submitted by the transformational specialist; identify, discuss, and apply problem-solving strategies to remove circumstances that hinder implementation progress (Implementation Assessment)

Objective 2: The percent of instructional staff rated at performance levels below "Meets Expectations" on the staff evaluation tool will decrease to zero by 2013.

Measure	Baseline		Target Goals			
	2009	2010	2011	2012	2013	2014
Percent of teachers rated at the lowest performance level			10%	5%	0%	0%

- Strategy 1: Remove ineffective staff. (Required)

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

Implementation Assessment:

Date/When	Method/How
August 2012	Publish policies and procedures for removal of ineffective instructional staff
August 2012	Document distribution and review of the staff evaluation tool and policies/procedures for removing ineffective instructional staff
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 below "Meets Expectations" performance level
Quarterly	Compile and document records of one-on-one instructional coaching sessions for targeted instructional improvement
Quarterly	Document progress on personal improvement plans
Annually	Document removal of ineffective instructional staff

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

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

Funding source: Local

Implementation & Progress Monitoring Timeline:

- August 2012: Publish policies and procedures for removal of instructional staff consistently performing below "Meets Expectations" (Implementation Assessment)
- August 2012: Distribute staff evaluation tool; review the staff evaluation tool with staff; define performance levels and indicators; communicate expectation that all instructional staff performing at levels "Meets Expectations" will be provided targeted coaching, increased monitoring and evaluation; distribute published policies regarding removal of instructional staff consistently performing at levels below "Meets Expectations" (Implementation Assessment)
- Weekly: Conduct and document classroom observations; provide immediate, specific feedback; arrange for the transformational specialist and the instructional coach to provide one-on-one technical assistance for targeted improvement goals for instructional staff needing assistance (Implementation Assessment)
- Quarterly: Use operational data, including classroom observations and student performance and engagement data to identify instructional staff needing targeted assistance
- August 2012-March 2013: Follow policies and procedures to remove ineffective staff (Implementation Assessment)

- Action Step 2: **Research performance-based compensation systems.** (Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 2)

Person(s) responsible: Board of Education, superintendent, school district attorney, principal, and Community Teachers Association

Funding source: Local

Implementation & Progress Monitoring Timeline:

- September 2012: Discuss the concept of performance based compensations systems with the board of education. Appoint a committee to research systems and their implementation.
- October 2012-May 2013: The committee will research and identify priority areas for incentives (e.g., non-negotiable instructional practices in regard to classroom management, school policies and procedures, instructional strategies, curriculum development, and assessment strategies as well as student performance goals); determine expected outcomes and success indicators; determine appropriate incentive amounts and how these will be awarded; develop a written policy for board approval (Implementation Assessment)
- June 2013: Board of education considers the adoption of the policy on performance based compensation system (Implementation Assessment)

Objective 3: The percentage of instructional staff serving in leadership positions will be 100% by 2013.

- Strategy 1: Create a culture of distributed leadership.

Alignment to Needs Analysis: *Leadership & Governance*

Implementation Assessment:

Date/When	Method/How
August 2012	Document Professional Learning Communities team membership rosters and team meeting calendars
Monthly	Document PLC team meeting agendas, attendance, and work accomplished
June 2013	Examine the results of the staff satisfaction survey with regard to their participation in

- Action Step 1: Establish Professional Learning Communities team structures to serve specific functions (e.g., analyzing student performance indicators, student engagement indicators; developing curriculum; increasing parent and community involvement) and provide staff opportunities for leadership.

Person(s) Responsible: Superintendent, Principal, and teachers

Funding Source: Local

Implementation and Progress Monitoring Timeline:

- August 2012: Determine PLC teams (e.g., data analysis team, discipline team, parent involvement team, curriculum/assessment team; identify team members; establish a calendar for regular meetings (Implementation Assessment)
- Monthly: Monitor team meetings; document meeting agendas, record team member attendance, and log work accomplished (Implementation Assessment)
- Quarterly: PLC teams share the results of their work during staff meetings
- June 2013: Conduct the staff satisfaction survey; collect and compile staff satisfaction survey data (Implementation Assessment)

2. Recruit, screen, and select external providers, if applicable, to ensure their quality:

a. LEA/District application process for external providers:

i. Request for proposals;

The Charleston R-1 School District has selected JBHM Education Group as their external provider. The Department of Elementary and Secondary Education has reviewed JBHM's application that was submitted to the Registry of Quality Vendors (RQV), and it was determined that JBHM Education group provided adequate evidence of capacity to offer beneficial services for Local Education Agencies (LEA) receiving federally-funded (1003[g]) School Improvement Grants (SIG).

ii. Memorandum of understanding;

See Appendix C

iii. Provider contracts

See Appendix B

iv. Evaluation procedures.

See Appendix D

c. SEA has been part of the planning process for selecting external providers:

i. Guidance on related laws and regulations has been provided;

ii. If applicable, the SEA has cooperated in the planning for the selection process.

The State of Missouri created a Registry of Qualified Vendors (RQV) through an application process. It is an application for interested parties which seek to be included in the Registry of Quality Vendors (RQV), from which Local Education Agencies (LEA) may select for contracted services to assist with the implementation of a previously approved plan for federally-funded 1003(g) School Improvement Grant (SIG) activity.

The Department seeks proposals from applicants and/or applicant organizations which can provide evidence of a proven track record of success in organizing schools to transform teaching and learning processes, along with curriculum and instruction into the necessary supports for academic, social and developmental growth. Qualified applicants will be those able to demonstrate evidence of a successful history of increasing teacher and principal effectiveness, maximizing stakeholder resources, insuring continuous improvement, and evidence of employing cross-disciplinary efforts including the home, school and community.

The applicant's history of school improvement should demonstrate an integrated process of reform, implemented simultaneously to institute changes in all elements of the school's organization and operating environment, and/or in the school intervention process.

Qualified parties interested in assisting LEAs with implementation of 1003(g) SIG funded activities are recommended to seek to be included in the Registry of Qualified Vendors by submitting an application to the Department. Dependent upon results of a structured review of responsive applications, applicants may be placed on a list of registered vendors.

1) Qualified applicants may include colleges and universities, nonprofit and forprofit entities that have three (3) or more years of demonstrated effective school improvement experience, technical qualifications, skills, and facilities, or the ability to obtain these resources or abilities within a reasonable timeframe.

2) The applicant's expertise is:

- of high quality;
- based on models that have been proven effective through academic research; and
- specifically designed to increase student academic achievement and related issues, preferably among students with the same or similar demographic profile as those who are served in at-risk schools.

3) The applicant should:

- identify by which means both building and student needs will be identified, progress monitored and as necessary how implementation can be adjusted in order to meet measurable goals of the Department-approved plan and
- have the capacity to provide on-going, high-quality professional development for teachers and to staff to the following extent:
    - meet the needs of diverse student populations;
    - ensure sustainability through supports that include modeling, coaching and specific problem-solving;
    - reflect recent and relevant research;
    - enhance communication;
    - provide for differentiated learning opportunities for adults;
    - result in adult learning that improves achievement for all students and
    - promotes continuous learning

3. Align other resources with the interventions:

a. The LEA/District has listed other resources that will support the interventions:

i. Local, State, and other Federal funding sources;

Title II A. Funds
State funding allocated to the school
District professional development funds

ii. Higher Education partnerships;

Southeast Missouri State University will provide support to the district and will accept the professional development activities and match those activities toward college offerings so teachers can earn college class credits that will apply toward a higher education degree (e.g. masters). Southeast Missouri University will be engaged in a series of meetings to ascertain the role they will play in assisting the middle school with their plan.

iv. Other education resources;

Southeast Regional Professional Development Center partners with the Charleston R-1 School District to improve student achievement for all students in Southeast Missouri by providing appropriate, and timely professional development to school communities in our service area. The RPDC will support implementation of this plan in three ways:

- Professional development for teachers, instructional coach and school leadership on the implementation and effective use of professional learning communities;
- Professional development for administrators, teaches, and instructional coach using the Common Core State Standards to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. This will be assist in the development of the new curriculum.
- Professional development for teachers, instructional coach and school leadership on the implementation Instructional Practice Inventory (IPI) Walkthroughs, and
- Technical assistance to provide context specific support to the improvement initiatives of Charleston Middle School

v. Other community resources; and

The Charleston's Kiwanis Club supports the school system in several ways. They sponsor a Builder's Club, which is a "student-led" community service organization that operates under school regulations and draws its members from the student body.
Club members make an impact by selecting projects that meet their communities' needs. Clubs raise money for HIV/AIDS prevention in Africa, organize recycling drives, clean up local parks and host canned food drives. In addition, the club awards college scholarships for our graduating seniors.

The Charleston Lion's Club supports the school system in several ways. Each month, a member of this organization attends the school board meeting and presents a student of the month award to a student(s) from each one of our schools. In addition, the club awards college scholarships for our graduating seniors.
The two local banks offer financial support in various ways: They host a back to school lunch for our entire school staff; they donate to student clubs and organizations; and host after game cookouts for our student athletes.

Susana Wesley Learning Center, in partnership with the Charleston R-1 School District and the Charleston Housing Authority, helps in parent involvement collaborations. These events include the Community Map Test Rallies where administrators come to the Rally and speak with both students and their parents. Students attend a community based tutorial services when teachers send homework assignments with students and where teachers often volunteer their personal time to work with students one-on-one. Other core community collaborative activities include the community-based, Back to School Rallies whose purpose is to clarify and any questions about procedures or any changes in the student handbook and just as important, teacher attendance at community extracurricular activities, such as youth league activities.

v. The resources are selected to align with the findings of the needs analysis.

The district will align all available funding sources outside of the grant to the strategies in the grant. All state and local resources, professional development, Title IIA resources, as well as, any additional resources the district may seek from community organizations will be aligned to support the school in achieving full implementation of the plan.

4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:

a. LEA/District policies and practices that have been or will be modified; and

b. Projected impact of those changes.

The Charleston R-1 School Board will have to amend the Charleston Middle School/district school calendar that extends the school day by forty-five minutes. This will allow for students that do not score proficient or advanced on the MAP test and other students who need more instructional support to receive remediation. Plus, the extra allotted time will allow the middle school to expand academic enrichment programs. (completed in the summer of 2012)

In addition, as a result of the improvement plan, teachers, administrators, and the external provider will work collaboratively to create an evaluation system that uses multiple measures to evaluate the effectiveness of teachers and administrators, including the use of student achievement data as a significant factor. (completed in July 2012)

The extended school time will help the middle school meet the adequate yearly progress (AYP) target rates as outlined in the No Child Left Behind Act. A new evaluation system will allow for accountability of teacher performance.

5. Sustain the reforms after the funding period ends:

a. Thorough explanation of how the reforms will be sustained:

i. LEA/District support;

The Charleston R-1 School District is committed to sustaining the reforms in this application beyond the three year funding cycles. Based on the district's audit report (June 30, 2011), the district's fund balance was at $1,697,624.50. The district has no debt services. Our proposal is based on the belief that the most effective way to turn a school around and build capacity is through on-going embedded professional development. There is a saying, "**Give a man a fish and you feed him for a day; teach a man to fish and he'll eat forever.**" In comparison, teach a teacher an instructional strategy and he or she will teach for a day; teach a teacher many strategies and he or she will be able to teach forever. As outlined in this application, the majority of the funds requested are for highly qualified professional development activities. These and other resources will support the development of teachers to become more effective at instructional practices, assessing learning and providing interventions as needed.

PLANS FOR SUSTAINABILTIY				
Budget Strategy (103g)	**2011 - 2012**	**2012 - 2013**	**2013 - 2014**	**2014 & beyond grant funds**
Instructional Coach(1.0 FTE) (salary and benefits)	$ 60,340	$ 62,140	$ 64,00	Title II A funds will be used
Professional Learning Communities	District funded $ 18,000	District funded $ 18,000	3 year training completed	PDC funds can be used by identified needs
JBHM Consultants	$180,000	$180,000	$142,500	Full implementation Title II A funds can be used for periodic review
Increased school day instructional time	$ 26,720	$ 27,522	$ 28,348	Local funds will be used
Acuity Testing	Title I funded $ 21,000	Title I funded $ 21,000	Title I funded $ 21,000	Title 1 funds will be used to pay for this program
Materials and supplies	$ 18,050	$ 27,480	$ 3,000	Local funds will be used

The activities the middle school has implemented this school year (2011-2012) compliments the planned activities in the school improvement grant. The RPDC will be able to offer specific professional development activities that will arise after the grant cycle is complete and planned meetings with Southeast Missouri State University should also be beneficial for sustainability.

ii. Community Support; and

The Charleston R-1 School District and the Susana Wesley Learning Center has partnered together for many years, with one goal in mind – "The Education of Charleston's students, is the key to ending the cycle of poverty that exists in our community", that has led to a high rate of unemployment, a high rate of teenage pregnancy, a high rate of teen crime, and students that quit school, which all lend themselves to lower expectations and academic progress. Fifteen years ago, Susana Wesley Learning Center applied for and received a 21st Century Community Learning Centers grant. They entered into a collaboration agreement with the district and a program called "Reach for the Stars" was created. Reach for the Stars provided a three (3) hour after school educational program at our elementary school. This program offered more educational offerings, improved core subject competencies, higher reading level proficiencies, and a safe learning environment. Susan Wesley Learning Center is constantly seeking grants and funding avenues to work with the schools in Mississippi County. There is little doubt, that new funding opportunities will be found and the Charleston R-1 School District will be involved in any new educational programs.

Foundations: The Southern Foundation, Inc. and the Oris B. Hastings Foundation, are endowments that haves been helping counties (Alexander and Pulaski counties in Southern Illinois, Ballard County in Kentucky and Mississippi County in Missouri) near the confluence of the Mississippi and Ohio Rivers for over twenty-five (25) years. These foundations donate to educational programs in communities and if needed, the Charleston R-1 School District will submit our project for funding.

iii. SEA Support.

The Missouri Department of Elementary and Secondary Education will continue monitoring and providing assistance to the Charleston R-1 School District and the Charleston Middle School and federal programs technical advice and serve in needed capacity.

b. Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts.

While writing this school improvement grant for the Charleston Middle transformation plan, a valuable lesson was learned. For the last three years, the main focus and funding resources were directed towards Warren E. Hearnes Elementary School. Outside consultants were hired, new educational programs were put in place, additional staff was hired, and staff and teachers participated in the Virginia Turn-around Project. These actions proved to be beneficial. What turned out to be a failure is when the district tried to mimic the activities that were happening at the elementary school. There were no outside consultants working with the middle staff or principals on a full time basis, there were no new educational programs put into place, there were no additional staff hired, and the middle school principal was asked to attend the Virginia Turn-around Project during the last year of the funding cycle. Basically, the middle school received no high quality professional develop which led to the current status of being a persistently low-achieving school.

The educational initiatives that are now in place along with the initiatives outlined in this plan have been reviewed by the high school and elementary staff for portability to their building. The district will provide the necessary funding for these initiatives for the buildings not receiving funds through the school improvement grant:

- Professional Learning Communities Project - Provides high quality professional development in many areas such as: analyzing student data, curriculum design and instructional planning. The 2012-2013 school year will start second year of training.

- Instructional Coach – Provides high quality professional development in many areas such as: collaboratively planning instruction, sharing information, modeling in the classroom, observing teachers give lessons, and providing constructive feedback, instructional coach not only will increase implementation, but also increase the likelihood that teachers will implement an instructional practice with fidelity.

- Instructional Practice Inventory Walkthroughs – Provides for the use of student engagement data for collaborative faculty conversations around student learning. The Instructional Practice Inventory (IPI) provides observational data about the nature of student learning across the school. Two teachers and one administrator per building have been trained. Two additional teachers per building will be trained in 2012-2013 school year.

- Acuity – a testing program that is designed to support both interim and formative assessment programs with a unique integration of classroom-friendly assessments, instructional resources, reporting, and customization opportunities. This program will be used by all schools.

- Common Core Standards - New educational standards that will provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world. The district is being trained by the Southeast Regional Professional Development Center and will be using the new standards to develop or revise the current curriculum.

- JBHM Education Group - JBHM Education Group specialists use modeling extensively to help principals and teachers gain proficiency in the practices that directly relate to student achievement. As professional partners in improvement, we work alongside school personnel to model practices that convey respect for students and high expectations for their conduct and achievement. The district will not be able to provide these services for the other buildings, but we will train our instructional coach in specific strategies provided by JHBH that would help the other schools.

- Extended School Day - The extra instructional time will allow for students to receive remediation in areas such as communication arts and mathematics. It will allow for enrichment classes that will benefit all students. The Charleston Board of Education is in favor of extending the school day for middle school, but it has not yet been discussed about extending the other buildings.

The Charleston R-1 School District is excited about the opportunities this school improvement grant will provide for our staff and students. The transformation team did discuss the amount of funds requested. The team thought the more you asked for, the likelihood of receiving the grant. One businessman made it perfectly clear by saying this, more it not always better. There are no frills placed in this proposal, like computer labs and all the other technology gadgets. We have not created extra administrative or teaching positions that will wiped out at the end of this grant. In short, we have left out the non-essentials that are not necessary to get the job done. The schools current plans compliments the strategies listed in the proposal and by having the consultants in the school, teachers and students will learn more this way; compared to them attending any training outside of school. By doing this, we have the capacity to sustain this grant after the funding is gone.

SECTION VII.D. - TIMELINE

(4) What is the timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/District commits to serve?

a. The LEA/District timeline includes specific dates for implementation of all components of the selected intervention.

b. The timeline is reasonable, achievable, and reflects urgency;

c. The timeline identifies any pre-implementation activities the LEA/District proposes; and

d. Implementation and evaluation dates are included in the school improvement plans or attached documents.

See Appendix E

SECTION VII.E. – ANNUAL GOALS FOR STUDENT ACHIEVEMENT

(5) What are the annual goals for student achievement in communication arts, mathematics, and if applicable, graduation rate the LEA/District has established for each Tier I and Tier II school receiving School Improvement Grant Funds?

a. The LEA/District has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and where appropriate, graduation rate;

The Charleston R-1 School district has set an annual proficiency target rate of increasing the percent of students that are proficient in Communication Arts by 22% per year, for the next three (3) years and the percent of students that are proficient in Mathematics by 25.8% the first year and 22% per year, for the next two (2) years, moving the middle school to the state proficiency target rates for the year 2014.

b. Accurate and meaningful baseline data are provided;

Below are the official base-line proficiency target rates (2009, 2010, 2011- DESE) and the projected proficiency target rates for the next three years.

MAP	Baseline 2009	Target Achievement Goals 2010	2011	2012	2013	2014
Annual Proficiency Target	59.2	67.4	75.5	83.7	91.8	100
6-8 Communication Arts	39.8	32.0	34.0	56.0	78.0	100
Annual Proficiency Target	54.1	63.3	72.5	81.7	90.8	100
6-8 Mathematics	26.4	27.9	30.2	56.0	78.0	100

c. Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time; and

The Charleston R-1 School District and the Charleston Middle School believes the timeline of three (3) years (2012, 2013, and 2014) to reach the state's proficiency target rate of 100% in year 2014 is reasonable and achievable.

Additionally, by increasing the percent of students that are proficient in Communication Arts by 22% per year, for the next three (3) years and the percent of students that are proficient in Mathematics by 25.8% the first year and 22% per year, for the next two (2) years, will lead to moving the Charleston Middle School out of Non Title 1 School Improvement Year 5 (See chart below).

In the year 2011, the Charleston High School increased the annual proficiency target rate in Communication Arts from 50.0% to 73.7% showing a 23.7% increase and in Mathematics, the annual proficiency target rate increased from 23.5% to 47.4% showing a 23.9% increase.

2011	Groups	Met	No subgroup made adequate yearly progress: All students, Black, White, and Free/Reduced lunch
Communication Arts	**4**	**0**	
Mathematics	**4**	**0**	
Additional Indicator	**Met**		
Required Action	**Non-Title I School Improvement Year 5**		

d. Targets have been set in consultation with the Department.

(8) Provide evidence of and plans for consultation with and involvement of school improvement models in Tier I and Tier II schools. The stakeholders group represents:

Students: Students were involved in the planning of the SIG application as a result of their participation in the MSIP review (spring – 2011) and district climate survey (December - 2011). Additionally, the middle school student council president and the Beta Club president served on the transformational team and were involved in the school's strategic planning process. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Students will continue to be surveyed both in writing and in focus groups to assist in gauging the effectiveness of the proposed interventions.

Staff: Staff were involved in the planning of the SIG application as a result of their participation in a needs analysis survey. Additionally, staff were involved in the school's strategic planning process. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Staff will continue to be surveyed both in writing and in focus groups to assist in gauging the effectiveness of the proposed interventions. The middle staff will participate in July, when the JBHM specialists conduct an initial on-site review of the school's curriculum, instruction, and assessment programs. The staff and teachers have demonstrated a commitment to this grant proposal. They have volunteered their time (after-school and on a weekend) to help in developing this proposal. They also understand the need for instructional changes and the opportunity this grant will provide.

Parent: Parents were involved in the planning of the SIG application as a result of their participation in a MSIP review (spring – 2011). Additionally parents were involved in the school's strategic planning process. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Parents will continue to be surveyed both in writing and in focus groups to assist in gauging the effectiveness of the proposed interventions. Parents have volunteered their time (after work) in the development of this proposal. They were really surprised when the MSIP review team reports indicated that parents did not feel their child was safe at the middle school. They reported the reason for this was that when they answered the MSIP questionnaires, they based their answers on what was happening in the community at the time of he survey.

Teacher organizations: The Charleston Teachers Association held a meeting in November to discuss the school improvement proposal. In was agreed that their organization would support the Charleston Middle School's effort in obtaining the school improvement grant and the CTA president would serve on the transformation team. The CTA president has volunteered her time and was involved in the school's strategic planning process.

Postsecondary Institutions: Rick McClard, a representative from Southeast Missouri State University, pledged his support to the middle school's grant proposal. Due to the short timeline in writing the SIG application and his busy schedule, he was not able to be involved in the writing. Through a phone conversation, he indicated he was very familiar with the school improvement grants and the JBHM consultants. The professional development JBHM provides can be used by teachers in getting their master's degree. He indicated that in the spring of this year, Southeast Missouri University will be engaged in a series of meetings to ascertain the role they will play in assisting the middle school with their plan.

Community Organizations: Community-based organizations (Susanna Wesley Learning Center, Charleston Ministerial Alliance, and Kiwanis) were consulted during the development of this plan. Representatives from these organizations attended the final review of this proposal, before it was submitted to DESE. In the future, they will be invited to participate, by their involvement with, committees to plan for implementation of specific strategies (e.g., student and parent support services, mentoring, and teacher rewards).

SECTION VII.I. – COMPETITIVE PRIORITIES

1. Implement one plan.

The transformation plan represented in this application for the Charleston R-1 School District and the Charleston Middle School is the plan for student achievement, high teacher quality, instructional resources, parent and community involvement, and governance. The plan will be fully supported by the district and implemented with fidelity. The Charleston Board of Education and the central office staff will provide the necessary oversight and is charged that nothing will interfere with the implementation of this plan. The Charleston R-1 School District replaced the principal who led Charleston Middle School for the 2011-2012 school year. The plan identifies by which means both building and student needs will be identified, progress monitored and as necessary how implementation can be adjusted in order to meet measurable goals of the Department-approved plan and have the capacity to provide on-going, high-quality professional development for teachers and staff to the following extent:

- meet the needs of diverse student populations;
- ensure sustainability through supports that include modeling, coaching and specific problem-solving;
- reflect recent and relevant research;
- enhance communication;
- provide for differentiated learning opportunities for adults;
- result in adult learning that improves achievement for all students and
- promotes continuous learning

Overall, this plan will allow, with the state requirements, for adequately yearly progress (AYP) such that the Charleston Middle School will meet or exceed the annual proficiency target rate by 2014.

2. Set ambitious targets for improvement.

The Charleston Middle has created improvement proficiency target rates that are rigorous to demonstrate significant growth in student achievement over the three year grant period, as agreed to by the Missouri Department of Elementary and Secondary Education (DESE).

The Charleston R-1 School district has set an annual proficiency target rate of increasing the percent of students that are proficient in communication arts by 22% per year, for the next three (3) years and the percent of students that are proficient in mathematics by 25.8% the first year and 22% per year, for the next two (2) years, moving the middle school to the state proficiency target rates for the year 2014.

APPENDIX A

Charleston R-1 School

District Board of Education Minutes

Approval of

1003g School Improvement Grant Application

CHARLESTON R-1 SCHOOL DISTRICT
BOARD OF EDUCATION

THURSDAY, NOVEMBER 10, 2011 – 6:00 P.M.

MINUTES OF THE REGULAR MONTHLY OPEN MEETING

The Regular Meeting of the Board of Education of the Charleston R-1 School District was held on Thursday, November 10th, 2011 at 6:00 P.M. at the Administration Building, 1014 S. Main, Charleston, Missouri with the following members present:

Sherry Austin, President
Earl Farmer, Vice-President
Shane Stewart, Treasurer
Glenn Fennell, Sr.
Clark Dugan
David Harris
Mike Grimes
Tony C. Watkins, Superintendent
Darrell A. Hoppe, Administrative Assistant
Karen S. Turley, Board Secretary
Michael F. O'Rourke, Attorney

I: Preliminary Matters

a. Meeting was called to order by Sherry Austin, President.
b. Students of the Month for October were honored.
c. Mr. Farmer moved and Mr. Harris seconded a motion to approve the meeting Agenda.
   VOTING: YES: Austin, Farmer, Stewart, Fennell, Dugan, Harris, Grimes
   NO:
   Motion carried.

II: Consent Agenda

a. Mr. Farmer moved and Mr. Harris seconded a motion to approve the minutes of the October 13, 2011 open session.
   VOTING: YES: Austin, Farmer, Stewart, Fennell, Dugan, Harris, Grimes
   NO:
   Motion carried.
b. October Attendance Report was given by Mr. Watkins.
c. MSBA Region 14 Report was given by Mr. Fennell.
d. CTA Report was given.
e. The Annual Facilities and Safety Report was given by Frank Ellis.
f. The semi-annual Reading First Coaches Report was given by Sarah Drake.
g. The semi-annual Math Coaches Report was given by Mary Barnhill.
h. Suggestion box matters were read.

III: Personnel

There were no personnel matters to consider.

IV: Financial

a. Mr. Stewart moved and Mr. Fennell seconded a Motion to approve the 2010-2011 Audit Report as presented by Mr. Dwayne Clark of Hillin & Clark on October 13th, 2011.

VOTING: YES: Austin, Farmer, Stewart, Fennell, Dugan, Harris, Grimes
NO:
Motion carried.

b. The 2011-2012 School Budget and Superintendent's Budget Message were presented by Superintendent Watkins.
Mr. Farmer moved and Mr. Dugan seconded a motion to adopt the 2011-2012 Budget as presented.
VOTING: YES: Austin, Farmer, Stewart, Fennell, Dugan, Harris, Grimes
NO:
Motion carried.

c. Mr. Fennell moved and Mr. Dugan seconded motion to pay and approve the bills as presented.
VOTING: YES: Austin, Farmer, Stewart, Fennell, Dugan, Harris, Grimes
NO:
Motion carried.

V: Old Business

There were no old business matters to consider.

VI: New Business

a. David Harris, Clark Dugan and Shane Stewart were appointed to review the Belcher Scholarship Essays and report a nominee at the December 8th meeting.
b. A Special Session was scheduled for Tuesday, November 22nd at 5:30 P.M. in order to award the 2012 Employee Health Insurance bid.
c. Mr. Watkins advised the Board of the April 3rd, 2012 School Board Election. Candidates may file December 13, 2011 through January 17, 2012.
d. Mr. Hoppe explained the 1003(g) School Improvement Grant which the Middle School can apply for.
Mr. Farmer moved and Mr. Fennell seconded a motion to adopt the Resolution supporting the grant application as follows:
"The Charleston R-1 School district understands the need for and fully supports the Charleston Middle School's Application for the 1003(g) School Improvement Grant."
VOTING: YES: Austin, Farmer, Stewart, Fennell, Dugan, Harris, Grime
NO:
Motion carried.
e. Board members, Glenn Fennell and Earl Farmer, volunteered to serve on the School Improvement Team.

VII: Adjourn to Closed Meeting

Mr. Fennell moved and Mr. Stewart seconded a motion to close the meeting to the public to the extent permitted by law, to close the vote of the meeting and to close the records of the meeting for the specific purpose of approving the closed minutes, student, personnel and real estate matters.
VOTING: YES: Austin, Farmer, Stewart, Fennell, Dugan, Harris, Grimes
NO:
Motion carried.

VIII: Reopen meeting to the public

a. Mr. Fennell moved and Mr. Stewart seconded a motion to reopen the meeting to the public for further open business.
VOTING: YES: Austin, Farmer, Stewart, Fennell, Dugan, Harris, Grimes
NO:
Motion carried.

IX: **Adjourn**

There being no further business, Mr. Dugan moved and Mr. Fennell seconded a motion to adjourn.

VOTING: YES: Austin, Farmer, Stewart, Fennell, Dugan, Harris, Grimes
NO:

Motion carried.

Karen S. Turley
Karen S. Turley, Secretary

Sherry Austin
Sherry Austin, Board President

APPENDIX B

Provider Contracts

Section VII.C.2.a.iii

Pre-Implementation Services

School Improvement Services

PROFESSIONAL SERVICES AGREEMENT

THIS PROFESSIONAL SERVICES AGREEMENT (the "Agreement") is made as of **December 2, 2011,** by and between JBHM Education Group, LLC, ("JBHM") and **Charleston School District** ("School" or "School District"). JBHM and the School District may be collectively referred to herein as the "parties" or individually as a "party."

RECITALS

The School District desires to retain the services of JBHM for the purpose of providing educational consulting, training services, and materials, and desires to enter into an agreement with JBHM for the performance and provision of such services and materials.

In consideration of the promises and mutual covenants contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

1. **Term.** The School District shall retain JBHM as educational consultants, trainers, and service providers for the period beginning **May 1, 2012,** through **June 30, 2012** (the "Term"). This "term" may be modified or extended by mutual, written agreement of the parties.

2. **Scope of Services.** During the Term, JBHM shall perform the services described on Exhibit "A" attached hereto. Such services shall be performed in a competent and professional manner, and in compliance with the terms and specifications set forth in this Agreement.

3. **Fee.** The fee shall be **$15,000.** JBHM will submit monthly invoices for services rendered and the School or School District will pay the invoices within 30 days of receipt of the invoice. To the extent the School District disputes the accuracy of any invoice or request for payment, the School District shall pay the undisputed balance promptly and as described in this paragraph, and will provide in writing and within 10 days of the refusal for payment the specific reasons that any invoice or invoice entry is disputed. The parties will work in good faith to resolve any billing or payment issues. JBHM reserves the right to add interest at an annual rate of 8% to any payments that become more than 60 days overdue. In the event the parties desire to extend the length of this Agreement, the "term" of the additional agreement and payment for this additional term are both material and must be agreed upon before any such extension occurs.

4. **Confidentiality and Proprietary Protection Agreement.** The School District acknowledges that JBHM will be providing it with proprietary materials and documents. The School District further acknowledges that JBHM has intellectual property rights in the proprietary materials, training aids, technology and other items JBHM uses in and for its educational consulting and training. All books, records, files, documents and any other information generated or provided to the School District by JBHM shall be used in connection with the educational purposes or mission of the School District, and shall not be used for any other purpose unless specifically authorized or allowed by JBHM. The School District acknowledges that any violation of this paragraph by the District or any improper use or distribution of any proprietary materials by the District constitutes cause for JBHM to obtain immediate injunctive relief to stop such violation or breach, and that the ability to obtain injunctive relief in such a situation does not limit in anyway JBHM's rights to seek other relief at law or in equity.

5. **Termination.** This Agreement shall be terminated upon the happening of any of the following events:
    a. Upon mutual agreement, in writing, signed by the parties to this Agreement;
    b. Upon refusal of prompt and timely payment by the School District; however, such refusal does not excuse or forgive payment for all amounts owed, nor does it waive or acquit JBHM's right to the remaining payments mentioned herein;
    c. For material breach of performance of either party's obligations under this agreement; provided, however, that the party asserting breach shall give written notice of the alleged breach and the reasons therefore and shall provide 30 days notice and allowance for correction to the other party to cure the alleged breach; or
    d. For failure of the School District to provide needed and requested materials that are required for JBHM to perform the services mentioned in Exhibit A attached hereto, or in this agreement.
    e. Due to budgetary reductions: The continuation of this contract is contingent upon the appropriation of funds to fulfill the requirements of the contract. If the school district fails to receive expected federal, state, and local monies sufficient to provide for the continuation of the contract, the District must notify JBHM immediately, and the contract shall terminate. Upon termination of this agreement, JBHM shall be entitled to receive all earned and/or accrued compensation for any and all work performed by JBHM, regardless of whether any money or funds are ever appropriated or provided from any government agency or entity to pay for the services of JBHM.

If a breach described in subparagraph (c) above occurs and the reasons therefore are cured within the thirty (30) day period, such event shall be deemed not to have occurred and this Agreement shall not be terminated for such reasons. In the event such reasons are not cured, this Agreement shall be terminated thirty (30) days from the date the notice of breach was provided. Upon termination of this Agreement, JBHM shall be entitled to receive the compensation accrued but unpaid as of the date of termination.

6. **Relationship Between the Parties.** The relationship of JBHM and the School is that of an independent contractor or consultant. Nothing contained in this Agreement shall be construed to create a joint venture, partnership, association, or other affiliation or like relationship between the parties, it being specifically agreed that their relationship is and shall remain that of independent parties to a contractual relationship as set forth in this Agreement. The School shall not have any claim under this Agreement or otherwise against JBHM for employee benefits of any kind, including but not limited to, health and accident insurance plans and retirement plans sponsored by JBHM for the benefit of its employees. In the event the Internal Revenue Service or any other governmental agency should question or challenge the independent contractor status of the School, the parties hereby agree that both the School and JBHM shall have the right to participate in any discussion or negotiation occurring with such agency or agencies.

7. **Notice.** All notices, demands and requests which may or are required to be given by any party to another shall be in writing, and each shall be deemed to have been properly given when served personally on an individual party or on an executive officer of the party to whom such notice is to be given, or when sent postage prepaid by first class mail, registered or certified, return receipt requested, as follows:
   If to JBHM:
   Attn: **Contracts**
   JBHM Education Group, LLC
   2525 Lakeward Drive, Suite 200
   Jackson, Mississippi 39216
   If to the District:
   Charleston R-I School District
   P.O. Box 39
   Charleston, MO 63834

8. **School-Provided Information**. The School shall provide JBHM with any available and requested data access and student-level assessment information files. The School shall also provide JBHM with any requested student level test data, any achievement and growth reports, annual progress reports, and annual subgroup progress reports. JBHM will keep this information confidential and will not identify individual student identities when using this information.

9. **Governing Law**. This Agreement and all rights, remedies, and obligations hereunder, including, but not limited to, matters of construction, validity, and performance shall be governed by the laws of the State of **Missouri** conflicts of laws principals notwithstanding.

10. **Assignability.** This Agreement shall be binding upon, and shall inure to the benefit of the parties and their subsidiaries and affiliates, together with their successors and assigns. No party may assign or transfer its rights or obligations hereunder without the express written consent of all other parties.

11. At all times during and after the expiration of this Agreement, and for a one year period thereafter, the School or School District shall not:
    a. Induce, advise, or counsel employees, contractors, representatives, or agents of the Company to leave the employ of the Company or its affiliates;
    b. Otherwise interfere in any way with the relationship between the Company and its customers, employees, representatives, contractors, agents, licensees, or franchisees.

12. **Sole Source.** JBHM Education Group, LLC, is the sole source for the JBHM standards-based instructional (SBI) materials and coaching/mentoring as supported with the proprietary *JBHM Improvement Model* processes, resources, and tools. In addition, JBHM's products and services were developed utilizing research-based best practices.

Exhibit A - Scope of Services

Academic Review and Analysis for Charleston Middle School
Fees: **$15,000**

A highly qualified team will review provide an on-site evaluation of Charleston Middle School, to culminate in a written report, addressing the following issues:

- Assessment Data Analysis: An in-depth analysis of test reports and the Adequate Yearly Progress report provided by the State Department of Education
- Classroom Instruction Analysis: Observations of and interviews with teachers to determine teachers' knowledge of assessment-curriculum alignment and the extent to which the state assessment standards are effectively utilized to design classroom instruction
- Infrastructure Program Analysis: A review of instructional time, climate, personnel in support of learning, and supplemental instructional services provided to students, including special education programming
- Leadership Analysis: An in-depth examination of four research-based essential practices that reflect the characteristics of an effective principal
- Deliverable: written report detailing the results of the analysis including recommendations of a course of action to improve academic performance and improved test scores

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by the School and JBHM as of the date first set forth above.

JBHM Education Group, LLC

BY: _____
Michael J. McGrevey, President

DATE: _____

Charleston R-I School District

BY: _____

TITLE: _____

DATE: _____

Purchase Order Number: _____

PROFESSIONAL SERVICES AGREEMENT

THIS PROFESSIONAL SERVICES AGREEMENT (the "Agreement") is made as of **December 2, 2011,** by and between JBHM Education Group, LLC, ("JBHM") and **Charleston School District** ("School" or "School District"). JBHM and the School District may be collectively referred to herein as the "parties" or individually as a "party."

RECITALS

The School District desires to retain the services of JBHM for the purpose of providing educational consulting, training services, and materials, and desires to enter into an agreement with JBHM for the performance and provision of such services and materials.

In consideration of the promises and mutual covenants contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

1. **Term**. The School District shall retain JBHM as educational consultants, trainers, and service providers for the period beginning **July 2, 2012,** through **May 31, 2013** (the "Term"). This "term" may be modified or extended by mutual, written agreement of the parties.

2. **Scope of Services**. During the Term, JBHM shall perform the services described on Exhibit "A" attached hereto. Such services shall be performed in a competent and professional manner, and in compliance with the terms and specifications set forth in this Agreement.

3. **Fee**. The fee shall be **$165,000.** JBHM will submit monthly invoices for services rendered and the School or School District will pay the invoices within 30 days of receipt of the invoice. To the extent the School District disputes the accuracy of any invoice or request for payment, the School District shall pay the undisputed balance promptly and as described in this paragraph, and will provide in writing and within 10 days of the refusal for payment the specific reasons that any invoice or invoice entry is disputed. The parties will work in good faith to resolve any billing or payment issues. JBHM reserves the right to add interest at an annual rate of 8% to any payments that become more than 60 days overdue. In the event the parties desire to extend the length of this Agreement, the "term" of the additional agreement and payment for this additional term are both material and must be agreed upon before any such extension occurs.

4. **Confidentiality and Proprietary Protection Agreement.** The School District acknowledges that JBHM will be providing it with proprietary materials and documents. The School District further acknowledges that JBHM has intellectual property rights in the proprietary materials, training aids, technology and other items JBHM uses in and for its educational consulting and training. All books, records, files, documents and any other information generated or provided to the School District by JBHM shall be used in connection with the educational purposes or mission of the School District, and shall not be used for any other purpose unless specifically authorized or allowed by JBHM. The School District acknowledges that any violation of this paragraph by the District or any improper use or distribution of any proprietary materials by the District constitutes cause for JBHM to obtain immediate injunctive relief to stop such violation or breach, and that the ability to obtain injunctive relief in such a situation does not limit in anyway JBHM's rights to seek other relief at law or in equity.

5. **Termination**. This Agreement shall be terminated upon the happening of any of the following events:
    a. Upon mutual agreement, in writing, signed by the parties to this Agreement;
    b. Upon refusal of prompt and timely payment by the School District; however, such refusal does not excuse or forgive payment for all amounts owed, nor does it waive or acquit JBHM's right to the remaining payments mentioned herein;
    c. For material breach of performance of either party's obligations under this agreement; provided, however, that the party asserting breach shall give written notice of the alleged breach and the reasons therefore and shall provide 30 days notice and allowance for correction to the other party to cure the alleged breach; or
    d. For failure of the School District to provide needed and requested materials that are required for JBHM to perform the services mentioned in Exhibit A attached hereto, or in this agreement.
    e. Due to budgetary reductions: The continuation of this contract is contingent upon the appropriation of funds to fulfill the requirements of the contract. If the school district fails to receive expected federal, state, and local monies sufficient to provide for the continuation of the contract, the District must notify JBHM immediately, and the contract shall terminate. Upon termination of this agreement, JBHM shall be entitled to receive all earned and/or accrued compensation for any and all work performed by JBHM, regardless of whether any money or funds are ever appropriated or provided from any government agency or entity to pay for the services of JBHM.

If a breach described in subparagraph (c) above occurs and the reasons therefore are cured within the thirty (30) day period, such event shall be deemed not to have occurred and this Agreement shall not be terminated for such reasons. In the event such reasons are not cured, this Agreement shall be terminated thirty (30) days from the date the notice of breach was provided. Upon termination of this Agreement, JBHM shall be entitled to receive the compensation accrued but unpaid as of the date of termination.

6. **Relationship Between the Parties**. The relationship of JBHM and the School is that of an independent contractor or consultant. Nothing contained in this Agreement shall be construed to create a joint venture, partnership, association, or other affiliation or like relationship between the parties, it being specifically agreed that their relationship is and shall remain that of independent parties to a contractual relationship as set forth in this Agreement. The School shall not have any claim under this Agreement or otherwise against JBHM for employee benefits of any kind, including but not limited to, health and accident insurance plans and retirement plans sponsored by JBHM for the benefit of its employees. In the event the Internal Revenue Service or any other governmental agency should question or challenge the independent contractor status of the School, the parties hereby agree that both the School and JBHM shall have the right to participate in any discussion or negotiation occurring with such agency or agencies.

7. **Notice**. All notices, demands and requests which may or are required to be given by any party to another shall be in writing, and each shall be deemed to have been properly given when served personally on an individual party or on an executive officer of the party to whom such notice is to be given, or when sent postage prepaid by first class mail, registered or certified, return receipt requested, as follows:
   If to JBHM:
   Attn: **Contracts**
   JBHM Education Group, LLC
   2525 Lakeward Drive, Suite 200
   Jackson, Mississippi 39216
   If to the District:
   Charleston R-I School District
   P.O. Box 39
   Charleston, MO 63834

8. **School-Provided Information**. The School shall provide JBHM with any available and requested data access and student-level assessment information files. The School shall also provide JBHM with any requested student level test data, any achievement and growth reports, annual progress reports, and annual subgroup progress reports. JBHM will keep this information confidential and will not identify individual student identities when using this information.

9. **Governing Law**. This Agreement and all rights, remedies, and obligations hereunder, including, but not limited to, matters of construction, validity, and performance shall be governed by the laws of the State of **Missouri** conflicts of laws principals notwithstanding.

10. **Assignability**. This Agreement shall be binding upon, and shall inure to the benefit of the parties and their subsidiaries and affiliates, together with their successors and assigns. No party may assign or transfer its rights or obligations hereunder without the express written consent of all other parties.

11. At all times during and after the expiration of this Agreement, and for a one year period thereafter, the School or School District shall not:
    a. Induce, advise, or counsel employees, contractors, representatives, or agents of the Company to leave the employ of the Company or its affiliates;
    b. Otherwise interfere in any way with the relationship between the Company and its customers, employees, representatives, contractors, agents, licensees, or franchisees.

12. **Sole Source.** JBHM Education Group, LLC, is the sole source for the JBHM standards-based instructional (SBI) materials and coaching/mentoring as supported with the proprietary *JBHM Improvement Model* processes, resources, and tools. In addition, JBHM's products and services were developed utilizing research-based best practices.

Exhibit A - Scope of Services

Training for Charleston Middle School

Fees: **$165,000**

Specialists will provide on-site, job-embedded consultation, for approximately **110 days** during the 2012-13 school year. The services provided will include the following various support areas. The levels of support from each area will be determined through an initial review of the school and will be based upon each school's needs for support.

School Improvement Support

Specialist(s) will coach and mentor the instructional leaders through on-site, job-embedded consultation, in addition to liaison oversight and support and a license to use JBHM's *School Performance Tools*, in the following activities:

- Support, in association with the school staff, an Accountability Plan for the school that will focus on the following essential practices:
  - Ensuring the teachers' effective use and delivery of essential curriculum (state content standards, instructional interventions, and assessments)
  - Protecting instructional time (assembly programs, intercom policy, parent/teacher conferences, classroom time, school organizational time, school activity time)
  - Monitoring the school's efforts to provide a safe and orderly environment that is conducive to learning
  - Assessing student achievement daily, weekly, monthly, and yearly with state content standards and objectives
  - Promoting professional practice to ensure the instructional team members build their capacity for student success
- Monitor and evaluate the successful implementation of the Accountability Plan.
- Conduct focused faculty meetings and grade meetings when appropriate.
- Strengthen the instructional leadership at the school by
  - Mentoring, monitoring and advising the local school administration in implementing a supervision plan that provides students with a guaranteed essential curriculum that is linked to instruction and statewide assessment.
  - Advising and directing on needed procedural modifications discovered during the course of the consultation.
  - Observing classrooms and providing post observation conferencing with teachers and administrators.
  - Coaching and mentoring building administrators in classroom observation and conferencing.
- Monitor and evaluate the successful implementation of school's plans to include the following:
  - Implementation of the district discipline plan.
  - Implementation of staff performance expectations.
  - Documenting the due process requirements under state law.
  - Development of teacher and staff professional improvement plans.
  - Planning professional development activities.
  - Monitoring the instructional program to ensure state frameworks and supporting materials form the basis of the instructional program.
- Provide specialized support, as needed, upon agreement and approval of the Superintendent or designee and the JBHM project manager (to include, but not limited to, special education and/or content area teacher specialists)
- Provide weekly work reports to the Superintendent and reports to the School Board as requested.

Special Education Support

Specialist(s) will coach and mentor district staff in the following activities:

- Provide consultative services for district staff to ensure proper implementation of legislative requirements of *the No Child Left Behind Act of 2001* as the law applies to students with disabilities and the *Individuals with Disabilities Education Act of 2004*
- Provide job-embedded professional development and leadership through seminars and workshops on issues and topics of interest, as requested by district staff
- Facilitate the development and use of standard-based IEPs
- Review placement and services for students with disabilities
- Provide training for staff in strategies for effectively including students with disabilities in the least restrictive environment
- Increase instructional competency of teachers in teaching standards/objectives and monitoring academic growth for students with disabilities
- Schedule meetings with school administrators, special education teachers and general education teachers when appropriate
- Provide work reports to the Superintendent and the Special Education Director

Teacher Coaching

Specialists will provide on-site support and one-on-one consultation for teachers, shared among the core subject areas, to include the following activities:

- Supporting instruction through classroom-embedded mentoring and coaching; working with teachers, individually and small groups; modeling best-practice lessons; assisting with teacher's planning; and guiding teachers in using state resources to improve student achievement
- Assessing the extent to which current curriculum and instructional practices align with the state curriculum frameworks, student performance standards, and test objectives
- Providing professional development for classroom teachers to include strategies for teaching the test objectives, student performance standards, rubrics, and interventions
- Providing classroom teachers with performance feedback through classroom observation, modeling, and debriefing
- Updating the superintendent and school board through weekly written reports, as appropriate

Struggling Learners General Support

- Determine supports in place for struggling learners via a review of school resources, interviews with teachers and classroom observations
- Train teachers and assistants in effective strategies for working with struggling learners
- Provide performance feedback to classroom teachers through classroom observation, modeling and debriefing
- Submit written reports detailing the results of the above work, including recommendations of a course of action for the progression of the school's struggling learners' population.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by the School and JBHM as of the date first set forth above.

JBHM Education Group, LLC

BY: _____
Michael J. McGrevey, President

DATE: _____

Charleston R-I School District

BY: _____

TITLE: _____

DATE: _____

Purchase Order Number: _____

APPENDIX C

Provider

Summary Memorandum of Understanding
JBHM Education Group and Charleston Reorganized School District No. 1

Section VII.C.2.a.ii

Summary Memorandum of Understanding
JBHM Education Group and Charleston Reorganized School District No. 1

Obligations of JBHM Education Group

- Assess the needs of the Charleston Middle School based on the Five Essential Practices, and develop an implementation plan to achieve long-term and interim goals for measurable increases in student achievement; specifying sources and uses of funds required for the transformation as well as for the ongoing staffing, activities, and other resources required to sustain student performance after the transformation is complete.
- Provide technical and professional development to support high fidelity implementation of the plan for improvement and accountability.
- Provide on-site weekly mentoring and coaching by a team of certified specialists, to improve professional practice of staff and school leadership regarding best practices in instruction and instructional leadership.
- Provide expertise in areas that arise as part of the observation and implementation process.
- Align curriculum, instruction, instructional and practice time, and assessment to state and national standards, to effective schools research as exemplified in the Five Essential Practices, and to the priorities of increasing student achievement in low performing schools, in order to improve the practice of staff and leadership and attain mutually agreed upon goals.
- Provide on-site mentoring and coaching by district transformation specialist to implement district leadership and board systems, processes, policies, and procedures, in order to build the foundation for sustaining improvement in targeted schools and system-wide.
- Provide program supervision, mentoring, professional development, and technology as agreed to support attainment of goals.
- Provide weekly reports on implementation designed to outline actions to be taken in order to continue progress toward meeting best practice standards established by the Essential Practice performance rubrics; reports are both written and web-based.
- Provide feedback and accountability regarding personnel progress toward implementing, integrating, and sustaining improvement through a process of certifying personnel who are achieving and demonstrating capacity to maintain and independently continue improvement.
- Provide model qualifications to evaluate or hire and support a principal to lead and sustain the transformation process.

Obligations of Charleston Reorganized School District No. 1 and Board of Education

- 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, including but not limited to faculty salaries, acquisition or maintenance of instructional resources, educational technology.
- 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.
- 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, including but not limited to review of existing data, review of staff requirements, inputting student data into software systems, acquiring and labeling books, establishing master schedules.
- 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 but not limited to action steps that will be outlined in a customized action plan addressing the needs for procedures, personnel, resources; 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, including but not limited to buses and lunches, 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.

APPENDIX D

Evaluation Procedures

Section VII.C.2.a.iv

Implementation Evaluation Strategies

JBHM Education Group employs multiple rubrics which address all of the key roles in the school and district. They are designed to move the entire school system to "best practices" over time. These rubrics are used daily to mold and assess the school's transformation and to set the standard for performance from the boardroom to the classroom. These rubrics include:

- A Systemic Performance Rubric which gauges the support and policy actions of the board of education;
- A District Leadership Performance Rubric which assesses the support and involvement of the district administrative team;
- A School Leadership Performance Rubric which concentrates on the effective practice of the building administrative team;
- A School/Teacher Performance Rubric which focuses on the daily practices of the classroom teacher;
- A Lesson Plan Rubric which evaluates the organization, the breadth, the rigor and the assessments to be used in each lesson.

In addition, each day a specialist works in a building, he/she generates a work report that is delivered to company liaisons who evaluate the work being done to ensure that processes are being implemented with fidelity. These work reports are provided to the superintendent and/or his/her designee on a weekly basis to provide constant feedback regarding the process and its effects on the building.

As a daily measure of the progress of the transformational process and implementation, there are a number of clearly defined observational tools that are used by the transformational specialist and the administrative team. Among these are Building Walk-Throughs that provide a quick sweep of the school building which yields powerful data on the general quality of instructional practices school wide. This data is used to uncover specific areas in need of further investigation.

The JBHM process includes numerous Student Engagement Sweeps that monitor the critical elements that determine the engagement rate of students and document contributing factors. These elements are:

- Teacher proximity;
- Student participation rate in questioning or discussion;

- Number of students, regardless of skill level, who are asked high-level questions;
- Whether or not behaviors are redirected calmly and respectfully;
- Whether the seating arrangement is conducive to academic engagement and the instructional strategy being used;
- Whether the instructor is using the Engagement Chart provided.

Once the skill levels of the staff are observed and improvement plans are developed, there are Five Classroom Observation Tools that allow the specialist and the administrative team to effectively provide differentiated supervision of the faculty. These tools allow the users to engage in a specific focus for observations of the many aspects of best-practice instructional focus. The items throughout the tool inform both the user and the teacher regarding best-practice, research based instructional pedagogy. These tools are designed to observe and collect data on:

- The focus and sequence of the lesson;
- The instructional strategies included in the lesson;
- Classroom management and climate;
- Student progress monitoring strategies and focus;
- Questioning strategies used in the lesson.

The criteria used to make decisions regarding the level of implementation of these areas follows.

School Leadership Performance Rubric

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE 75% or greater	MINIMAL PRACTICE 70% or greater	INSUFFICIENT PRACTICE 70% or greater
Providing a School Culture and Climate Conducive to Learning (PCCCL) ***PCCCL - Maintaining Student Discipline*** The school leaders ensure that the climate of the school, including each classroom, reflects high expectations for student behavior.	**In addition to Fundamental Practices:** • At specified intervals, school leaders are making effective, data-based recommendations (with input from staff) to district administration informing policy changes needed to meet the district's discipline and conduct goals. • School leaders effectively coach teachers regarding student discipline and conduct, resulting in fewer disciplinary problems and improved teacher professional practice.	• Administrative policies and procedures **approved by the Board** are consistently implemented by school leaders. • School leaders routinely provide adequate resources, support, and feedback to teachers regarding student discipline. • School leaders provide data to district administration and school board for periodic review. • School leaders monitor development and implementation of systems and procedures for classroom management and discipline plans to ensure consistency across the building and compliance with district policies.	• While policies on discipline and expectations for conduct have been adopted by the board, school leaders are not consistently enforcing the district policy. • School leaders do not **consistently** provide **adequate** support and feedback to teachers regarding student discipline. • School leaders do not consistently provide feedback to district leaders or request needed resources for maintaining student discipline.	• School leaders have not developed a discipline policy or procedures for the school or are not implementing board policy. • School leaders provide little support to teachers regarding student discipline. • School leaders do not express high expectations for staff and student discipline and conduct.
PCCCL - Maintaining Clean and Orderly Facilities. The school leaders ensure that the climate of the school, including each classroom, reflects high expectations for clean and orderly facilities.	**In addition to Fundamental Practices:** • School leaders consistently provide recommendations to the district leadership regarding the allocation and reallocation of adequate resources regarding clean and orderly facilities.	• School leaders consistently follow policy and implement procedures to maintain a clean orderly facility. • School leaders provide feedback to district administration on the implementation of district policies and procedures.	• While policies on care and maintenance of the physical environment have been adopted by the board, school leaders do not consistently implement the board policies. • There is no evidence that school leaders have	• School leaders do not maintain clean and orderly facilities.

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE 75% or greater	MINIMAL PRACTICE 70% or greater	INSUFFICIENT PRACTICE 70% or greater
	• School leaders support, mentor, and empower school maintenance personnel resulting in their taking responsibility for and ownership of ensuring clean and orderly facilities.	• School leaders routinely manage available material and human resources to support clean and orderly facilities.	developed routine administrative procedures to implement board policies. • School leaders do not adequately manage available material and human resources or fail to request adequate resources for maintaining a clean and orderly facility.	
PCCCL - Maintaining School Safety. The school leaders ensure that the climate of the school, including each classroom, reflects high expectations for safe, secure environments conducive to learning.	**In addition to Fundamental Practices:** • School leaders make recommendations to district leaders for allocation (for the coming year) and reallocation (during the course of the year) of adequate resources regarding school safety and security. • School leaders support, mentor, and empower school staff and students resulting in their taking responsibility for and ownership of ensuring a safe, secure environment.	• School leaders consistently follow policy and implement procedures to maintain a safe and secure facility. • School leaders consistently evaluate the safety and security procedures and provide feedback to district administration on the effective implementation of district policies and procedures. • School leaders consistently manage available material and human resources to support safe and secure facilities. • School leaders implement ongoing and immediate changes in urgent situations as needed to ensure a safe and secure environment.	• While policies on school safety and security have been adopted by the board, school leaders do not consistently implement the board policies. • There is no evidence that school leaders have developed routine administrative procedures to implement board policies. • School leaders do not adequately manage available resources or fail to request adequate resources for maintaining a safe and secure facility.	• School leaders have not developed safety and security policies or procedures for the school. • School leaders provide no support or feedback to teachers and staff regarding safety and security. • School leaders do not express high expectations for staff and students regarding safety and security.
Maximizing Academic Learning Time (MALT) The school leaders ensure	**In addition to Fundamental Practices:** • Based on data, school	• School leaders consistently and effectively monitor and support the implementation	• Even though there are school-wide policies to address the academic	• School leaders have not developed school-wide policies and procedures

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE 75% or greater	MINIMAL PRACTICE 70% or greater	INSUFFICIENT PRACTICE 70% or greater
each classroom reflects the effective use of instructional time, high expectations for ALL students, positive teacher-student interactions and an understanding of student learning needs and differences.	leaders effectively coach individual classroom teachers to maximize academic learning time, resulting in behavior-changing practices that increase student achievement. • School leaders study school data with district leadership and make recommendations and make changes to improve the use of instructional time. • School leaders make recommendations to district leaders for allocation (for the coming year) and reallocation (during the course of the year) of adequate and innovative resources to maximize academic learning time. • School leaders' actions result in improved teacher and school practices and student achievement results.	of board-approved policy on the school-wide academic learning time and protection of instructional time for the school day and academic year. • School leaders monitor and collect data on a daily basis regarding quality engagement of teachers and students in a rigorous instructional program. • School leaders provide consistent support and feedback to affirm or redirect teachers regarding effective use of classroom time, student engagement, and quality instruction. • School leaders **consistently request and effectively allocate resources** for maximizing academic learning time.	learning time and instructional time for the school day and academic year, school leaders do not **consistently** follow district procedures to implement board-approved policy. • School leaders are not providing consistent support and feedback to teachers regarding effective use of classroom time, student engagement, and quality instruction.	to address the academic learning time and protection of instructional time for the school day and academic year or are not following board policy. • School leaders are not providing support and feedback to teachers regarding effective use of classroom time, student engagement, and quality instruction.
Guaranteeing an Essential Curriculum (GEC) School leaders ensure that the board-approved curriculum and supporting materials are the focus of	**In addition to Fundamental Practices:** • School leaders are o **Consistently** applying assessment data to ensure that appropriate intervention and enrichment strategies	• School leaders **consistently** ensure that the GEC is the focus of daily instruction through monitoring, mentoring, and supporting teachers. • School leaders **consistently** assist in developing tools	• School leaders **inconsistently** ensure that GEC is the focus of daily instruction • School leaders inconsistently lead teachers to develop tools necessary to implement the GEC.	• School leaders do not lead teachers to develop tools necessary to implement the GEC. • School leaders do not provide **feedback or support** to teachers for lesson plans, pacing

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE 75% or greater	MINIMAL PRACTICE 70% or greater	INSUFFICIENT PRACTICE 70% or greater
instruction daily. Lesson plans, classroom activities, and frequent assessments are effectively aligned with curriculum and assessment standards.	are provided to improve student achievement, o Providing input to the district and teachers for modifications as necessary for pacing guides and assessments, and o Making recommendations to district for allocation and reallocation of resources to support effective implementation of a Guaranteed, Essential Curriculum (GEC). • School leaders' actions result in improved teacher and school practices and student achievement results.	necessary to implement the GEC. • School leaders **consistently** provide feedback, support and redirection to teachers regarding lesson plans, pacing guides, best practice strategies, and assessment to implement GEC. • School leaders **consistently** and effectively manage available resources including tools for success, time, collaborative planning, personnel, money, technology, in implementing the GEC. • School leaders **consistently** request additional resources aligned with GEC.	• School leaders inconsistently provide **feedback or support** to teachers for lesson plans, pacing guides, best practice strategies, or assessment to implement GEC. • School leaders inconsistently manage available resources including tools for success, time, collaborative planning, personnel, money, technology, in implementing the GEC. • School leaders inconsistently request resources that are appropriately aligned to GEC.	guides, best practice strategies, or assessment to implement GEC. • School leaders do not manage available resources (i.e., tools for success, time, collaborative planning, personnel, money, technology) in implementing the GEC. • School leaders do not request additional resources needed to implement GEC.
Monitoring Student Achievement (MSA) School leaders ensure that student progress is monitored frequently using assessment strategies that reflect those used in state and national assessments, that assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities, and that needs of all students are met through an effective	**In addition to Fundamental Practices:** • School leaders effectively coach teachers to improve student achievement. • At specified intervals, school leaders make effective, **data-driven** recommendations to the district leadership to evaluate student progress toward district goals. • School leaders consistently provide recommendations to district leadership regarding the allocation and	• School leaders **consistently** follow district procedures to implement board-approved policy for monitoring student achievement. • School leadership consistently monitors student achievement data and uses the assessment data to improve professional practice and student achievement. • School leaders **consistently and effectively allocate resources** for monitoring student achievement.	• School leaders do not **consistently** follow district procedures to implement board-approved policy for monitoring student achievement. • School leaders inconsistently use the assessment data to improve professional practice. • School leaders provide limited resources, support, and feedback to teachers to improve student achievement.	• School leaders have not established a school-wide assessment system to monitor student achievement or do not implement the board policy. • School leaders **do not** convey the importance of state and national assessment systems to faculty, students, parents and the community.

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE 75% or greater	MINIMAL PRACTICE 70% or greater	INSUFFICIENT PRACTICE 70% or greater
system of intervention.	reallocation of resources. • School leaders' actions result in improved teacher and school practices and student achievement results.			
Promoting Professional Practice (PPP) School leaders require and support all personnel in participating in development opportunities to improve and implement current educational best practices. School staff's implementation of best practice strategies is a part of annual personnel evaluations. (NOTE: This practice includes both the leaders' personal improvement and their leadership in promoting professional practice of their staff members.)	**In addition to Fundamental Practices:** • School leaders revise the plan for improving professional practice based on ongoing student assessment data and teacher needs. • School leaders consistently monitor the impact of professional training on classroom instruction and adjust training as needed resulting in necessary changes in practice to improve student achievement. • School leaders consistently provide recommendations to the district leadership regarding the allocation and reallocation of training resources. • School leaders continually seek and seize opportunities for improving teachers' and their own professional practice resulting in improved student achievement.	• The plan for improvement of professional practice is tightly aligned with student assessment data and teacher needs. • The plans to improve professional practice are consistently implemented by school leaders to improve student achievement. • School leaders request and provide adequate resources, support, and feedback to teachers to improve professional practice. • School leaders are providing consistent support and feedback to affirm or redirect teachers regarding improvement of professional practice.	• School leaders inconsistently implement the school and/or district plan for improvement of professional practice. • School leaders have not adequately considered student assessment data and teacher needs in developing the plan to improve professional practice. • School leaders provide limited resources, support, and feedback to teachers to improve professional practice.	• School leaders have not developed a plan for improving the professional practice of staff **and** do not follow the district plan. • School leaders provide no support to teachers for improving professional practice. • School leaders do not take initiative in improving their own professional practice.

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE 75% or greater	MINIMAL PRACTICE 70% or greater	INSUFFICIENT PRACTICE 70% or greater
	• School leaders support, mentor, and empower teachers resulting in their taking responsibility and ownership of improving their personal professional practice. • School leaders' actions result in improved teacher and school practices and student achievement results.			

School/Teacher Performance Rubric

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE 75% or greater	MINIMAL PRACTICE 70% or greater	INSUFFICIENT PRACTICE 70% or greater

Providing a School Culture and Climate Conducive to Learning (PCCCL)
The climate of the school system, including each school and classroom, reflects high expectations for student behavior, clean and orderly facilities, and safe, secure environments conducive to learning.
	In addition to the Fundamental Practices:
	• The teacher analyzes data to:
	  • Determine if classroom management procedures and discipline are effective and are behavior-changing, and
	  • Maintain or change plans as necessary.
	• The learning climate is rigorous, student-centered, and one of a community of learners.
		• Systems and procedures are consistently implemented for effective classroom management and discipline.
		• Student input is consistently solicited and respected.
		• Student behavior reflects the teacher's high expectations for conduct.
		• All students are consistently respected.
			• Although systems and procedures are in place for effective classroom management and discipline, they are not consistently implemented.
			• Student input is not consistently solicited and respected.
			• High expectations for student conduct are not consistently demonstrated.
			• Students are not consistently respected.
				• Systems or procedures for appropriate and effective classroom management and discipline are not evident.
				• If a discipline plan is in place, no effort is made to direct behavior; and no feedback is given to students.
				• Student input is not solicited and respected.
				• High expectations for student conduct are not demonstrated.
				• Students are not respected.

Maximizing Academic Learning Time (MALT) The classroom reflects the effective use of instructional time, high expectations for ALL students, positive teacher-student interactions and an understanding of student learning needs and differences.	**In addition to Fundamental Practices,** the teacher must analyze data to – • Most effectively utilize instructional time, and • Work with administration to recommend revision of allocated instructional time as needed to improve student achievement.	• Instructional time is consistently protected and maximized. • Administrative tasks are performed efficiently while students are engaged in learning activities. • Students are highly engaged in appropriate learning and are redirected when necessary. • Best practice strategies are consistently planned and utilized for learning activities.	• The protection of instructional time is fragmented and inconsistent. • Administrative tasks delay instructional time. • Student engagement and redirection are minimal. • Learning activities that exhibit best practices are not consistently planned and used during instructional time.	• The allocated time for the lesson is neither protected nor maximized. • Time used for classroom administrative tasks is excessive. • Students are not actively engaged and off-task behavior is not redirected.

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE 75% or greater	MINIMAL PRACTICE 70% or greater	INSUFFICIENT PRACTICE 70% or greater
Guaranteeing an Essential Curriculum (GEC) The board-approved, essential curriculum and supporting materials are the focus of instruction daily. Lesson plans, classroom activities, and frequent assessments are effectively aligned with the Guaranteed, Essential Curriculum.	**In addition to the Fundamental Practices:** • The teacher demonstrates evidence of behavior-changing practices based on assessment data, which include but are not limited to – • Differentiated instruction, • Cognitive rigor, • and Scaffolding. The teacher exemplifies the characteristics of a mentor-level teacher.	• Daily lesson plans are consistently comprehensive and available for review. • The GEC documents are the primary source of daily instructional planning, classroom activities, and formal or informal assessment. • The assessment emphasis of the day's lesson is known, and the planning, instruction and assessment of the lesson reflect the rigor of the state assessment. IEPs are consistently a source of planning, instruction, and assessment.	• Lesson plans are not consistently comprehensive, carefully planned, or available for review. • Although the GEC documents are available, they are not consistently used as the primary source of instructional planning classroom activities, and formal or informal assessment. • While lesson plans are aligned to state assessment objectives, the plans are not consistently implemented. • While there is some knowledge of the assessment emphasis of the day's lesson and some form of daily assessment, it does not reflect the rigor of the state assessment. • Although IEPs are a source of planning, accommodations are not in place in classroom activities.	• No evidence of lesson plans. • The GEC is not the primary source of instructional planning, classroom activities, and formal or informal assessment. IEPs are not a source of planning or instruction.
Monitoring Student Achievement (MSA) Student progress is monitored frequently, using assessment strategies that reflect those used by the state and national assessments	**In addition to Fundamental Practices**, the teacher must analyze assessment data to revise instruction to **ensure** that every student learns at rigorous levels.	• Assessments are aligned to state testing objectives. • Assessments are appropriate for the expected outcome. • Daily classroom assessments mirror the complexity and format of state assessments. • State sample test items are used consistently.	• Although assessments are used, they are not consistently aligned to state testing objectives (GEC), are not consistently appropriate for the expected outcome, and do not consistently mirror the complexity and format of state assessments.	• No assessments are used or they are not aligned to state assessment objectives (GEC), appropriate for the expected outcome or aligned to the complexity and format of state assessments.

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE 75% or greater	MINIMAL PRACTICE 70% or greater	INSUFFICIENT PRACTICE 70% or greater
(GEC). Assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities.		• Daily classroom assessment results are used to inform further instructional planning, classroom activities, and future assessments.	• State sample test items are not used consistently. • Classroom assessment results are rarely used to inform instructional planning.	• No state sample test items or released items are utilized.

Promoting Professional Practice (PPP)
The school system's policies, practices, and procedures require and support all personnel in participating in development opportunities to improve and implement current educational best practices. School staff's implementation of best practice strategies is a part of annual personnel evaluations.
	In addition to Fundamental Practices, the teacher exhibits continuous professional growth and actively engages in the professional growth of colleagues, resulting in improved student learning.	• The teacher meets professional training requirements and professional practice improves as a result.
		• The teacher collaborates with peers to improve professional practice through –
		  • common planning,
		  • professional learning communities, and
		  • other organized teacher groups.
		• The teacher pursues additional opportunities to improve professional practice.
			Although the teacher meets professional training requirements, professional practice does not consistently improve.	• The teacher does not fulfill professional training requirements.
				• The teacher does not implement professional practice improvement in classroom performance.
				• The teacher does not take personal initiative to improve professional practice.

Lesson Plan Rubric

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE 75% or greater	MINIMAL PRACTICE 70% or greater	INSUFFICIENT PRACTICE 70% or greater
Objectives and Standards	• Curriculum Objectives are the focus of all lessons and are written out completely. • All objectives and Standards listed correlate to the Curriculum Objectives and are written out completely.	• Curriculum Objectives are the focus of lessons. • Objectives and Standards listed correlate to the Curriculum Objectives.	• Curriculum Objectives are the focus of lessons. • Objectives and Standards may not correlate or be stated.	No objectives or standards are stated.
Assessment	• Assessment is attached. • All assessments follow strict standards and contain sample test items in state testing format and level of difficulty (including both state tested content areas and feeder subjects/grades).	• Assessment is attached. • Most assessments follow strict standards and contain *at least two* sample test items in state testing format and level of difficulty.	• Assessment is attached. • Some assessments follow standards and may contain sample test items in state testing format and level of difficulty.	• No assessment is attached. OR • No standard format is followed nor are sample test items included.
Materials	All activities have appropriate materials indicated.	Most activities have appropriate materials indicated.	Some activities have appropriate materials indicated.	No activities have appropriate materials indicated.
Instructional Strategies	• All set and model techniques engage students, connect to learning, and clearly introduce the curriculum objectives, assessment objectives, and assessment standards. • All guided practice, independent practice,	• Most set and model techniques are creative and motivating and clearly introduce the curriculum objectives. • Most guided practice, independent practice, and/or closure activities planned are engaging students, but the level of	• Some set and model techniques are included, but may not be engaging and/or connected to objectives. • Some guided practice, independent practice, and/or closure activities are indicated, but include only worksheets or other	• No set and model techniques are included. • No guided practice, independent practice, and/or closure activities are included. • No intervention strategies and/or enrichment activities

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE 75% or greater	MINIMAL PRACTICE 70% or greater	INSUFFICIENT PRACTICE 70% or greater
	and/or closure activities planned are engaging students at an appropriate level of difficulty, exhibiting high expectations. • All intervention strategies for any student that don't "get it" are varied, differ from the original guided practice activities, and address specific learners' needs. • All necessary accommodations and modifications are provided appropriately and effectively for all IEP students. • All enrichment activities for those students that "get it" are engaging, exhibiting high expectations, and involving problem-solving and critical thinking skills. • All homework activities provide students with opportunities for active engagement, exhibit high expectations, are age- and objective-appropriate, and are utilized to inform instruction.	difficulty is below grade-level. • Most intervention strategies differ from the original guided practice activities and address specific learners' needs, although variety may not be adequate. • Most necessary accommodations and modifications are provided appropriately and effectively for most IEP students. • Most enrichment activities are engaging, exhibiting high expectations. • Most homework activities are engaging and objective appropriate.	non-engaging practices. • The teacher includes some intervention strategies, but the strategies are not different from the original guided practice activities. • Some necessary accommodations and modifications are provided for some IEP students but may not be appropriate and effective. • The teacher includes some plans for enrichment activities, but activities are not engaging. • Some homework activities are planned, but are non-engaging, not objective appropriate, worksheet centered, and/or not utilized to inform instruction.	are planned, or strategies are the same for all students or otherwise inappropriate. • No necessary accommodations and modifications are provided appropriately and effectively for IEP students. • No homework activities are planned that are connected to the lesson objective—purely "busywork."

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE 75% or greater	MINIMAL PRACTICE 70% or greater	INSUFFICIENT PRACTICE 70% or greater
Interdisciplinary Items Included *NOTE: All content areas should include integration on reading and writing weekly.*	All planned units are thematic, and activities in various subject areas are included.	Most planned units are thematic, and activities in at least one other subject area are included.	Some planned units appear to be thematic, but interdisciplinary activities are not included.	No interdisciplinary connections are made.
Estimated Time for Unit	All units have appropriate time estimates provided.	Most units have appropriate time estimates provided.	Some units have appropriate time estimates provided.	No units have appropriate time estimates provided.

Work Report Rubric

	BEST PRACTICE	FUNDAMENTAL PRACTICE	MINIMAL PRACTICE	INSUFFICIENT PRACTICE
The specialist identifies instructional issues and learning barriers through a variety of tools and reports effective and ineffective practices.	• The work report indicates that the specialist **meets and exceeds** requirements for an instructional focus based on the use of the Essential Practice Performance Rubrics and/or the ILeRT™ tools: Building Walk-Through, Student Engagement, Classroom Observation Tool. • The work report indicates that the specialist **meets and exceeds** the requirements for a focus on improving student achievement with instruction and assessment (scaffolded when needed) at the appropriate level of difficulty and depth of knowledge. • The work report indicates that the specialist **meets and exceeds** the requirements for reporting on the issues that impact student achievement (Examples include data analysis, special education issues, professional development sessions, and interventions.). When appropriate, the Action	• The work report indicates that the specialist **consistently** focuses on instruction based on the use of the Essential Practice Performance Rubrics and/or the ILeRT™ tools: Building Walk-Through, Student Engagement, Classroom Observation Tool. • The work report indicates that the specialist **consistently** focuses on improving student achievement with instruction and assessment (scaffolded when needed) at the appropriate level of difficulty and depth of knowledge. • The work report indicates that the specialist **consistently** reports on the issues that impact student achievement (Examples include data analysis, special education issues, professional development sessions, and interventions.). When appropriate, the Action Step Accountability Plan, Personnel Improvement Plans, and/or Findings	• The work report indicates that the specialist **inconsistently** focuses on instruction based on the use of the Essential Practice Performance Rubrics and/or the ILeRT™ tools: Building Walk-Through, Student Engagement, Classroom Observation Tool. • The work report indicates that the specialist report **inconsistently** focuses on improving student achievement with instruction and assessment (scaffolded when needed) at the appropriate level of difficulty and depth of knowledge. • The work report indicates that the specialist **inconsistently** reports on the issues that impact student achievement (Examples include data analysis, special education issues, professional development sessions, and interventions.). When appropriate, the Action Step Accountability Plan, Personnel Improvement Plans, and/or Findings	• The work report indicates that the specialist **does not have** an instructional focus based on the use of the Essential Practice Performance Rubrics and/or the ILeRT™ tools: Building Walk-Through, Student Engagement, Classroom Observation Tool. • The work report indicates that the specialist **does not** focus on improving student achievement with instruction and assessment (scaffolded when needed) at the appropriate level of difficulty and depth of knowledge. • The work report indicates that the specialist **does not** report on the issues that impact student achievement (Examples include data analysis, special education issues, professional development sessions, and interventions.). When appropriate, the Action Step Accountability Plan, Personnel Improvement Plans, and/or Findings Report will be used.

	BEST PRACTICE	FUNDAMENTAL PRACTICE	MINIMAL PRACTICE	INSUFFICIENT PRACTICE
	Step Accountability Plan, Personnel Improvement Plans, and/or Findings Report will be used.	Report will be used.	Report will be used.	
The specialist acts as a change agent by addressing instructional issues and learning barriers as actions taken and actions to be taken.	• The work report indicates that the specialist **meets and exceeds** the requirements for addressing and taking action on the problems observed before leaving campus. • The work report indicates that the specialist **meets and exceeds** the requirements for making specific recommendations for actions to be taken by identified school personnel, including further actions the specialist will take. • The work report indicates that the specialist **meets and exceeds** the requirements for consistently giving a definite timeline (exact date) by which the action must be completed and documents progress toward meeting the established timeline. • The work report indicates that the specialist **meets and exceeds** the requirements for consistently showing	• The work report indicates that the specialist **consistently** addresses and takes action on the problems observed before leaving campus. • The work report indicates that the specialist **consistently** makes specific recommendations for actions to be taken by identified school personnel, including further actions the specialist will take. • The work report indicates that the specialist **consistently** gives a definite timeline (exact date) by which the action must be completed and documents progress toward meeting the established timeline. • The work report indicates that the specialist **consistently** shows evidence of providing leadership to build capacity as noted in exit conferences and actions to be taken. • The work report indicates that the specialist **consistently** monitors and reports student progress.	• The work report indicates that the specialist **inconsistently** addresses and takes action on the problems observed before leaving campus. • The work report indicates that the specialist **inconsistently** makes specific recommendations for actions to be taken by identified school personnel, including further actions the specialist will take. • The work report indicates that the specialist **inconsistently** gives a definite timeline (exact date) by which the action must be completed and inconsistently documents progress toward meeting the established timeline. • The work report indicates that the specialist **inconsistently** shows evidence of providing leadership to build capacity as noted in exit conferences and actions to be taken. • The work report indicates that the specialist **inconsistently** monitors	• The work report indicates that the specialist **does not** address and take action on the problems observed before leaving campus. • The work report indicates that the specialist **does not** make specific recommendations for actions to be taken by identified school personnel, including further actions the specialist will take. • The work report indicates that the specialist **does not** give a definite timeline (exact date) by which the action must be completed nor consistently documents progress toward meeting the established timeline. • The work report indicates that the **specialist does not** show evidence of providing leadership to build capacity as noted in exit conferences and actions to be taken. • The work report indicates that the specialist **does not** monitor and report student progress.

	BEST PRACTICE	FUNDAMENTAL PRACTICE	MINIMAL PRACTICE	INSUFFICIENT PRACTICE
	evidence of providing leadership to build capacity as noted in exit conferences and actions to be taken. • The work report indicates that the specialist **meets and exceeds** the requirements for consistently monitoring and reporting student progress. • The work report indicates that the specialist **meets and exceeds** the requirements for recommending and supporting Personnel Improvement Plans and the Action Step Accountability Plan (when appropriate) in a timely manner.	• The work report indicates that the specialist **consistently** recommends and supports Personnel Improvement Plans and the Action Step Accountability Plan (when appropriate) in a timely manner.	and reports student progress. • The work report indicates that the specialist **inconsistently** recommends and supports Personnel Improvement Plans and the Action Step Accountability Plan (when appropriate) in a timely manner.	• The work report indicates that the specialist **does not** recommend and support Personnel Improvement Plans and the Action Step Accountability Plan (when appropriate) in a timely manner.
The specialist provides one-on-one and/or group job-embedded professional development with appropriate personnel.	• The work report indicates that the specialist **meets and exceeds** the requirements for providing necessary training and ongoing professional development through mentoring, modeling, and coaching. • The work report indicates that the specialist **meets and exceeds** the requirements for giving immediate face-to-face constructive feedback that	• The work report indicates that the specialist **consistently** provides necessary training and ongoing professional development through mentoring, modeling, and coaching. • The work report indicates that the specialist **consistently** gives immediate face-to-face constructive feedback in conferences. (Note: Next-day conferences are the	• The work report indicates that the specialist **inconsistently** provides necessary training and ongoing professional development through mentoring, modeling, and coaching. • The work report indicates that the specialist **inconsistently** gives immediate face-to-face constructive feedback in conferences. (Note: Next-day conferences are the	• The work report indicates that the specialist **does not** provide necessary training and ongoing professional development through mentoring, modeling, and coaching. • The work report indicates that the specialist **does not** give immediate face-to-face constructive feedback in conferences. (Note: Next-day conferences are the exception, not the rule.)

	BEST PRACTICE	FUNDAMENTAL PRACTICE	MINIMAL PRACTICE	INSUFFICIENT PRACTICE
	brings about positive change in the practices of teachers and/or principal. (Note: Next-day conferences are the exception, not the rule.) • The work report indicates that the specialist **meets and exceeds** the requirements for utilizing other JBHM specialists as needed on best practices (providing assistance, not just reporting needs). • The work report indicates that the specialist **meets and exceeds** the requirements for conducting exit conferences that brings about positive change in the practices of the principal and/or teachers.	exception, not the rule.) • The work report indicates that the specialist **consistently** utilizes other JBHM specialists as needed on best practices (providing assistance, not just reporting needs). • The work report indicates that the specialist **consistently** conducts exit conferences with the principal.	exception, not the rule.) • The work report indicates that the specialist **inconsistently** utilizes other JBHM specialists as needed on best practices (providing assistance, not just reporting needs). • The work report indicates that the specialist **inconsistently** conducts exit conferences with the principal.	• The work report indicates that the specialist **does not** utilize other JBHM specialists as needed on best practices (providing assistance, not just reporting needs). The work report indicates that the specialist **does not** conduct exit conferences with the principal.
The specialist supports the school performance by making special education an integral part of the school improvement process.	• The work report indicates that the specialist **meets and exceeds** the requirements for checking, monitoring, and following up on special education services. • The work report indicates that the specialist **meets and exceeds** the requirements for monitoring that special education teachers and regular education teachers are co-planning AND co-	• The work report indicates that the specialist **consistently** checks, monitors, and follows up on special education services. • The work report indicates that the specialist **consistently** monitors that special education teachers and regular education teachers are co-planning AND co-teaching. • The work report indicates that the specialist	• The work report indicates that the specialist **inconsistently** checks, monitors, and follows up on special education services. The work report indicates that the specialist **inconsistently** monitors that special education teachers and regular education teachers are co-planning AND co-teaching. • The work report indicates that the specialist **inconsistently** monitors	• The work report indicates that the specialist **does not** check, monitor, and follow up on special education services. • The work report indicates that the specialist **does not** monitor that special education teachers and regular education teachers are co-planning AND co-teaching. • The work report indicates that the specialist **does not** monitor that all teachers'

	BEST PRACTICE	FUNDAMENTAL PRACTICE	MINIMAL PRACTICE	INSUFFICIENT PRACTICE
	teaching. • The work report indicates that the specialist **meets and exceeds** the requirements for monitoring that all teachers' lesson plans and assessments reflect appropriate accommodations and modifications as specified in IEP and state assessment criteria. • The work report indicates that the specialist **meets and exceeds** the requirements for providing strategies and support to help teachers implement interventions, modifications, and accommodations. • The work report indicates that the specialist **meets and exceeds** the requirements for monitoring that special education teachers and regular education teachers are working collaboratively.	**consistently** monitors that all teachers' lesson plans and assessments reflect appropriate accommodations and modifications as specified in IEP and state assessment criteria. • The work report indicates that the specialist **consistently** provides strategies and support to help teachers implement interventions, modifications, and accommodations. • The work report indicates that the specialist **consistently** monitors that special education teachers and regular education teachers are working collaboratively.	that all teachers' lesson plans and assessments reflect appropriate accommodations and modifications as specified in IEP and state assessment criteria. • The work report indicates that the specialist **inconsistently** provides strategies and support to help teachers implement interventions, modifications, and accommodations. • The work report indicates that the specialist **inconsistently** monitors that special education teachers and regular education teachers are working collaboratively.	lesson plans and assessments reflect appropriate accommodations and modifications as specified in IEP and state assessment criteria. • The work report indicates that the specialist **does not** provide strategies and support to help teachers implement interventions, modifications, and accommodations. • The work report indicates that the specialist **does not** monitor that special education teachers and regular education teachers are working collaboratively.
The specialist formats and submits the work reports in a professional manner.	• The work report indicates that the specialist **meets and exceeds** the requirements for assuring that all components of the work report are devoid of grammatical and	• The work report indicates that the specialist **consistently** assures that all components of the work report are devoid of grammatical and mechanical errors.	• The work report indicates that the specialist **inconsistently** assures that all components of the work report are devoid of grammatical and mechanical errors.	• The work report indicates that the specialist **does not** assure that all components of the work report are devoid of grammatical and mechanical errors. • The work report indicates

	BEST PRACTICE	FUNDAMENTAL PRACTICE	MINIMAL PRACTICE	INSUFFICIENT PRACTICE
	mechanical errors. • The work report indicates that the specialist **meets and exceeds** the requirements for assuring that the school performance activities and ILeRT documentation include specific and appropriate notes and actions (Note: Actions should indicate WHO does WHAT by WHEN.). • The work report indicates that the specialist **meets and exceeds** the requirements for personalizing and identifying critical issues for teachers' and principal's performance on ILeRT and the summary report. • The work report indicates that the specialist **meets and exceeds** the requirements for submitting the work report immediately after the visit to the school.	• The work report indicates that the specialist **consistently** assures that the school performance activities and ILeRT documentation include specific and appropriate notes and actions (Note: Actions should indicate WHO does WHAT by WHEN.). • The work report indicates that the specialist **consistently** personalizes and identifies critical issues for teachers' and principal's performance on ILeRT and the summary report. • The work report indicates that the specialist **consistently** submits the work report within 24 hours after the visit to the school.	• The work report indicates that the specialist **inconsistently** assures that the school performance activities and ILeRT documentation include specific and appropriate notes and actions (Note: Actions should indicate WHO does WHAT by WHEN.). • The work report indicates that the specialist **inconsistently** personalizes and identifies critical issues for teachers' and principal's performance on ILeRT and the summary report. • The work report indicates that the specialist **inconsistently** submits the work report within 24 hours after the visit to the school.	that the specialist **does not** assure that the school performance activities and ILeRT documentation include specific and appropriate notes and actions (Note: Actions should indicate WHO does WHAT by WHEN.). • The work report indicates that the specialist **does not** personalize and identify critical issues for teachers' and principal's performance on ILeRT and the summary report. • The work report indicates that the specialist **does not** submit the work report within 24 hours after the visit to the school.

School Improvement Transformation Process

Focus:
Essential Practices

- Guaranteeing an Essential Curriculum
- Providing a Culture & Climate Conducive to Learning
- Maximizing Academic Learning Time
- Monitoring Student Achievement
- Promoting Professional Practice

Method:
Collaborative Teams

- Review and analyze data.
- Review and revise plans.
- Develop actions.
- Establish time lines.
- Monitor and guide implementation.
- Determine next steps.

Goal:

- Build capacity for sustainability.
- Gradual release of responsibility

Step 1: Data Review and Analysis

A. Service specific tasks
- Liaison conference
- District/school planning
- District/school kick-off and faculty meeting

B. Student assessment data
- AYP subgroups
- State criterion-referenced assessments
- Local assessments

C. Management and structure
- Schedules
- Professional development plans
- School improvement plans
- Board, district, school practices
- Resource allocation and use

ILeRT™

Instructional Leadership Reporting Tool

Step 2: Teacher Practice Data Review and Analysis

Collect and review:
- Observation data for teachers and leadership practice measured against the essential practice standards
- Board, district, school, and classroom essential practices rubric evaluation
- Self-reporting checklists

Rubrics From the Boardroom to the Classroom

Standards for Essential Practice			
BEST PRACTICES	FUNDAMENTAL	MINIMAL	INSUFFICIENT

Collaboration and Professional Growth

Findings and Action Plans
Step 3: Goal Setting and Planning

Review findings, set goals, and plan action steps for:
- Improvement in student achievement in all content areas
- Improvement in professional practice (at all levels)
- Improvement in community support

Coaching Protocol
Step 4: Coaching Through Modeling, Reflective Inquiry, and Gradual Release of Responsibility

- Engage in the skills-building coaching process using data gathered from the tools in ILeRT. (I do, we do, you do.).
- Apply the feedback model.
- Differentiate support.
- Utilize resources and tools.
- Apply the process at the board, superintendent, district, school leadership, and classroom levels.

Step 5: Accountability

- Document actions to be taken to improve practice.
- Modify action step plans based on coaching, feedback, and review of data.
- Implement actions as a collaborative team.

Time • Engagement

• On-Site • Collaborative • Capacity Building • Culture and Climate Transforming

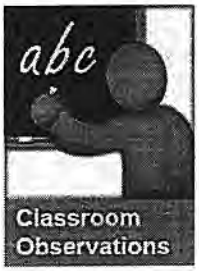
Instructional Leadership Reporting Tool (ILeRT) ™ Overview

Seven Instructional Supervision Tools

Step 1: Learners' reaction to instruction

Conduct multiple engagement sweeps, note the teacher's proximity to students, and respond to any of the additional nine items within this tool to determine engagement rate and document contributing factors.

Step 2: Instructional practices



The flexibility of the Classroom Observation Tool allows the user to engage in a specific focus for observation or cover several aspects of best practice instructional focus. The items throughout the tool inform both the user and the teacher regarding best practice research-based instructional pedagogy.

5 Subtools: Differentiated Supervision

* Subtools may be used individually or in combination.

- The Focus and Sequence of the Lesson
- Instructional Strategies Included in the Lesson
- Classroom Management and Climate
- Student Progress Monitoring Strategies and Focus
- Questioning Strategies Used in the Lesson

Step 3: Survey/Audit/Discovery

Respond to any or all of the 12 items per classroom in the Building Walk-Through Tool in a quick sweep through the school building to yield powerful data on the general quality of practices schoolwide. The data will uncover areas in need of further investigation. Use additional ILeRT™ tools to "dig deeper."

Building Walk-Through
This tool is not designed to gain an "in-depth" look at instruction, but is rather designed to provide a snapshot of climate and instruction in the school. Other tools will provide opportunities for probing these answers in depth.

Question	Criteria for Selecting "Yes"
1. Students NOT Engaged. (Looking for OBVIOUSLY disengaged students.)	*Note: While the following is the official standard for engagement, the time constraints of conducting a Building Walk-Through limit the depth that can be gleaned at a glance.* The number of students who are not engaged in appropriate academic work • Students are not actively engaged in instructional activities and strategies that are rigorous, relevant, and purposeful and will result in student proficiency versus students being merely compliant or simply on-task. • During the teacher talk and discussion, eye contact and interest are not evident. • Students are not internalizing information, as evidenced by student questions/comments, or lack of questions/comments.
2. Teacher is leading instruction.	• The teacher is teaching skills and objectives from the essential curriculum. • The teacher is on his or her feet teaching (explicit instruction). • The teacher is modeling the lesson content for students. • The teacher is moving around the room, checking group work, assisting students, or monitoring independent practice. • The teacher is working with a small group while other students are appropriately engaged in learning. *e.g. reading group, remediation group, enrichment group*
3. Support staff and paraprofessionals are working with students.	• The support staff and paraprofessionals are teaching skills and objectives from the essential curriculum. • The support staff and paraprofessionals are on their feet teaching (explicit instruction). • The support staff and paraprofessionals are modeling the lesson content for students. • The support staff and paraprofessionals are moving around the room, checking group work, assisting students, or monitoring independent practice. • The support staff and paraprofessionals are working with a small group while other students are appropriately engaged in learning. *e.g. reading group, remediation group, enrichment group* • The support staff and paraprofessionals are supporting the instruction being lead by the teacher.
4. Interruptions: • Student • Teacher • Intercom • Office • Other	Numerous interruptions may be recorded. Students disrupt instructional time. • Teachers, support staff, or paraprofessionals from other classes interrupt instructional time for various reasons. • The intercom is used for reasons other than emergency situations during instructional time. • Office staff interrupts instructional time. • Classroom visitors interrupt instructional time. • Special programs and assemblies are held during instructional time.
5. Objective is from the approved curriculum.	The objective for the lesson is from the state curriculum. *Note: NE (Not Evident) would be entered if there IS an objective posted but it is unclear if the objective is from the approved curriculum.*
6. Objective is in student-friendly language.	• The lesson objective is written so that students can understand what they should learn from the lesson.

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Question	Criteria for Selecting "Yes"
7. State-released sample test item is evident.	A state-released test item (or rigorous equivalent) that matches the lesson objective is used • as a Bell Ringer. • as a pre or post assessment. • throughout the lesson to make connections between what students are learning and how that learning will be assessed. • as part of on-going assessment. • as a diagnostic tool to place students in appropriate learning groups. • to plan rigorous instructional strategies.
8. Lesson Plans Available.	• Lesson plans are available for review. *Note: The time constraints of the Building Walk-Through will not allow you to review them, but rather simply note their availability.*
9. Positive student-teacher interaction is evident.	• Students' input is solicited and respected. • Students are given feedback in a positive manner. • Student redirection is calm and respectful.
10. Students begin work upon entering the room.	• Students follow the routine for beginning work as they enter the room. • Students are engaged in completing a Bell Ringer or other rigorous assignment when they enter the room to avoid loss of instructional time.
11. Effective classroom management is evident.	• No "down time" – No obvious gaps between activities. • Students obviously know what to do when and do so automatically. • Procedures are in place for EVERY routine classroom activity. • Rules and consequences are reasonable and prudent and posted in the classroom. • Consequences are consistently applied. • System includes learning-based incentives for positive behavior. • Teacher offers positive comments on appropriate behavior. • Positive behavior plans are in place for students with disabilities who present significant behavior challenges. • All students participate in classroom activities. • Any off-task behavior is addressed immediately and appropriately **to effectively re-engage students in learning.**
12. Student work is displayed.	• Students' work is displayed in the classroom, in halls, or at various designated places throughout the school.
13. Technology is being used effectively for instruction.	For instructional purposes, any of a variety of technology tools are used effectively, including but not limited to • computers • word processors • hand-held devices for recording answers • calculators • promethean or other "Smart" boards • video-streaming • overhead projectors • other technology to support learning Students as well as the teacher are using technology effectively.
13. Student Out of Classroom.	• Note the number of students that are present but are out of the classroom for one reason or another (restroom, discipline, office, in hall, etc.) • Or note the number of students that are documented in the hallways during the walk through. Either way of counting is acceptable and will give an indication of the number of students that are not in class during the walk-through.

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Student Engagement	
Question	**Criteria for Selecting Yes**
Students NOT Engaged (Looking for EFFICIENCY of engagement.)	The number of students who are not engaged in appropriate academic work • Students are not actively engaged in instructional activities and strategies that are rigorous, relevant, and purposeful and will result in student proficiency versus students being merely compliant or simply on-task. • During the teacher talk and discussion, eye contact and interest are not evident. • Students are not internalizing information, as evidenced by student questions/comments. Or no questions/comments.
Teacher Proximity	This is the amount of time in minutes and seconds that the teacher remains in each section of the room. The criterion for selecting an area is simply the teacher moving from one area of the room to another.
High Level Question	Question requires from Bloom's Taxonomy • Application • Analysis • Synthesis • Evaluation Or from Webb's Depth of Knowledge • Level 2 Skill/Concept • Level 3 Strategic Thinking • Level 4 Extended Thinking
Low Level Question	Question requires from Bloom's Taxonomy • Knowledge or Comprehension Or from Webb's Depth of Knowledge • Basic Recall
1. _____ students are included in questioning or discussion.	The answer will be All, Some, Few, or No. • All- Every student is included. • Some- The majority of the students (as a rule of thumb, one-half to three-fourths) are included. • Few- As a rule of thumb, no more than one-fourth of the students are included. • No- No students are included. The teacher is the only one who speaks.
2. _____ students, regardless of skill level, are asked high-level questions.	The answer will be All, Some, Few, or No • All- Every student is asked high-level questions. • Some- The majority of the students (as a rule of thumb, one-half to three-fourths) are asked high-level questions. • Few- As a rule of thumb, no more than one-fourth of the students are asked high-level questions. • No- No students are asked high-level questions. (See reference to high-level questions above.)
3. _____ behaviors are redirected calmly and respectfully.	The answer will be All, Some, Few, or No • All- Every student is redirected calmly and respectfully if necessary. • Some- The majority of the students (as a rule of thumb, one-half to three-fourths) are redirected calmly and respectfully if necessary. • Few- As a rule of thumb, no more than one-fourth of the students are redirected calmly and respectfully if necessary. • No- No students are redirected calmly and respectfully.

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Student Engagement	
Question	**Criteria for Selecting Yes**
4. Is the seating arrangement conducive to academic engagement and the instructional strategy used?	• Students are seated in groups appropriate to the strategy being used. • For cooperative learning, students should be in groups of two to no more than five. • For think-pair-share, buddy reading, or peer editing, students should be in groups of two. • Desks are not in straight rows with no interaction.
5. Was a seating-based Engagement Chart used by the observer?	An Engagement Chart is a graphic of a room design which includes seating arrangements. Engagement charts can be used for a variety of purposes: • frequency of questioning with particular students • cognitive level of questions for particular students • quality and frequency of interaction • type and quality of feedback • others
6. If "yes" to number 5, with what focus?	If a chart was used, specify the purpose or focus in using the chart. • frequency of questioning with particular students • cognitive level of questions for particular students • quality and frequency of interaction • type and quality of feedback • specify other focus
7. Engagement was highest during…	Complete this sentence with a direct entry that explains what the activity or assignment was when students were most engaged in learning.
8. Engagement was lowest during…	Complete this sentence with a direct entry that explains what the activity or assignment was when students were least engaged in learning.

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Classroom Observation	
Question	**Criteria for Selecting "Yes"**
Focus and Sequence	
Engagement Sweep – Students NOT engaged (Looking for EFFECTIVENESS in engagement.)	The Engagement Sweep begins each sub tool page for the user to enter the number of students who are not engaged in appropriate academic work. • Students are not actively engaged in instructional activities and strategies that are rigorous, relevant, and purposeful and will result in student proficiency versus students being merely compliant or simply on-task. • During the teacher talk and discussion, eye contact and interest are not evident. • Students are not internalizing information, as evidenced by student questions/comments. Or no questions/comments.
Lesson plan has been reviewed.	If the lesson plan was reviewed before beginning the observation, select Yes. If the lesson plan was not reviewed before the observation, select No. If the lesson plan was not available for review, select Not Available.
Assessment has been reviewed.	If the assessment was reviewed before beginning the observation, select Yes. If the assessment was not reviewed before the observation, select No. If the assessment was not available for review, select Not Available.
All resources used for the lesson are available for review.	If the resources used for the lesson are available for review, select Yes. If the resources used for the lesson are not available for review, select No.
1. The essential objective(s) is(are) the focus of the instruction throughout the lesson.	The **essential objective** is the standard/objective/skill that is necessary for student proficiency in a grade and content area. The essential objective is • written in plans • written on the board or other visual • verbalized to students • written in "student-friendly" language • the primary source for activities and instructional tasks • connected to real life situations and previous learning • referenced throughout the lesson • integrated into the lesson with sample test items that match the objective
2. The essential objective and sample test items are deconstructed to determine what a student must know and be able to do.	The **essential objective** is the standard/objective/skill that is necessary for student proficiency in a grade and content area. **Deconstructing** an objective or test item involves studying it carefully and breaking it apart to reveal essential vocabulary, each essential skill, and how to put those skills together in order to demonstrate proficiency in that grade and content area. Determining **what a student must know and be able to do** is analyzing essential objectives and state released sample items for the information or skills students must know and what they must do with the information or skills for proficiency. The essential objective and sample test items have been taken apart/dissected to determine • every necessary skill for proficiency (what students must know and be able to do) • scaffolding of skills • differentiation needed for proficiency • instructional tasks and activities at the level of difficulty that will move students to proficiency

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Classroom Observation	
Question	**Criteria for Selecting "Yes"**
3. State-released sample test items are integrated into the lesson.	**State-released sample test items** are models of the types of items that will be on state criterion-referenced assessments (or NAEP) provided by the Department of Education (not vendor-published items). State-released sample test items are used for • Bell Ringers • pre-assessing • diagnosing learning gaps to scaffold instruction • planning and delivering instruction at the required level of difficulty • checking for understanding • connecting what the students are learning and how they will be assessed • building formative and summative assessments
4. The lesson plans are implemented as written and revised appropriately with just cause provided.	Documentation for changing the instructional plan ▪ Weather related or natural disasters, illnesses, absences, emergencies, safety drills, etc. ▪ Lack of understanding by students evidenced by progress monitoring
5. The actions of each teacher and support staff maximize academic learning time for all students.	• Teaching bell to bell • Instructing students using research-based "best practice" strategies • Meeting individual needs through differentiation and scaffolding instruction • Providing additional explicit instruction for students with learning gaps • Using a variety of grouping strategies to meet student needs • Attending to routine tasks quickly and efficiently • Having handouts and materials readily available • Having routines in place and using them for every activity • Having smooth transitions • Monitoring and moving among groups as students work • Having an effective classroom management plan • Providing positive and appropriate feedback to students • Interacting with students calmly and respectfully

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6. The following lesson line components were observed: • An instructionally focused Bell Ringer • A set, hook or focus that engages students • Modeling by the teacher • Guided practice • Independent practice • Intervention • Enrichment • Appropriate closure, review, or summary of the lesson	• **Bell Ringer-** An instructional activity (such as a question in the format of the state assessment) that immediately engages students in essential instruction when entering class (at the bell). It should mirror the rigor (at a minimum) of the state sample test items. • **Set, hook, or focus-** An activity, question, or discrepant event designed to "grab" the learners' attention and "hook" them for the lesson. • **Modeling** by the teacher- The teacher models or shows students exactly what expectations are and gives step by step instructions for skills or tasks (i.e. working a problem, conducting an experiment, writing a detailed paragraph, think alouds, etc.). • **Guided practice-** Students practice a skill with teacher or peer guidance until they are proficient in the skill (i.e. working word problems, conducting experiments, gathering data, writing a persuasive paragraph, literacy groups, etc.). • **Independent practice-** Students work independently on a skill that they have practiced enough to become proficient. The teacher monitors but does not intervene unless the students show that they are not proficient in a skill. The teacher then provides explicit instruction and monitors progress until proficiency is met. • **Intervention-** Targeted assistance based on progress monitoring; **intensive** instruction specifically designed to meet the **individual** needs of students; instruction, activity, or task designed to improve the child's developmental or behavioral performance. • **Enrichment-** Substantive and rigorous curriculum that is designed to challenge students' minds and enhance their knowledge. • **Appropriate closure, review, or summary of the lesson-** At the end of a lesson, a way for students to briefly reflect on learning that has just occurred (i.e. writing three things they learned and three things they still wonder about, drama, songs, think-pair-share, game that reviews the lesson)

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Classroom Observation	
Question	**Criteria for Selecting "Yes"**
Strategies	
1. Instruction is differentiated by content, process, or product.	**Differentiation** is varying what students learn, how they learn it, and how they demonstrate proficiency based on individual student needs and learning preferences. • Content is what the students are learning. • Process is how they are learning it. • Product is what they are producing to show they have learned. • Over time, the teacher should differentiate in each of these ways.
2. Differentiation is matched to the individual needs of the students.	**Differentiation** is varying what students learn, how they learn it, and how they demonstrate proficiency based on individual student needs and learning preferences. • Learning gaps are identified. • Instruction is differentiated based on the learning gaps and needs of each student. • Students with the same learning needs are grouped for instruction that meets their needs.
3. Instruction is: • Whole group • Small group • With individuals	• The size of the group for instruction should be determined by the needs of the students and the strategy being used. • For differentiation, working with small groups or individuals is appropriate. • Whole group instruction is often appropriate for lesson introductions and modeling.

4. Activities are "attention-span appropriate," based upon research.	• Based on research, activities should last no longer than 15-20 minutes. After that time, engagement decreases.
	• Activities should be tied directly to state essential curriculum and be based on best practice, research-based strategies.
	  ▪ Engaging
	  ▪ Hands-on
	  ▪ Student-centered

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Classroom Observation	
Question	**Criteria for Selecting "Yes"**
5. Instructional strategies included are: • Identify similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Non-linguistic representation • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, advance organizers • Other strategy	Marzano's Instructional Strategies • **Identify similarities and differences-** Compare, classify, create metaphors, create analogies; focuses on mental processes students can use to understand information. • **Summarizing and note taking-** Restating the text in simple, concise form; to summarize, one must delete some information, substitute some information, and keep some information by analyzing the information and being aware of the structure of the information, i.e. introduction, body or message, ending. Note taking involves determining what is most important and putting that information in a short, simple form. These strategies enhance a student's ability to understand specific content. • **Reinforcing effort and providing recognition-** Address attitudes and beliefs; student achievement increases when they are praised or rewarded for the efforts in achieving particular goals or benchmarks. • **Homework and practice-** Provide opportunities for students to practice knowledge, review what they have practiced in class, and apply the knowledge to new situations. According to research, students must practice a skill 24 times to obtain 80% competency. • **Non-linguistic representation-** Enhances a students' ability to demonstrate knowledge with mental images; can include pictures, graphic representations, models, mental pictures, and hands-on activities. • **Cooperative learning-** Using this strategy, students interact with peers to accomplish a task; each student has a job which he or she is responsible for completing. The students must work together and each must complete the job assigned for the project/task to be completed. Cooperative learning emphasizes face to face social interaction. • **Setting objectives and providing feedback-** This strategy helps students gain a focus for learning. The students determine what they know and want to learn, and the teacher gives positive and correct feedback regarding correct and incorrect answers. • **Generating and testing hypothesis-** Students plan investigations and answer the "what ifs" to include the processes of systems analysis, invention, decision making, problem solving, and investigations. • **Cues, questions, advance organizers-** Previewing lesson material helps students make connections to prior knowledge. Advance organizers help make sense of material that is not easily presented in a well organized way. • **Other strategy-** Select this option if you observe other effective research-based strategies implemented. Describe that strategy in your notes.
6. Interdisciplinary connections are included.	• Connections are made to what the students are learning in other subjects. • Concepts from several subjects are included in the lesson to help students connect with prior knowledge and what they are learning.

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Classroom Observation	
Question	**Criteria for Selecting "Yes"**
Management and Climate	
1. Routines and procedures maximize and protect academic learning time. • Quick and efficient performance of administrative tasks • Procedures for every routine classroom activity • Students know and follow the routine • Smooth, quick transitions • Bell-to-bell instruction	• The teacher quickly takes care of routine tasks such as calling the roll, recording absentees, etc. Students are working on instructional activities while the tasks are performed. • Procedures are in place for each type of activity and task and students have been taught the routine. • Students know the routine and follow it with minimal time lost in instruction. • Transitions between activities are quick and efficient. • There is no "down" time or gaps between activities. • The teacher instructs students for the entire class period.
2. An effective system is in place to manage classroom discipline. • Rules and consequences consistent with district/school rules • Positive feedback and learning-based incentives for appropriate behavior • Consistently applied consequences • Positive behavior modification plans if needed	• Rules and consequences are reasonable and prudent and are posted in the classroom. • Consequences are consistently applied. • System includes learning-based incentives for positive behavior. • Teacher offers positive comments on appropriate behavior. • Positive behavior plans are in place for students who present significant behavior challenges.
3. Teacher/student interactions • are positive • are calm and respectful • encourage academic risk-taking, questioning, and input • promote classroom community	• Students are always treated with respect. • Interactions encourage students to ask questions and take academic risks without fear of reprisal. • Interactions build a community of learners.

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Classroom Observation	
Question	**Criteria for Selecting "Yes"**
Progress Monitoring	
1. The Bell Ringer monitors student progress.	**Bell Ringer**- An instructional activity (such as a question in the format of the state assessment) that immediately engages students in essential instruction when entering class (at the bell). It should mirror the rigor (at a minimum) of state sample test items. **Progress monitoring** is ongoing DAILY monitoring of each student's level of performance (proficient or below) on each essential objective. • The Bell Ringer is used by the teacher to check understanding about the topic. It may be used as pre-, post-, formative, or summative assessment to monitor the progress of students. The idea is that it is used to track understanding and progress.
2. The Bell Ringer teaches test-taking strategies.	**Bell Ringer**- An instructional activity (such as a question in the format of the state assessment) that immediately engages students in essential instruction when entering class (at the bell). It should mirror the rigor (at a minimum) of state sample test items. • Students justify answers. • Students (more than one) give a rationale for each correct and/or incorrect answer, with discussion as needed to clarify information. • Strategies for eliminating answers are taught. • Students are taught to reason through the answers. • Students evaluate the reason they missed the Bell Ringer if they choose an incorrect answer.

3. Questions are scaffolded to check student understanding.	• Students are asked questions at their level of learning but are also asked higher level questions to move them to the state required level of difficulty.
	• Questions are asked at all levels of Bloom's Taxonomy or Webb's Depth of Knowledge to monitor student understanding.
	• Bloom's Taxonomy
	  ▪ Knowledge-Recalls information or data
	  ▪ Comprehension-Understands the meaning; being able to state an answer in one's own words
	  ▪ Application-Uses a concept in a new situation; making a connection between what was learned and something in the real world or making connections from a concept in one subject to the same concept in another subject
	  ▪ Analysis-Takes apart information to understand and make sense of the organizational structure
	  ▪ Synthesis-Creates something new from the former; puts parts together to make a whole with emphasis on new meaning or structure
	  ▪ Evaluation-Makes judgments about the value of ideas, materials, pieces of work
	• Webb's Depth of Knowledge
	  ▪ Level One-Recall
	  ▪ Level Two-Skill/Concept
	  ▪ Level Three-Strategic Thinking
	  ▪ Level Four-Extended Thinking

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Classroom Observation	
Question	**Criteria for Selecting "Yes"**
4. Pacing is appropriate to the level of difficulty of the essential objective.	Determining the **level of difficulty** is examining the instructions, wording, and answer choices on sample state and national assessment items which reveal what students must know and how that knowledge must be applied in the context of those assessments (the assessment item's level of difficulty). • Essential curriculum is studied and analyzed to determine how much time will be allocated to teach each objective, based on level of difficulty determined by the state. • Careful planning allows for less instruction on essential objectives that are assessed at low levels of difficulty and more instruction on essential objectives that are assessed at a higher level of difficulty. • Time is allocated in the pacing guide to address individual and class learner needs based on identified learning gaps. • Pacing allows for lesson introductions, modeling, practice, and closure. • Activities are attention-span appropriate for students. (Research states that after 15-20 minutes, engagement decreases unless the activity is changed.)
5. Students with disabilities are receiving appropriate accommodations as specified in the IEP.	**Appropriate accommodations** are teaching strategies or methods used to remove the barrier that results from the disability (ex: altering the time of day for an instructional activity for a student taking medication that affects their ability to focus). • The teacher has a copy of the student's IEP. • Lesson plans reflect appropriate accommodations/modifications as specified in the IEP. • Accommodations in the IEP are a source of instructional practice for IEP students. • Instruction is differentiated to meet the needs of IEP students.
6. Increased time in explicit instruction is provided for struggling learners.	**Explicit instruction** is a skill-specific, systematic, strategic, purposeful, and scaffolded instructional approach that includes a high level of teacher and student interaction based on student need. **Struggling learners** are students who are not proficient on grade level skills and content. • Students are assessed to identify learning gaps. • Increased, direct, explicit instruction is provided for struggling learners determined by identified skill gaps.
7. Students' questions and comments are evidence that they are internalizing information.	• Student input is solicited. • Students' questions are answered with positive feedback. • Questions are probed for student understanding. • Student questions indicate that they understand the concepts being taught or that misconceptions are clarified by the teacher and support staff.
8. Student progress monitoring occurs throughout the lesson.	**Progress monitoring** is ongoing DAILY monitoring of each student's level of performance (proficient or below) on each essential objective. • Bell Ringers are used to monitor progress. • Questions at all levels of Bloom's Taxonomy or Webb's Depth of Knowledge monitor student understanding of skill concepts. • Projects and assignments are used to monitor student progress. • A method is in place and is utilized for **continuously** monitoring each student's progress (i.e. spreadsheet of skills and student names, post-it notes with information regarding student progress, etc.). • The teacher adjusts instruction based on progress monitoring.

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Classroom Observation	
Question	**Criteria for Selecting "Yes"**
9. Teacher monitors student progress on essential objectives.	**Progress monitoring** is ongoing DAILY monitoring of each student's level of performance (proficient or below) on each essential objective. • A method is in place and is utilized for **continuously** monitoring each student's progress on essential objectives (i.e. spreadsheet of skills and student names, post-it notes with information regarding student progress, etc.). • Instruction is adjusted as necessary based on progress monitoring. • Grades are continuously monitored and analyzed to plan instruction.
10. The last entry for progress monitoring was_____.	**Progress monitoring** is ongoing DAILY monitoring of each student's level of performance (proficient or below) on each essential objective. • The choices are: ▪ Today or yesterday ▪ Within 3 to 5 days ago ▪ Longer than 5 days ago • Best practice is continuous progress monitoring, which would be the answer "today or yesterday."

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Classroom Observation	
Question	**Criteria for Selecting "Yes"**
Questioning	
1. The teacher • effectively uses "Ask, pause, call" (wait time 5-8 seconds) • probes incorrect answers • clarifies incorrect answers • gives specific and appropriate feedback	If the bulleted items are observed during questioning, tally yes. If the teacher questions and does not do these things, tally no. Each time "yes" or "no" is selected, the counter will tally the number of times the item has or has not been observed.
2. Teacher asks questions that require • recall and basic knowledge • application of knowledge • evaluating and justifying answers • analyzing and strategic thinking	As the teacher questions students, make note of the level of questions being asked. The level of question, i.e., recall, application, evaluating, or analyzing, to tally the number of questions asked at each level. For teachers to differentiate and scaffold instruction, a combination of all levels of questioning should occur. All students should be given an opportunity to answer high-level questions, however. If it is noted that only a few or no students have an opportunity to answer high-level questions, it is recommended that the observer use the Student Engagement Tool and access an Engagement Chart (# 5 and 6) to document this for the teacher. • Bloom's Taxonomy ▪ Knowledge-Recalls information or data ▪ Comprehension-Understands the meaning; being able to state an answer in one's own words ▪ Application-Uses a concept in a new situation; making a connection between what was learned and something in the real world or making connections from a concept in one subject to the same concept in another subject ▪ Analysis-Takes apart information to understand and make sense of the organizational structure ▪ Synthesis-Creates something new from the former; puts parts together to make a whole with emphasis on new meaning or structure ▪ Evaluation-Makes judgments about the value of ideas, materials, pieces of work • Webb's Depth of Knowledge ▪ Level One-Recall ▪ Level Two-Skill/Concept ▪ Level Three-Strategic Thinking ▪ Level Four-Extended Thinking

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Classroom Observation	
Question	**Criteria for Selecting "Yes"**
3. Questions are answered by: • the entire class using a specified visual (i.e. thumbs up, thumbs down) • randomly selected students or groups • student(s) calling out • the teacher	This question allows the observer to record the method(s) used to elicit answers to questions. A combination of methods is the goal. The teacher should not answer his or her own questions, however. • The entire class using a specified visual-Teachers should employ a method that allows all students to answer using a visual that does not require the student to verbalize an answer. Examples are thumbs up to agree or thumbs down to disagree, craft sticks painted different colors for yes or no (green on one end for agree and red on the other end for disagree), or note cards with yes, no, or unsure. Any number of creative models will serve this purpose. Having all students answer questions encourages engagement and allows the teacher to assess informally. • Randomly selected students or groups-Teachers should have a method for randomly calling on students so that no student is excluded from answering questions. The purpose is to give every student an opportunity to answer and to encourage engagement. An example is having a craft stick with each student's name on it. The sticks are stored in a container, and the teacher randomly selects a stick when a question is asked. That student answers the question. • Students calling out-This may be appropriate at specific times, but if this method of answering questions is employed often, many students never participate and engagement is low. • The teacher-The teacher should not answer his or her own questions. Students do not have to engage in cognitive processing if the teacher answers the questions.

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APPENDIX E

Timeline

Section VII.D

Transformational Plan Implementation Timeline

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enablestudents 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.

Strategies	Action Steps	Implementation Progress	Accountable Roles DESE, District	Timeline	Fully Implemented
1. Implement a research-based, data-informed instructional program aligned to standards. (Required)	1. Continue the development of curricula, pacing guides and assessment tools. Review curriculum guides and assessments to insure alignment with state standards.	1. Teachers will participate in professional development activities designed to address methods for deconstructing standards, aligning curricula and providing rigorous instruction	1. Instructional coach and transformational specialist.	1. August,2012	1. August, 2013
		Review curriculum alignment and lesson planning documentation to determine staff implementation progress; provide individual technical assistance to staff as needed to ensure implementation.		Monthly	May, 2013
		Conduct classroom observations; transformational specialist and instructional coaches will conduct one-on-one meetings with instructional staff to ensure instructional improvement.		Monthly	May, 2013
		Assess curriculum mapping documents for vertical and horizontal alignment and ensure implementation standards based instruction.		Quarterly	May, 2013

	2. Develop an understanding and effective implementation of Webb's Depth of Knowledge.	2. Teachers will participate in professional development activities designed to address methods for deconstructing standards, aligning curricula and providing rigorous instruction.	2. Principal, transformational specialist, instructional coach	2. August 2012	August, 2013
		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	May, 2013
		Review lesson plans and assessment tools to determine the level of rigor expected.		Monthly	May, 2013
		Develop and implement an assessment review protocol to be used by professional learning communities teams for review of assessment tools.		Weekly	October, 2013
	3. **<u>Use student achievement data—diagnostic, formative, and summative—to inform classroom instruction.</u>** (Required) (links to Goal 2, Objective 1, Strategy 1, Actions Step 3)	3. Establish student achievement goals	3. Principal, transformational specialist, instructional coach and PLC team leaders	3 August 2012	August, 2012
		Utilize transformational specialist, instructional coach and PLC team leaders to provide assistance in gathering and interpreting data to inform instruction.		August, 2012 – June, 2013	June, 2013

		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.		Weekly	January, 2013
		Track student progress toward competency		Quarterly	May, 2013

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

Strategies	Action Steps	Implementation Progress	Accountable Roles DESE, District	Timeline	Fully Implemented
1. Implement a comprehensive Response to Intervention program as part of an **"early warning system"** to identify and support at-risk students.	1. Continue to provide a system of "tiered support" differentiated for individual student needs, through Response to Intervention strategies	1. Develop an RtI program, process and Pyramid of Interventions. Provide staff development on the implementation of the RtI process.	1. Guidance counselor, PLC team leaders, PLC teams	1. August 2012	August, 2013
		Implement the RtI process and Pyramid of Interventions. (linked to Goal 3, Objective 2, Strategy 1).		August, 2012 – June, 2013	June, 2013
		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	May, 2013

		Review RtI placement data.		Monthly	May, 2013
		Research additional interventions as identified by staff; determine effectiveness and possible delivery mechanisms		Quarterly	June, 2013
		Review the percentage and direction of student movement from ne RtI tier to the next. This includes the number and percentage of students who exit the program.		Quarterly	May, 2013
	2. **Conduct review of diagnostic and formative assessment data as part of an "early warning system" for academic achievement.** (Required)	2. Identify and refer students for RtI, as needed.	2. Principal, transformational specialist, instructional coach, guidance counselor, and PLC teams.	2. Weekly	October, 2012
		Review student placement on the Pyramid of Interventions, movement from one tier to the next, or release, as appropriate.		Monthly	June, 2013
		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.		Monthly	May, 2013
		Review student work, classroom assessments, and quarterly benchmark assessment data; refer students for RtI (links to Goal 1, Objective 1, Action Step 3)		Quarterly	June, 2013

	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)	3. Refer students for RtI, as needed.	3. Principal, guidance counselor	3. Weekly	October, 2012
		Review of leading indicators (attendance, truancy, discipline referrals, in-school and out-of-school suspensions); RtI referrals.		Monthly	May, 2013
		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	June, 2013
		Report data regarding leading indicators and student placement in RtI to transformational specialist and PLC teams.		Monthly	June, 2013
2. Use appropriate and accurate measures to determine students at-risk for possible retention.	2. Develop and implement accurate measures of possible retention.	2. Convene administrative team to discuss retention policies and determine methods for determining accurately those students at-risk of being retained as early as possible.	2. Principal, guidance counselor, and PLC teams	2. July,2012 – August, 2012	May, 2013
		Gather data to determine those students at-risk of being retained.		Quarterly	June, 2013
		Meet individually with at-risk students to review retention policies and develop individualized improvement plans for required coursework.		Quarterly	May, 2013

Goal 2: HighlyQualified 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.

Strategies	Action Steps	Implementation Progress	Accountable Roles DESE, District	Timeline	Fully Implemented
1. **Continue to implement a system for recruiting and retaining highly qualified staff**. (Required) Strengthen and expand the current efforts.	1. **Refine and implement a rigorous staff evaluation system.** (Required). (links to Goal 5, Objective 2, Strategy 1, Action Step 1)	1. Distribute staff evaluation tool; review the staff evaluation tool with staff; define performance levels and indicators.	1. Board of Education, Superintendent, principals, teachers, and external provider	1. August, 2012	August, 2012
		Conduct classroom observations; provide immediate, specific feedback; arrange for instructional coaches to provide one-on-one technical assistance for targeted improvement goals.		Weekly	May, 2013
		Compile teacher attendance data; examine correlation to teacher performance.		Quarterly	May, 2013
	2. **Provide job-embedded high quality professional development to create and support capacity in staff.** (Required)	2. 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.	2. Principal, SRPDC, teachers and external provider	2. August, 2012	August, 2012
		Utilize the instructional coach and the external provider to provide one-on-one technical assistance to staff and support		August, 2012 – June, 2013	June, 2013

		acquisition of effective instructional practices			
		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.		August, 2012 – June, 2013	June, 2013
		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		Quarterly	May, 2013
	3. Develop and implement a system for measuring changes in instructional practices resulting from professional development.	3. 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 E)**	3. Principal, external provider	3. August 2012	August, 2012
		The external service provider will begin using observational tools to assess the effect of professional development relative to instructional practice.		August, 2012	August, 2012
		Review the effectiveness data prepared by the		June, 2013	June, 2013

		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 will increase by 174 hours, from 64,170 in 2009 to 72,000 in 2012—2014.

Strategies	Action Steps	Implementation Progress	Accountable Roles DESE, District	Timeline	Fully Implement
1. **Establish schedules and strategies that provide increased learning time by using people strategically and time intentionally.** (Required)	1. Alter the daily and/or academic year schedule to provide more instructional time and increase student time on task.	1. Convene a committee of staff, students, parents and stakeholders to research and discuss the changes in the academic year schedule and explore additional modifications.	1. Administrative team, teachers	1. October, 2012	June, 2013
		Send a team to visit schools with innovative schedules		October, 2012 – January, 2013	January, 2013
		Adopt an altered daily and/or academic year schedule for implementation in the 2013—2014 school year (Implementation Assessment)		February, 2013	February, 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)		March, 2013 – April, 2013	April, 2013

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

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.

Strategies	Action Steps	Implementation Progress	Accountable Roles DESE, District	Timeline	Fully Implemented
1. Establish a supportive school climate and an effective approach to discipline.	1. Implement, with fidelity, clear and just policies and procedures.	1. Establish PLC team responsibilities regarding discipline data review.	1. Principal, PLC teams, transformational specialist, and teachers	1. August, 2012	August, 2012
		Research, discuss and come to a conclusion regarding implementation of the Missouri School-Wide Positive Behavior Support System.		September, 2012 – May, 2013	May, 2013
		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		Quarterly	June, 2013
	2. Monitor to ensure fidelity of implementation.	2. Provide training to staff to ensure knowledge and understanding of school/classroom policies and procedures and the expectation of 100% implementation	2. Administrative team, PLC teams and transformational specialist	August, 2012	August, 2012
		Observe/monitor staff adherence to implementation and enforcement of school/ classroom policies and procedures; identify noncompliant staff for immediate corrective action.		August, 2012 – June, 2013	June, 2013
	3. Provide support structures through Response to	3. Utilize the RtI structure to provide a system of "tiered	3. Principal, teachers and guidance counselor	August, 2012 – June, 2013	June, 2013

	Intervention strategies for students to develop self-discipline skills needed to comply with policies and procedures.	support" differentiated for individual student needs. Conduct ongoing review of diagnostic and formative assessment. Conduct ongoing review of indicators (including attendance/truancy, and discipline referrals) for at-risk students. 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.		Monthly Monthly January, 2013	June, 2013 June, 2013 January, 2013

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

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

Strategies	Action Steps	Implementation Progress	Accountable Roles DESE, District	Timeline	Fully Implemented
1: Implement strategies that build relationships.	1: Review the guidance curriculum for alignment with the Missouri Model Guidance recommendations. Revise the curriculum and	1. Review and revise guidance curriculum	1. Principal, guidance counselor, PLC teams	1. August,2012	October, 2012

	develop a plan for implementation that maximizes student exposure while minimizing loss of instructional time.				
		Meet with staff to discuss the importance of the guidance curriculum, review content and discuss the implementation strategy		September, 2012	September, 2012
		Implement the curriculum, including student satisfaction surveys (Implementation Assessment; linked to Goal 1, Objective 1, Strategy 1)		September, 2012 – May, 2013	June, 2013
		Use PLC team structure to research the "Check and Connect" Curriculum developed by the College of Education at the University of Minnesota		September, 2012 –May, 2013	May, 2013
	2. Develop and implement a summer transition program for in-coming 6th graders.	2. The guidance counselor and PLC teams work to develop the summer transition program	2. Principal, guidance counselor and PLC teams	2. January, 2013 – February, 2013	February, 2013
		The guidance counselor and the PLC teams develop strategies for informing students and parents about the summer transition program and ensure their participation.		March, 2013 – May, 2013	May, 2013
		Implement the program		August, 2013	August, 2013
	3. Implement an "early warning system" to identify students in need of support or intervention. (Required) (This Action Step links to	3. Develop a RtI program, process and Pyramid of Interventions. Provide staff development on the implementation of the RtI process.	3. Principal and guidance counselor	3.August, 2012	August, 2012

	and duplicates Goal 1, Objective 2, Strategy 1; it is included here to reinforce the connection to strengthening student relationships)				
		Implement the RtI process and Pyramid of Interventions. (linked to Goal 3, Objective 2, Strategy 1)		August, 2012 – June, 2013	June, 2013
		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	May, 2013
		Review RtI placement data		Monthly	June, 2013
		Research additional interventions as identified by staff; determine effectiveness and possible delivery mechanisms		Quarterly	June, 2013
		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		Quarterly	June, 2013

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.

Strategies	Action Steps	Implementation Progress	Accountable Roles DESE, District	Timeline	Fully Implemented
1. Provide ongoing mechanisms for family and community engagement.	1. Develop and implement a system for tracking communication between staff, students, and parents.	1. 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.	1. Principal, guidance counselor, PLC teams, and teachers	1. September, 2012	October, 2012
		Review the number and types of contacts made by teachers. Also review the parents' responses to those contacts.		Semi-annually	June, 2013
	2. Meet with county and local officials to explore the use of their email and text messaging tool to communicate with parents when necessary.	2. 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)	2. District administrative team	2. August, 2012	September, 2012
		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.		Fall and spring	June, 2013
	3. Host Family nights to facilitate parents becoming more familiar with	3. Utilize staff to plan the Family Night event	3. Principal, staff	3.January, 2013	February, 2013

	the school.				
		Publicize and host the Family Night event; collect and compile attendance data; calculate number/percent of parents in attendance.		February, or March, 2013	February, or March, 2013
	4. Publish and distribute school newsletters.	4. Determine publication dates/timeline for development and publication.	4. Principal, guidance counselor, and teachers	4. August, 2012	September, 2012
		Recruit a newsletter committee (teachers, students, parents, community patrons) to assist in writing articles and contributing to the newsletter's production		September, 2012	September, 2012
		Publish and distribute newsletters in print and online.		Quarterly	June, 2013
		Survey students and parents regarding their opinions of the effectiveness of the newsletter as a communications tool		Annually	May, 2013

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.

Strategies	Action Steps	Implementation Progress	Accountable Roles DESE, District	Timeline	Fully Implemented
1. Provide administration and board support and operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase student achievement. (Required)	1. Execute contracts with the external provider and agree to their choice of a transformational specialist who will facilitate and monitor reform efforts. (Required)	1. Document the execution of contracts with the external provider who will provide the transformational specialist.	1. Superintendent and Board of Education	1. July, 2012	July, 2012
		Examine the Academic Review and Analysis submitted by the external provider.		August, 2012	August, 2012
		Kickoff meeting with the district administrative team, external provider and staff.		August, 2012	August, 2012
		Examine implementation progress reports submitted by transformational specialist; determine progress toward meeting school improvement plan implementation goals (Implementation Assessment)		Weekly	June, 2013
		Examine student performance and engagement data		Monthly	June, 2013
		Examine staff effectiveness data (e.g., rating on classroom observations, personal improvement plans and staff evaluation tool)		Quarterly	June, 2013
	2. Approve and allocate funding for implementation of the strategies and activities outlined in the school improvement plan.	2. Review the budget with the administrative team.	2. Superintendent	2. August, 2012	August, 2012
		Examine financial records; monitor expenditures. (Implementation Assessment)		Monthly	June, 2013
		Plan for 2013—2014 school year budget		March, 2013	June, 2013

		Prepare financial update for the board of education; review expenditures		June, 2013	June, 2013
	3. **Ensure that the school receives ongoing, intensive technical assistance and related support to implement transformation strategies.** (Required)	3. Execute the external provider's contract for the pre-implementation academic review and analysis	3. Superintendent and Board of Education	April, 2012	April, 2012
		Execute the external provider's contract for the 2012-2013 school year.		July, 2012	July, 2012
		Meet with the external provider's transformation specialist to discuss the responsibilities of the district and the provider.		August, 2012	August, 2012
		Examine implementation progress reports submitted by the external provider.		Weekly	June, 2013
		Share the external provider's progress reports with the board of education. (Implementation Assessment)		Monthly	June, 2013
	4. Confer with the administrative team to identify needs for additional operational flexibility and/or other LEA/District support.	4. Meet to examine the implementation progress reports submitted by the transformational specialist; identify, discuss, and apply problem-solving strategies to remove circumstances that hinder implementation progress (Implementation Assessment)	4. Superintendent and Board of Education	Monthly	June, 2013

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

Objective 2: The percent of instructional staff rated at performance levels below "Meets Expectations" on the staff evaluation tool will decrease to zero by 2013.

Strategies	Action Steps	Implementation Progress	Accountable Roles DESE, District	Timeline	Fully Implemented
1. Develop and utilize a rigorous staff evaluation system. (Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 1)	1. Develop and utilize a rigorous staff evaluation system. (Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 1)	1. Publish policies and procedures for removal of instructional staff consistently performing below "Meets Expectations" (Implementation Assessment)	1. Administrative team, teachers, and external provider	1. August, 2012	August, 2012
		Distribute staff evaluation tool; review the staff evaluation tool with staff; define performance levels and indicators; communicate expectation that all instructional staff performing at levels "Meets Expectations" will be provided targeted coaching, increased monitoring and evaluation; distribute published policies regarding removal of instructional staff consistently performing at levels below "Meets Expectations" (Implementation Assessment)		August, 2012	June, 2013
		Conduct and document classroom observations; provide immediate, specific feedback; arrange for the transformational specialist and the instructional coach to provide one-on-one technical assistance for targeted improvement goals for instructional staff needing assistance		Weekly	June, 2013

		(Implementation Assessment)			
		Use operational data, including classroom observations and student performance and engagement data to identify instructional staff needing targeted assistance		Quarterly	June, 2013
		Follow policies and procedures to remove ineffective staff (Implementation Assessment)		August 2012-March 2013	June, 2013
	2. Research performance-based compensation systems. (Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 2)	2. Discuss the concept of performance based compensations systems with the board of education. Appoint a committee to research systems and their implementation	2. Board of Education, superintendent, school district attorney, principal, and Community Teachers Association	2. September 2012	September, 2012
		The committee will research and identify priority areas for incentives (e.g., non-negotiable instructional practices in regard to classroom management, school policies and procedures, instructional strategies, curriculum development, and assessment strategies as well as student performance goals); determine expected outcomes and success indicators; determine appropriate incentive amounts and how these will be awarded; develop a written policy for board approval (Implementation Assessment)		October 2012-May 2013	June, 2013

		Board of education considers the adoption of the policy on performance based compensation system (Implementation Assessment)		June 2013	June, 2013

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

Objective 3: The percentage of instructional staff having served in leadership positions will be 100% by 2013.

Strategies	Action Steps	Implementation Progress	Accountable Roles DESE, District	Timeline	Fully Implemented
1. Create a culture of distributed leadership	1. Establish Professional Learning Communities team structures to serve specific functions (e.g., analyzing student performance indicators, student engagement indicators; developing curriculum; increasing parent and community involvement) and provide staff opportunities for leadership	1. Determine PLC teams (e.g., data analysis team, discipline team, parent involvement team, curriculum and assessment team; identify team members; establish a calendar for regular meetings (Implementation Assessment)	1. Principal, PLC teams, and teachers	1. August 2012	August, 2012
		Monitor team meetings; document meeting agendas, record team member attendance, and log work accomplished (Implementation Assessment)		Monthly	June, 2013
		PLC teams share the results of their work during staff meetings		Quarterly	May, 2013

APPENDIX F

Stakeholder Letters of Support

Section VII.H

Southeast
Missouri State University
ONE UNIVERSITY PLAZA • CAPE GIRARDEAU, MISSOURI 63701-4799 • (573) 651-2000 • http://www.semo.edu

12-8-2011

Mr. Darrell Hoppe
Assistant Superintendent
Charleston R-1 School District

Mr. Hoppe,

This letter is in support of the 1003g School Improvement efforts at Charleston Middle School. Southeast Missouri State University is excited to be a part of this initiative and to partner with the Charleston School District. In support of this effort, Southeast Missouri State University will offer graduate course work at a reduced rate for those teachers participating in this initiative. The course work will be designed to support efforts to strengthen research based instruction, improving student learning through the use of data, and curriculum revision to meet the increased expectations of student achievement. The cost per 3 credit hour course will be $200.00 with no additional fees. In addition, we agree to meet with the administrative team throughout the year to determine the need for additional services that we may provide.

Rick McClard
Coordinator of College of Education
Graduate Programs
Southeast Missouri State University

Dan Kesselring
Principal

Lyndsi Lee
Counselor

Charleston Middle School
1012 South Main Street
Charleston, MO 63834
Phone: (573)683-3346
Fax: (573)683-2930

To Whom it May Concern:

Charleston R-1 has taken steps to increase student achievement. We are implementing a professional learning community, we are offering after school tutoring, and we are conducting regular IPI walk throughs to monitor student engagement. Preliminary data shows that these measures are increasing student achievement. That being said, the faculty and staff of Charleston R-1 recognize the importance of continuing to strive to improve student achievement by offering our students additional opportunities for remediation and enrichment. The faculty and staff of Charleston R-1 also recognize that it is important for teachers to participate in quality professional development so that they might be better able to meet the educational needs of their students. The 103g School Improvement Grant would be vital in helping us reach our goal of providing high quality instruction using effective research based strategies so that every child might receive a quality education at Charleston R-1. It is with this goal in mind that the faculty and staff of Charleston R-1 pledge their support to the 103g School Improvement Grant initiative and will work with great diligence to create and implement new and exciting learning opportunities for our students.

Sincerely,

Joseph Daniel Kesselring
Dan DeField
Stephanie Grimes
Bill Foster
Christine Hart
Kimberly M Powell
Angie Duenne
Lyndsi Lee
Rachel Crockett
Kimberley F. James
Megan C. Williams
Susan Collins
Jim M. McClard

CTA
PO Box 39
Charleston, MO 63834
President – Angie Duenne
Vice- President – Megan Williams
Treasurer – Sarah Corse
Secretary – Andrea Story

December 7, 2011

To School Improvement Grant Committee,

I am president of the Charleston CTA, which along with the executive committee represent the teachers of the Charleston R-1 School District. We are here to support our staff in any way possible, by working with local, district and state leaders. As president I work closely with the leaders of our school as well as with the staff. We as a faculty are proud of our school and community and are working together with the administration to do what we can to help improve the education of our students. We at Charleston R-1 want our students to be successful in school and become vital members of our community. We realize that much more is needed in order to help our students develop and grow into life long learners. Our staff is willing to do everything possible to help our students. With that being said, we feel like the 103 g School Improvement Grant would be very beneficial in helping us reach this goal.

Thank you for your consideration,

Angie Duenne

Angie Duenne-President of Charleston CTA

Susanna Wesley Family Learning Center

BOARD OF DIRECTORS:

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Executive Director, SWFLC
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Nancy Moore
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Eleanor Moreton
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Jason Renaud
Team Merchandiser
Mary Robinson
Associate Director
Buz Sutherland
Private Consultant
Reverend Debbie Thornton
Sandra's Chapel AME Church, Wyatt
Debbie Turner
Youth Specialist
Sam Zellars
Businessman

Mr. Tony Watkins
Superintendent, Charleston R#1 School District
1014 South Main Street
Charleston, MO 63834

Dear Mr. Watkins:

On behalf of Susanna Wesley Family Learning Center, I am so pleased that your district is an applicant for the 103 G School Improvement Act. Our students deserve the best academic instruction and I personally believe that happens when the school and community work together to provide a positive learning environment for students that is made even stronger by more focused and positive parents.

We commit to host and expand , in partnership with the Charleston R#1 School District and the Charleston Housing Authority, parent involvement collaborations. These events include the Community Map Test Rallies where administrators come to the Rally and speak with both students and their parents. Students attend a community based tutorial program where teachers send homework assignments with students and where teachers often volunteer their personal time to work with students one-on-one. Other core community collaborative activities include the community- based, Back to School Rallies whose purpose is to clarify any changes in the Student Hand Book and answer any questions about procedures. Another important community collaborative activity is teacher attendance at community extracurricular activities, such as youth league activities.

Expanding and building upon these core activities can only provide the community more information and participation and acceptance of responsibility for contributing to the success of the school system. Not only will the individual students succeed, but the boosted moral and pride of educators who are dedicated to achieving more academic success for their students will carry over into the community.

Good luck with your proposal. Our students and the community will benefit greatly from the proposed activities.

Sincerely,

Martha Ellen Black

Martha Ellen Black, Ph.D.
Executive Director, Susanna Wesley Family Learning Center

207 North Washington • P.O. Box 249 • East Prairie, MO 63845
Phone: 573/649-3731 • Fax: 573/649-5028
E-mail: mail@swflc.com • Website: www.swflc.com

Dan Kesselring
Principal

Lyndsi Lee
Counselor

Charleston Middle School

1012 South Main Street
Charleston, MO 63834
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Fax: (573)683-2930

December 8, 2011

To School Improvement Grant Committee,

As parents of the Charleston R-1 School district, we are proud of our school. We feel our students are getting a good quality education. The school offers sports and extra-curricular activities, as well as, academics. We want our children to be successful and reach their full potential; therefore, we would like to see more remediation, enrichment, and social opportunities available. We as parents realize in order for these opportunities to be available, the school needs more resources. We feel that the 103g School Improvement Grant would be very beneficial in providing additional resources for the faculty and administration to meet the educational needs of our students.

The administration and staff work with the students and parents to keep them informed about what is going on in the school, and we appreciate the opportunity for parent involvement. The parents of the Charleston R-1 School pledge support to the 103g School Improvement Grant initiative and will work closely with faculty and staff to help our children receive the highest quality education possible.

Sincerely,

Misty Smith
Kim McKinney
Pamela Agner

Dan Kesselring
Principal

Lyndsi Lee
Counselor

Charleston Middle School

1012 South Main Street
Charleston, MO 63834
Phone: (573)683-3346
Fax: (573)683-2930

December 8, 2011

To the School Improvement Grant Committee,

The Charleston Ministerial Alliance has a proud history of providing support for the children of our communities through the Charleston R-1 School District. We have been involved in providing basic necessities, sports camps, tutoring, and other services when requested to do so by school leaders.

Knowing that our children are the future of our communities, we strongly support the 103g School Improvement Grant Initiative. We will continue to work closely with school leaders and staff to see that our children receive the support they need to reach their full potential in all areas of their lives.

Sincerely,

Reverend Dan Faust, Charleston Ministerial Alliance

TONY WATKINS
Superintendent

DARRELL HOPPE
Administrative Assistant

Charleston High School

604 Thorn Street
Charleston, Missouri 63834
Phone: 573 683-3761
Fax: 573 683-2907

Jim Grasdorf, Principal Kathy Browning, Assistant Principal Lisa Harris, Instructional Coach Jennifer Schaffer, Counselor Danny Farmer, Athletic Director

December 9, 2011

I am writing this letter on behalf of Charleston R-I School District's Professional Development Committee in support of Charleston Middle School receiving a School Improvement Grant for the 2012-2013 school year. The Professional Development Committee has agreed to locate and plan any necessary professional development activities and allocate the available funds necessary to help ensure the success of improving student achievement in Charleston Middle School. It is the desire of the committee to participate and provide our services to help Charleston Middle School become an educational facility where student learning is priority.

Sincerely,

Lisa Harris

Lisa Harris, Professional Development Chair
lharris@charleston.k12.mo.us

APPENDIX G

JBHM Education Group

School Improvement Implementation Process

Research Based Work

Letters of Recommendation

JBHM Education Group's School Improvement Process

JBHM Education Group's School Performance Initiative

JBHM Education Group, LLC, supports schools with our School Performance Initiative, a transformational process for providing comprehensive, data-driven school improvement strategies to the lowest-performing schools. The Initiative combines the experience and efforts of a team of noted specialists in changing low-performing schools. The resulting research-based approach transforms schools into successful learning environments without requiring mass dismissals of staff, school closures, or turnover to charters or outside management organizations—a model that works in part because it maximizes buy-in from all stakeholders. The Initiative is built on experience in schools around the country and a belief that turning around chronically low-performing schools requires systemic change that touches all systems and personnel involved in the process, from classroom teachers to board members. It pairs these core beliefs with intensive coaching in best practices to build capacity for real, sustainable change within the local district. The process focuses on five essential practices: a culture and climate conducive to learning; a guaranteed essential curriculum which mirrors the rigor of the state's standards; maximizing academic learning time; frequent and effective assessment of student learning; and promoting the professional practice of adults.

- The Initiative is not based on a new educational theory, but on proven, practical strategies that result in sustainable school transformation.
- Extensive on-site mentoring and modeling for district and school board 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

Correlation with the Needs Assessment

The transformational plan that will be implemented with the assistance of JBHM Education Group has been developed using eight areas that were found to be of significant concern during the needs analysis. These areas are:

- Student performance that is significantly below state targets and is declining
- Curriculum that reflects a lack of focus, low expectations, a lack of rigor and little differentiation of instruction
- Professional development that is not job embedded, lacks focus and is not on-going
- A culture and climate that lacks clear standards of conduct, is inconsistent and has little support building wide
- A lack of understanding of the importance of data collection and analysis and no plan for the development of an effective data process
- Ineffective formative evaluation of student performance
- A lack of efficacy among the adults in the building
- Administrators who are not effectively monitoring classroom instruction

Implementation Details

The ideal process involves approximately 110 days of on-site support during the initial school year. The services provided will include various support areas, as described below. The levels of support from each area will be determined through an initial review of the school and will be based upon each school's needs for support.

School Audit Review

During the pre-implementation stage, JBHM specialists will 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, organization of the school and overall school improvement issues and indicating an implementation plan for the 2012-13 school year.

School Improvement Support

During the school year, specialist(s) will coach and mentor the instructional leaders through on-site, job-embedded consultation, in addition to liaison oversight and support and a license to use JBHM's School Performance Tools, in the following activities:

- Support, in association with the school staff, an Accountability Plan for the school that will focus on the essential practices for school success:
    - Ensuring the teachers' effective use and delivery of essential curriculum
    - Protecting instructional time
    - Monitoring the school's efforts to provide a safe and orderly environment that is conducive to learning
    - Assessing student achievement daily, weekly, monthly, and yearly
    - Promoting professional practice to ensure the instructors build their capacity for student success
- Monitor and evaluate the successful implementation of the Accountability Plan.
- Conduct focused faculty meetings and grade meetings when appropriate.

    - Strengthen the instructional leadership at the school by mentoring, monitoring and advising the local school administration in implementing a supervision plan that provides students with a guaranteed essential curriculum that is linked to instruction and statewide assessment.
    - Coaching and mentoring building administrators in classroom observation and conferencing.
  - Monitor and evaluate the successful implementation of school's plans.
  - Planning professional development activities.
  - Monitoring the instructional program to ensure state frameworks and supporting materials form the basis of the instructional program.

Special Education Support

Specialist(s) will coach and mentor district staff in the following activities, through on-site consultation during the school year:

- Provide consultative services for district staff to ensure proper implementation of legislative requirements of the No Child Left Behind Act of 2001 as the law applies to students with disabilities and the Individuals with Disabilities Education Act of 2004
- Provide job-embedded professional development and leadership through seminars and workshops on issues and topics of interest, as requested by district staff
- Facilitate the development and use of standard-based IEPs
- Review placement and services for students with disabilities
- Provide training for staff in strategies for effectively including students with disabilities in the least restrictive environment
- Increase instructional competency of teachers in teaching standards/objectives and monitoring academic growth for students with disabilities
- Schedule meetings with school administrators, special education teachers and general education teachers when appropriate

Struggling Learners Support

JBHM Education Group specialist(s) will:

- Determine supports in place for struggling learners via a review of school resources, interviews with teachers and classroom observations
- Train teachers and assistants in effective strategies for working with struggling learners
- Provide performance feedback to classroom teachers through classroom observation, modeling and debriefing

Teacher Coaching

Specialists will provide on-site support and one-on-one consultation for teachers during the school year, shared among the four core subject areas, to include the following activities:

- Supporting instruction through classroom-embedded mentoring and coaching; working with teachers, individually and small groups; modeling best-practice lessons; assisting with teacher's planning; and guiding teachers in using state resources to improve student achievement, and providing teachers with feedback
- Assessing the extent to which current curriculum and instructional practices align with the state curriculum frameworks, student performance standards, and test objectives
- Providing professional development for classroom teachers to include strategies for teaching the test objectives, student performance standards, rubrics, and interventions

Additional Resources

In addition to the processes described above, there are a number of other resources that the school may utilize depending upon the needs of the students and staff. It should be noted that these resources are provided in a job embedded manner and are on-going in nature.

CorePoint Training

JBHM Education Group specialist(s) will provide training in a process used to guide teachers and administrators in understanding the Common Core State Standards and designing instruction and lesson plans that include all of the essential components for students to master the rigorous content.

- Participants will practice deconstructing standards, identify essential vocabulary, and consider assessments and learning tasks aligned to the Common Core State Standards at the appropriate rigorous depth of understanding.
- Teachers will receive job-embedded supportive feedback and debriefing and other strategies to make the learning comprehensible and manageable. During this time, specialists will meet individually and/or collectively with teachers to discuss, train, and model as necessary to facilitate the appropriate delivery of instruction.
- At the conclusion of the training, teachers and administrators will debrief on the aspects learned throughout the project and determine next steps for the school.

English Learners Support

JBHM Education Group specialist(s) provide support to coach and mentor school staff working with English Learners (ELs) in the following activities:

- Developing an awareness of ELs' cultural differences and planning and implementing programs to meet their needs
- Deconstructing state standards into student-friendly objectives
- Identifying and integrating both content and language objectives in all lessons
- Aligning daily instruction, classroom assessments, and learning tasks to the rigor of the standards

- Designing assessments and learning tasks that include the five principles of language acquisition (listening, speaking, reading, writing, and thinking)
- Analyzing data to drive instruction
- Grouping students to support learning needs

Administrators Institute

JBHM Education Group specialists will provide training to address issues that have arisen during implementation of instructional leadership processes. Training topics include:

- Using data to drive instructional practice
- Understanding special education issues
- Raising rigor in classrooms
- Conducting classroom observations focused on student learning
- Providing effective feedback to grow teachers' instructional skills

Classroom Management for Today's Students

JBHM Education Group specialists will provide training in classroom management as needed. The participants will—

- Develop an effective system to manage classroom discipline that increases students' engagement and protects instructional time.
- Study topics such as differentiating between classroom management and classroom discipline, establishing procedures, arranging the classroom for most effective management, building healthy relationships, managing inappropriate behavior, planning for success, and creating a positive behavior plan.
- Address issues and barriers to effective classroom management and create solutions.

Data Institute for Special Education

JBHM Education Group's Data Institute for Special Education combines training with job-embedded support to build the capacity of special education teachers to improve the academic achievement of students with disabilities. JBHM specialists demonstrate how data are used to strategically focus on student strengths and deficit areas. Utilizing actual district data, specialists increase data literacy among the staff and facilitate the development of a standard-based IEP designed to provide educational benefit. Teachers will also learn to:

- Analyze data from a variety of sources (state assessment, benchmark data, progress monitoring, student work, etc.)
- Deconstruct standards to determine essential skills
- Analyze student work to choose instructional methods and strategies
- Select and monitor appropriate instructional and assessment accommodations
- Employ item analysis to identify and incorporate effective test-taking strategies into lessons

Decision Making for Results and Data Teams

JBHM Education Group's trainers who have been certified by The Leadership and Learning Center (TLLC) staff will lead participants through TLLC's Decision Making for Results/Data Teams (DMR/DT) seminars.

The training is focused on Decision Making for Results: Data-Driven Decision Making—a systematic process educators use to make decisions on a continuous basis. Schools that analyze and utilize data are better able to make decisions about sustaining powerful practices, making midcourse corrections, and discontinuing ineffective practices. This seminar guides participants through building understanding of a process that is proven to lead to results. Participants will learn the process and apply it using data. Participants will:

- Develop a deeper understanding of the Decision Making for Results: Data-Driven Decision Making process
- Increase their awareness of the relevance of data and its impact on teaching, Learning, and Leadership
- Reinforce the importance of collecting both cause and effect data
- Apply the Decision Making for Results: Data-Driven Decision Making process to monitor teaching, Learning, and Leadership
- Implement the Decision Making for Results: Data-Driven Decision Making process to monitor school improvement

In addition, the training focuses on Data Teams. Teams are taught to implement data-driven decision making at the classroom practitioner level and provides a structure for teachers to specifically identify areas of student need and collaboratively decide on the best instructional approach in response to those needs. Additionally, supplemental Data Teams materials including additional forms, templates, and examples to assist with the successful implementation will be made available to participants. In this seminar, participants will:

- Learn the foundational components of the Data Team structure.
- Learn the Data Teams process.
- Plan for implementation and sustainability.

Decision Making for Results and Data Teams © The Leadership and Learning Center, 2010. Used with permission.

Differentiating Instruction: A Practical Approach

JBHM Education Group specialists provide training that allows participants to—

- Discuss the theory of differentiation and review strategies to make it practical and "doable" in each classroom.
- Learn strategies for planning and delivering standards-based lessons while differentiating instruction, guided and independent practice assignments, assessments, and homework assignments.

New Teacher Academy

JBHM Education Group specialists will provide initial training for teachers new to the profession or the district. The participants will—

- Study the impact of state testing, student engagement, rigor, and classroom management strategies on instruction.
- Develop a peer network and mentor for observations, book studies, and phone or email support.

Strategies for Success

JBHM Education Group specialists will provide support for instructional staff members as they learn practical, high-yield strategies for successful implementation of instructional best practices, based upon the research of industry leaders Reeves, Marzano and Hattie. Participants will learn how to include questioning during instruction for a variety of purposes, including student engagement and monitoring student progress as they check for understanding. In addition, participants will gain strategies for helping students experience meaningful and engaging vocabulary development. Specialists will follow up with days of observations in the classrooms, modeling as necessary to assist teachers, as they apply the strategies with students and then collaboratively problem-solving to further meet student needs and use the strategies at an even higher level of implementation.

Research-Based Work

Research indicates that low-performing schools in general lack the internal capacity to improve instruction and leadership. Over the past thirty years, Effective Schools Research has recognized that many correlates may contribute to a school's success. JBHM Education Group has synthesized and incorporated these research factors into the Five Essential Practices for School Success that drive our School Performance Process:

- **Guaranteeing an Essential Curriculum (Planning):** The board approved curriculum is aligned with the state and national standards. District and school policies, procedures, and practices ensure that all students are provided the opportunity for success on state and national assessments.
  - Curriculum Alignment: English
  - Opportunity to Learn and Student Time on Task: Lezotte
  - Opportunity to Learn: Marzano

- **Providing a School Culture and Climate Conducive to Learning (Classroom Management):** The climate of the school system including each school and classroom reflects high expectations for student behavior, clean and orderly facilities, and safe, secure environments conducive to learning.
  - Classroom Climate/Management, Physical Facilities, and Time Allocations: Zemelman
  - Positive Expectations and Classroom Management: Wong
  - Safe and Orderly Environment, Opportunity to Learn and Student Time on Task: Lezotte
  - Time and School Climate: Marzano

- **Maximizing Academic Learning Time:** Teaching to the student's individual needs and cognitive level with optimal utilization of time in the classroom and throughout the school year provide all students an opportunity to learn to the approved curriculum.
  - 90-90-90 Schools Study: Reeves
  - Activities and Assignments and Student Voice and Involvement: Zemelman
  - Clear and Focused Mission, Climate of High Expectations: Lezotte
  - Pressure to Achieve: Marzano

- **Monitoring Student Achievement (Assessment):** Student progress is monitored frequently, using assessment strategies that reflect the rigor of those used by the state and national assessment standards (GEC). Assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities.
  - Alignment and Backloading: English
  - Frequent Monitoring of Student Progress: Lezotte
  - Monitoring: Marzano
  - Student Work and Assessment: Zemelman

- **Promoting Professional Practice:** The school system's policies, practices, and procedures require and support all personnel in participating in development opportunities to improve and implement current educational best practices. School staff's implementation of best practice strategies are a part of annual personnel evaluation.
  - Job-embedded support and follow-up: NSDC
  - Teacher Attitude & Initiative: Zemelman
  - Collegiality and Professionalism: Marzano
  - Climate of High Expectations: Lezotte

Linking Practice to Research

Our processes have evolved over the past ten years and we continue to connect our daily work ir schools to current research. The following cites just a few examples of the studies to which we align our work.

Abbreviated Bibliography of Effective Schools Research:

English, F. *Deciding What to Test and Teach*. Corwin Press, 2000.
Lezotte, L.W. and K. M. McKee. *Stepping Up: Leading the Charge to Improve our Schools*. Effective Schools, 2006.
Marzano, R. J. *Classroom Instruction that Works*. ASCD, 2004.
Marzano, R. J. *School Leadership that Works*. ASCD, 2005.
Marzano, R. J. *What Works in Schools: Translating Research into Action*. ASCD, 2002.
Reeves, D. B. "The 90-90-90 Schools: A Case Study." *Accountability in Action*. Advanced Learning Press, 2004.
Wong, H. K. and Wong, R. T. *The First Days of School: How to be an Effective Teacher*. Wong, 2004.
Zemelman, Daniels, and Hyde. *Best Practice: Today's Standards for Teaching and Learning in America's Schools*. Heinemann, 2005.

Additional Resources Supporting the Struggling Learners Instructional Process

Cain, R. N., Klimek, K., and McClintic, C. *Twelve Brain/Mind Learning Principles in Action: The Fieldbook for Making Connections, Teaching and the Human Brain*. Corwin, 2005.
Gregory, G. and Kuzmick, L. *Data Driven Differentiation in the Standards-based Classroom*. Corwin, 2004.
Gregory, G. and Parry, T. *Designing Brain-Compatible Learning*. Corwin, 2006
Langer, G., Colton, A., and Goff, L., *Collaborative Analysis of Student Work: Improving Teaching and Learning*. ASCD 2003
Lloyd, J. W., Kameenui, E. J., and Chard, D. *Issues in Educating Students with Disabilities*. Lawrence Erlbaum, 1997.
Marzano, R. *A Different Kind of Classroom: Teaching with Dimensions of Learning*. ASCD, 1992.
Marzano, R. *Dimensions of Thinking*. ASCD, 1988.
Tomlinson, C. A. *How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd edition*. ASCD, 2001.
Tomlinson, C. A. *The Differentiated Classroom Responding to the Needs of All Learners*. ASCD, 1999.
Villa, R. A. and Thousand, J. S. *Creating an Inclusive School, 2nd Edition*. ASCD, 2005.
Villa, R. A., Thousand, J.S., and Nevin, A. I. *A Guide to Co-Teaching*. Corwin, 2004.

The application of this research can only be implemented by experienced educators with a passion for doing what is best for all students. The combination of volumes of research, JBHM Education Group's intense training, and these experienced teachers and administrators creates the support structure many schools need to recover from years of low-performance or move from good to great.

JBHM Education Group's "basic approach to sustainable improvement in student achievement is research based and they have the evidence that meets the standard of a valid and proven approach to sustainable school improvement."

Dr. Larry Lezott
Renowned Effective Schools speaker and autho
Founder, Effective Schools Products, Ltd

The
Leadership
and Learning
Center™

May 10, 2010

Re: Letter of Recommendation for JBHM Education Group

To Whom It May Concern:

I have reviewed both the instructional leadership processes and, most importantly, the impressive results in student achievement for schools that have used the JBHM Education Group improvement model. This is one of the most sustainable and effective interventions I have observed, and it has a clear and measureable impact on student results.

Most importantly, the JBHM model focuses on actual actions of teachers and school leaders, and my most recent research strongly supports this approach. Many models focus only on the endless training and retraining of teachers; other models focus only on complex analyses of student test scores. But without a concentrated focus on what teachers and leaders really do, both training programs and complex analyses are irrelevant. JBHM makes the essential link between teaching, leadership, and learning, and I unequivocally endorse their work.

Sincerely,

Douglas B. Reeves, Ph.D.

Chairman

317 Inverness Way South, Suite 150 • Englewood, Colorado 80112
Toll-Free: 1.866.399.6019 • International: +1.303.504.9312 • Fax: 303.504.9417 • www.LeadandLearn.com

EFFECTIVE SCHOOLS

To Whom It May Concern:

I am pleased to write this letter in support of the JBHM Education Group and their ongoing work to assist schools in their efforts to increase student achievement. I am knowledgeable of the work of Dr. Mike Walters and his school improvement team and I am aware of the successes that they have had in leading sustained school improvement. I also know that their basic approach to sustainable improvement in student achievement is research based and that they have the evidence that meets the standard of a valid and proven approach to sustainable school improvement.

The current NCLB legislation has raised expectations for all public schools, but especially those serving poor and minority students. I know that, at this moment, schools are doing the best they know to do given the context in which they find themselves. If the aims of NCLB are going to be realized, schools need knowledge and skills they do not currently have. The JBHM Education Group has proven that it can provide the needed capacity and I am pleased to support their efforts.

Respectfully,

Lawrence W. Lezotte

Lawrence W. Lezotte, Ph.D.
National Education Consultant

LWL/bh

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*www.effectiveschools.com * E-mail: staff@effectiveschools.com*

APPENDIX F

Stakeholder Letters of Support

Section VII.H

Southeast
Missouri State University
ONE UNIVERSITY PLAZA • CAPE GIRARDEAU, MISSOURI 63701-4799 • (573) 651-2000 • http://www.semo.edu

12-8-2011

Mr. Darrell Hoppe
Assistant Superintendent
Charleston R-1 School District

Mr. Hoppe,

This letter is in support of the 1003g School Improvement efforts at Charleston Middle School. Southeast Missouri State University is excited to be a part of this initiative and to partner with the Charleston School District. In support of this effort, Southeast Missouri State University will offer graduate course work at a reduced rate for those teachers participating in this initiative. The course work will be designed to support efforts to strengthen research based instruction, improving student learning through the use of data, and curriculum revision to meet the increased expectations of student achievement. The cost per 3 credit hour course will be $200.00 with no additional fees. In addition, we agree to meet with the administrative team throughout the year to determine the need for additional services that we may provide.

Rick McClard
Coordinator of College of Education
Graduate Programs
Southeast Missouri State University

Dan Kesselring
Principal

Lyndsi Lee
Counselor

Charleston Middle School
1012 South Main Street
Charleston, MO 63834
Phone: (573)683-3346
Fax: (573)683-2930

To Whom it May Concern:

Charleston R-1 has taken steps to increase student achievement. We are implementing a professional learning community, we are offering after school tutoring, and we are conducting regular IPI walk throughs to monitor student engagement. Preliminary data shows that these measures are increasing student achievement. That being said, the faculty and staff of Charleston R-1 recognize the importance of continuing to strive to improve student achievement by offering our students additional opportunities for remediation and enrichment. The faculty and staff of Charleston R-1 also recognize that it is important for teachers to participate in quality professional development so that they might be better able to meet the educational needs of their students. The 103g School Improvement Grant would be vital in helping us reach our goal of providing high quality instruction using effective research based strategies so that every child might receive a quality education at Charleston R-1. It is with this goal in mind that the faculty and staff of Charleston R-1 pledge their support to the 103g School Improvement Grant initiative and will work with great diligence to create and implement new and exciting learning opportunities for our students.

Sincerely,

Joseph Daniel Kesselring
Dan D Field
Stephanie Grimes
Bill Foster
Christine Hart
Kimberley M Powell
Angie Duenne
Lyndsi Lee
Rachel Crockett
Kimberley F. James
Martyn Jay
Megan C. Williams
Susan Collier
Jim M. McClard

CTA
PO Box 39
Charleston, MO 63834
President – Angie Duenne
Vice- President – Megan Williams
Treasurer – Sarah Corse
Secretary – Andrea Story

December 7, 2011

To School Improvement Grant Committee,

I am president of the Charleston CTA, which along with the executive committee represent the teachers of the Charleston R-1 School District. We are here to support our staff in any way possible, by working with local, district and state leaders. As president I work closely with the leaders of our school as well as with the staff. We as a faculty are proud of our school and community and are working together with the administration to do what we can to help improve the education of our students. We at Charleston R-1 want our students to be successful in school and become vital members of our community. We realize that much more is needed in order to help our students develop and grow into life long learners. Our staff is willing to do everything possible to help our students. With that being said, we feel like the 103 g School Improvement Grant would be very beneficial in helping us reach this goal.

Thank you for your consideration,

Angie Duenne

Angie Duenne-President of Charleston CTA

Susanna Wesley Family Learning Center

BOARD OF DIRECTORS:

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Executive Director, SWFLC
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Felecia Bozeman
Volunteer
Sally Burke
Retired Health Professional
Taylor Burke
Farm Management
Darren Cann
Prosecuting Attorney
Summer Cox
Educator
George DeMyers
Artist, Educator
Earl Farmer
Charleston Housing Authority
Reverend Dan Faust
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L. Francine Halter
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Susan Marshall, Pharm.D
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Maxine McDowell
Retired Educator
Jill McWilliams
Retired Educator
Nancy Moore
Retired Educator
Eleanor Moreton
Community Volunteer
James C. Moreton
Farm Management
Karen Raffety
Retired Educator
Jason Renaud
Grain Merchandiser
Mary Robinson
Associate Director
Buz Sutherland
Private Consultant
Reverend Debbie Thornton
Sandars Chapel AME Church, Wyatt
Debbie Turner
Youth Specialist
Sam Zellars
Business Owner

Mr. Tony Watkins
Superintendent, Charleston R#1 School District
1014 South Main Street
Charleston, MO 63834

Dear Mr. Watkins:

On behalf of Susanna Wesley Family Learning Center, I am so pleased that your district is an applicant for the 103 G School Improvement Act. Our students deserve the best academic instruction and I personally believe that happens when the school and community work together to provide a positive learning environment for students that is made even stronger by more focused and positive parents.

We commit to host and expand , in partnership with the Charleston R#1 School District and the Charleston Housing Authority, parent involvement collaborations. These events include the Community Map Test Rallies where administrators come to the Rally and speak with both students and their parents. Students attend a community based tutorial program where teachers send homework assignments with students and where teachers often volunteer their personal time to work with students one-on-one. Other core community collaborative activities include the community- based, Back to School Rallies whose purpose is to clarify any changes in the Student Hand Book and answer any questions about procedures. Another important community collaborative activity is teacher attendance at community extracurricular activities, such as youth league activities.

Expanding and building upon these core activities can only provide the community more information and participation and acceptance of responsibility for contributing to the success of the school system. Not only will the individual students succeed, but the boosted moral and pride of educators who are dedicated to achieving more academic success for their students will carry over into the community.

Good luck with your proposal. Our students and the community will benefit greatly from the proposed activities.

Sincerely,

Martha Ellen Black

Martha Ellen Black, Ph.D.
Executive Director, Susanna Wesley Family Learning Center

207 North Washington • P.O. Box 249 • East Prairie, MO 63845
Phone: 573/649-3731 • Fax: 573/649-5028
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Dan Kesselring
Principal

Lyndsi Lee
Counselor

Charleston Middle School

1012 South Main Street
Charleston, MO 63834
Phone: (573)683-3346
Fax: (573)683-2930

December 8, 2011

To School Improvement Grant Committee,

As parents of the Charleston R-1 School district, we are proud of our school. We feel our students are getting a good quality education. The school offers sports and extra-curricular activities, as well as, academics. We want our children to be successful and reach their full potential; therefore, we would like to see more remediation, enrichment, and social opportunities available. We as parents realize in order for these opportunities to be available, the school needs more resources. We feel that the 103g School Improvement Grant would be very beneficial in providing additional resources for the faculty and administration to meet the educational needs of our students.

The administration and staff work with the students and parents to keep them informed about what is going on in the school, and we appreciate the opportunity for parent involvement. The parents of the Charleston R-1 School pledge support to the 103g School Improvement Grant initiative and will work closely with faculty and staff to help our children receive the highest quality education possible.

Sincerely,

Misty Smith
Kim McKinney
Pamela Agner

Dan Kesselring
Principal

Lyndsi Lee
Counselor

Charleston Middle School

1012 South Main Street
Charleston, MO 63834
Phone: (573)683-3346
Fax: (573)683-2930

December 8, 2011

To the School Improvement Grant Committee,

The Charleston Ministerial Alliance has a proud history of providing support for the children of our communities through the Charleston R-1 School District. We have been involved in providing basic necessities, sports camps, tutoring, and other services when requested to do so by school leaders.

Knowing that our children are the future of our communities, we strongly support the 103g School Improvement Grant Initiative. We will continue to work closely with school leaders and staff to see that our children receive the support they need to reach their full potential in all areas of their lives.

Sincerely,

Reverend Dan Faust, Charleston Ministerial Alliance

TONY WATKINS
Superintendent

DARRELL HOPPE
Administrative Assistant

Charleston High School
604 Thorn Street
Charleston, Missouri 63834
Phone: 573 683-3761
Fax: 573 683-2907

Jim Grasdorf, Principal Kathy Browning, Assistant Principal Lisa Harris, Instructional Coach Jennifer Schaffer, Counselor Danny Farmer, Athletic Director

December 9, 2011

I am writing this letter on behalf of Charleston R-I School District's Professional Development Committee in support of Charleston Middle School receiving a School Improvement Grant for the 2012-2013 school year. The Professional Development Committee has agreed to locate and plan any necessary professional development activities and allocate the available funds necessary to help ensure the success of improving student achievement in Charleston Middle School. It is the desire of the committee to participate and provide our services to help Charleston Middle School become an educational facility where student learning is priority.

Sincerely,

Lisa Harris

Lisa Harris, Professional Development Chair
lharris@charleston.k12.mo.us