
Monthly	Review usage of and updating of Parent Link
Monthly	Meet with county and local officials to explore the use of their e-mail and text messaging tool to communicate with parents when necessary
Quarterly	Examine attendance records for parent teacher conferences and Family Night events; calculate number/percent of parents attending events; consider trend data
Quarterly	Produce and distribute a Charleston Middle School newsletter. Record parent responses.
Annually	Review and compile the results of student and parent satisfaction surveys

- Action Step 1: Develop and implement a system for tracking communication between staff, students, and parents.

Person(s) responsible: Principal, teachers, and guidance counselor

Funding source: SIG, Local

Implementation and Progress Monitoring Timeline:

- September 2012: Develop a system for tracking communications between staff, students and parents. The system will track teacher contacts regarding grades, behavior and class participation. The system will track both positive and negative contacts.
- Semi-annually: Review the number and types of contacts made by teachers. Also review the parents' responses to those contacts.

- Action Step 2: Meet with county and local officials to explore the use of their e-mail and text messaging tool to communicate with parents when necessary.

Person(s) responsible: District administrative team

Funding source: Local

Implementation and Progress Monitoring Timeline:

  - August 2012: Enter into discussion with the county and city officials to discuss the possibility and cost of utilizing their e-mail and text messaging system to contact parents with information about school closings, emergency situations, and significant school events. Verify phone contact information for parents/guardians; update database (continuously, as needed)
  - Fall and spring: If an agreement can be reached, notify parents of parent conferences, family nights, upcoming issues of the newsletter, etc.; Collect parent responses regarding the effectiveness of the system.

- Action Step 3: Host a Family Fun Night to facilitate parents becoming more familiar with the school. This event will be held annually along with other parent events that will be scheduled throughout the year.

Person(s) responsible: Principal, staff

Funding source: Local

Implementation and Progress Monitoring Timeline:

  - January 2013: Utilize staff to plan the Family Night event
  - February or March 2013: Publicize and host the Family Night event; collect and compile attendance data; calculate number/percent of parents in attendance

- Action Step 4: Publish and distribute school newsletters.

Person(s) responsible: Principal, teachers, guidance counselor

Funding source: Local

Implementation and Progress Monitoring Timeline:

  - August 2012: Determine publication dates/timeline for development and publication
  - September 2012: Recruit a newsletter committee (teachers, students, parents, community patrons) to assist in writing articles and contributing to the newsletter's production
  - Quarterly: Publish and distribute newsletters in print and online
  - Annually: Survey students and parents regarding their opinions of the effectiveness of the newsletter as a communications tool

Goal 5 Governance: Govern the LEA/District in an efficient and effective manner, providing leadership and representation to benefit the students.

Objective 1: The Charleston R-1 School District and Charleston Middle School will meet or exceed the SEA's criteria for implementation and evaluation of the school

improvement plan and measurement of leading indicators; SIG funding can be renewed for 2012 and 2013.

- Strategy 1: **The Central Office Staff and the Board of Education will provide support to the building principal and teachers to allow for operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase student achievement.**(Required)

Alignment to Needs Analysis: *Student Performance, Curriculum Development & Learning Management, Professional Development, Human Resources, and Leadership & Governance*

Implementation Assessment:

Date/When	Method/How
April 2012	Document the execution of contracts with the external provider for the pre-implementation academic review and analysis.
July 2012	Document the execution of contracts with the external provider who will provide the transformational specialist.
August 2012	Examine the Academic Review and Analysis submitted by the external provider
August 2012	Kickoff meeting with the district administrative team, external provider and staff.
Weekly	Examine the implementation reports submitted by the transformational specialist
Monthly	Review finance/budget records
Monthly	Review the implementation reports submitted by the external provider with the board of education
Monthly	Identify needs for increased flexibility and/or support; document and address those needs (e.g., changes in policy or procedure

- Action Step 1: **Execute contracts with the external provider and agree to their choice of a transformational specialist who will facilitate and monitor reform efforts.** (Required)

Person Responsible: Superintendent

Funding Source: SIG

Implementation and Progress Monitoring Timeline:

- July 2012: Document the execution of contracts with the external provider who will provide the transformational specialist.
- August 2012: Examine the Academic Review and Analysis submitted by the external provider
- August 2012: Kickoff meeting with the district administrative team, external provider and staff.

- Weekly: Examine implementation progress reports submitted by transformational specialist; determine progress toward meeting school improvement plan implementation goals (Implementation Assessment)
- Monthly: Examine student performance and engagement data
- Quarterly: Examine staff effectiveness data (e.g., rating on classroom observations, personal improvement plans and staff evaluation tool)

- Action Step 2: Approve and allocate funding for implementation of the strategies and activities outlined in the school improvement plan.

Person Responsible: Superintendent and Board of Education

Funding Source: SIG, Local (as documented in the SIG plan)

Implementation and Progress Monitoring Timeline:

- August 2012: Review the budget with the administrative team
- Monthly: examine financial records; monitor expenditures (Implementation Assessment)
- March 2013: Plan for 2013—2014 school year budget
- June 2013: Prepare financial update for the board of education; review expenditures

- Action Step 3: **Ensure that the school receives ongoing, intensive technical assistance and related support to implement transformation strategies.** (Required)

Person Responsible: Superintendent, Principal, teachers, Board of Education, and PDC

Funding Source: SIG, Local

Implementation and Progress Monitoring Timeline:

- April 2012: Execute the external provider's contract for the pre-implementation academic review and analysis
- July 2012: Execute the external provider's contract for the 2012-2013 school year
- August 2010: Meet with the external provider's transformation specialist to discuss the responsibilities of the district and the provider.
- Weekly: Examine implementation progress reports submitted by the external provider.
- Monthly: Share the external provider's progress reports with the board of education. (Implementation Assessment)

- Action Step 4: Confer with the administrative team to identify needs for additional operational flexibility and/or other LEA/District support.

Person Responsible: Superintendent, and Board of Education

Funding Source: Local

Implementation and Progress Monitoring Timeline:

- Monthly: Meet to examine the implementation progress reports