GORDON PARKS ELEMENTARY SCHOOL

LEA/DISTRICT SCHOOL IMPROVEMENT GRANT APPLICATION

Section 1003(g) of the Elementary and Secondary Education Act

Submitted December 16, 2011

Missouri Department of Elementary and Secondary Education

205 Jefferson St., P.O. Box 480, Jefferson City, MO 65102-0480

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ABSTRACT

Gordon Parks Elementary School, a non-profit charter school located in Kansas City, Missouri, opened in 1999 under the sponsorship of the University of Central Missouri (UCM) with a mission to provide an enriched, individualized academic program to educate at-risk, urban core children. In the last 5 years, Gordon Parks has failed to make Adequate Yearly Progress (AYP) as evidenced by its students' performance on the Missouri Assessment Protocol (MAP) test. Gordon Parks is in School Improvement Level 5.

In the last two years, the school has implemented a variety of school improvement initiatives with largely positive results. However, despite improvement in both Communication Arts and Math from 2009 to 2011, Gordon Parks continues to fail to achieve the gains necessary to meet the state's required growth targets. In response, the school embarked on a school-wide needs analysis in 2010-2011 in order to determine what areas are most in need of improvement in order to achieve the performance results necessary to move the school out of School Improvement and onto the path of success. After a careful review and analysis of the data derived from the school's Annual Oversight Review, from 2009-2011 MAP and other assessment data, as well as data from staff and parent surveys, the school's administration, staff and Governing Board collectively determined that implementation of the Transformation Model of Intervention was the best option for a turnaround at Gordon Parks. In December 2011, the Board approved the administration's application for an LEA/District School Improvement Grant to secure funding sufficient to implement the school's three-year improvement plan.

The Gordon Parks plan directly addresses each of the six needs identified through the Needs Analysis and does so in a bold and innovative fashion. The plan not only outlines activities designed to establish effective school leadership, improve student performance and provide targeted professional development, it does so within the cutting-edge framework of integrating a "STEAM" approach to education and instructional practice. STEAM education emphasizes the traditional components of STEM education (Science, Technology, Engineering and Mathematics), but includes the Arts as well. The success of our country is dependent upon graduating students proficient in the principles supported through a strong STEM program combined with our best approaches that support creativity and innovation skills. It is estimated that 80% of the country's future jobs will be in STEM areas. Gordon Parks' students must make a major leap in their academic achievement and the STEAM approach will challenge them on all levels. This plan not only improves direct instruction in communication arts and mathematics, but goes a step further integrating the arts with core curriculum and asking students to visualize and contextualize their learning in ways that have yet been required. The STEAM vision will foster development of 21st Century skills, provide a framework for project-based learning that is student-centered and improve student ability to synthesize information, draw conclusions and problem solve creatively - the critical thinking skills so lacking in our students.

Many opportunities have converged on Gordon Parks that make the STEAM approach to learning an excellent fit. Recently, the school received a donation of 110 computers for student classroom use. Along with our existing classroom computers, this donation will provide every student in grades 2nd-5th one-on-one technology. In summer 2011, the school purchased a Smart Board for each 1st–5th grade classroom. To provide extensive internet support for our school's STEAM program and upgraded technology, Gordon Parks is vying to be included in Google's fiber optic broadband investment as the first elementary school test site for the Kansas City metro area. The school's physical location close to the University of Kansas Medical Center, which is working directly with Google in Silicon Valley, makes this opportunity a real possibility. Even without investment from Google, however, Gordon Parks will be able to forge ahead with its technology plans as the school recently installed wireless internet and two T1 lines in its building.

Gordon Parks stands ready to embrace its challenges, establish strong leadership and develop rigorous, differentiated classroom instruction in order to transform its school into an innovative leader in urban education.

ORIGINAL SHIPPED DEC 16 2011

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

DIRECTIONS

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

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

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector	Craig Rector	2-29-12	$ 748,620

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
GORDON PARKS ELEMENTARY SCHOOL	**048913 6935**

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP
LYNNE BEACHNER, INTERIM PRINCIPAL	**3715 Wyoming St.**	**Kansas City, MO 64111**

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
lbeachner@gpes.org	**816-753-6700**	**816-753-3436**

NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
LYNNE BEACHNER, INTERIM PRINCIPAL	**3715 Wyoming St.**	**Kansas City, MO 64111**

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
lbeachner@gpes.org	**816-753-6700**	**816-753-3436**

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

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER

SECTION II. - ASSURANCES

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

Check the boxes in this table to include the assurances in this application.

The LEA/District must assure that it will—

X If selected, attend the mandatory Capacity Interview held January 31, 2012 in Jefferson City, MO with the required LEA/District personnel;

X Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/District commits to serve consistent with the final requirements;

X Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

X If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

X Report to the SEA the school-level data required under section III of the final requirements.

NEW PAGE

SECTION III. - WAIVERS

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

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

X Extending the period of availability of school improvement funds.

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

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

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

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
Lynne Bracker, INTERIM PRINCIPAL	12-16-2011
SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)	DATE
Wayne Cull, Executive Director	2.22.2012

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

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

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

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	264,000	13,000	37,820	8,400	69,950	12,800		405,970
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development *1003(g) SIG*	60,000	7,200	5,050	232,300	1,000			305,550
2600 Planning and Evaluation *1003(g) SIG*				36,500				36,500
3000 Community Services *1003(g) SIG*					600			600
Program Costs Subtotal *1003(g) SIG*	324,000	20,200	42,870	277,200	71,550	12,800		748,620
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	324,000	20,200	56,070	277,200	71,550	12,800		748,620

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction	1.0					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Other Staff						
Instructional Coach	1.0					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						.27
TOTAL	2.0					.27

SECTION V. - SCHOOLS TO BE SERVED

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

					INTERVENTION (TIER I AND II ONLY)			
SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
Gordon Parks Elementary	2916400 02752	X						X

Notes:

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

NEW PAGE

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

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

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	26,600	0	3,120	0	32,950	12,800		75,470
1200 Supplemental Instruction (Title I) *1003(g) SIG*	0	0	0	0	0	0		0
2100 Non-Instructional Support Services *1003(g) SIG*	0	0	0	0	0	0		0
2200 Professional Development *1003(g) SIG*	60,000	7,200	5,050	53,600	1,000	0		126,850
2600 Planning and Evaluation *1003(g) SIG*	0	0	0	6,500	0	0		6,500
3000 Community Services *1003(g) SIG*	0	0	0	0	0	0		0
Program Costs Subtotal *1003(g) SIG*	86,600	7,200	8,170	60,100	33,950	12,800		208,820
Indirect Costs								0
Administrative Costs *1003(g) SIG*	0	0	0	0	0	0		0
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	0	0	0	0	0	0		0
GRAND TOTAL *1003(g) SIG*	86,600	7,200	8,170	60,100	33,950	12,800		208,820

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

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

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	237,400	13,000	34,700	8,400	37,000	0		330,500
1200 Supplemental Instruction (Title I) *1003(g) SIG*	0	0	0	0	0	0		0
2100 Non-Instructional Support Services *1003(g) SIG*	0	0	0	0	0	0		0
2200 Professional Development *1003(g) SIG*	0	0	0	178,700	0	0		178,700
2600 Planning and Evaluation *1003(g) SIG*	0	0	0	30,000	0	0		30,000
3000 Community Services *1003(g) SIG*	0	0	0	0	600	0		600
Program Costs Subtotal *1003(g) SIG*	237,400	13,000	34,700	217,100	37,600	0		539,800
Indirect Costs								0
Administrative Costs *1003(g) SIG*	0	0	0	0	0	0		0
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	0	0	0	0	0	0		0
GRAND TOTAL *1003(g) SIG*	237,400	13,000	34,700	217,100	37,600	0		539,800

NEW PAGE

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction	0	0				
Preschool	0	0				
Class Size Reduction	0					
Neglected/Delinquent Institution Supplemental Instruction	0	0		0		
Other Staff						
Instructional Coach	0					
Reading Recovery Teacher Leader	0					
School/Home Coordinator			0			
Language Translator			0			
Guidance Counselor				0		
Transition Case Manager					0	
Turnaround Officer						0.27
TOTAL	0	0	0	0	0	0.27

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction	1	0				
Preschool	0	0				
Class Size Reduction	0					
Neglected/Delinquent Institution Supplemental Instruction	0	0		0		
Other Staff						
Instructional Coach	1					
Reading Recovery Teacher Leader	0					
School/Home Coordinator			0			
Language Translator			0			
Guidance Counselor				0		
Transition Case Manager					0	
Turnaround Officer						0
TOTAL	2	0	0	0	0	0

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GORDON PARKS ELEMENTARY SCHOOL	048913 6935

Budget Codes	Related Strategies and Activities
1100 Instruction	**Goal #1- Objective #1, Strategy #1 Revise formative assessments** **Goal #1- Objective #1, Strategy #2 RTI Model** **Goal #1-Objective #1, Strategy#2 Action Step10 Benchmark Assessments** **Goal #1-Objective #1, Strategy#2 Action Step #11 Student Goals** **Goal #1- Objective #1, Strategy#4 Strengthen Core Math Program** **Goal #1- Objective #1, Strategy#6 Strengthen Core CA Program** **Goal #1- Objective #1, Strategy#2 Action Step #9 Instructional Materials** **Goal #1- Objective #5, Strategy#3 Non-Fiction Materials**
1100 Instruction *1003(g) SIG*	**Goal #1 – Objective #1 – Strategy #5 Extended Year** **Goal #1 – Objective #1 – Strategy #5 Action Step #1 Stipends** **Goal #2 – Objective #5 – Strategy #1 Action Step #1 Science Implementer** **Goal #1 – Objective #5 – Strategy #3 Non-fiction Books** **Goal #1 – Objective #1 – Strategy #4 Action Step #3 Math Materials** **Goal #1 – Objective #1 – Strategy #2 Action Step #9 RTI Materials** **Goal #1 – Objective #1 – Strategy #8 Action Step #6 Virtual Fieldtrip** **Goal #1 – Objective #1 – Strategy #8 Action Step #6 Multimedia Equip** **Goal #1 – Objective #5 – Strategy #5 Action Step #2 Math/Science Res.** **Goal #1 – Objective #5 – Strategy #5 Action Step #1 Task Force** **Goal #1 – Objective #1 – Strategy #5 Action Step #1 Stipends Curr.** **Goal #1 – Objective #1 – Strategy #7 Action Step #2 Technology Coach**
1200 Supplemental Instruction (Title I)	**Goal #1- Objective #1- Strategy#1 Action Step 1 Data Teams** **Goal #1- Objective #1- Strategy #2 Implement RTI Model**
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non-Instructional Support Services	**Goal #1, Objective #1, Strategy#7, Action Step 5 Tech Systems Resource**
2100 Non-Instructional Support Services *1003(g) SIG*	
2200 Professional Development	**Goal #1, Objective #1, Strategy #1 Common Formative Assessments** **Goal #1, Objective #1, Strategy #2 Action Step #7 RTI Support** **Goal #1, Objective #1, Strategy #4 Strengthen Core Math** **Goal #1, Objective #1, Strategy#6 Strengthen Core CA** **Goal #1, Objective #1, Strategy#7 Differentiation** **Goal #1, Objective #1, Strategy#8 Curriculum Development** **Goal #2, Objective #3, Urban Education, SPED, Trauma**

2200 Professional Development *1003(g) SIG*	**Goal #2 – Objective #6 – Strategy #2 PD for Principal** **Goal #4 – Objective #1 – Strategy #2 PD for Executive Director** **Goal #4 – Objective #1 – Strategy #3 Action Step #6 PD for Board** **Goal #4 – Objective #1 – Strategy #3 Action Step #1 Turnaround Co** **Goal #4 – Objective #1 – Strategy #3 Action Step #2 Subs** **Goal #1 – Objective #1 – Strategy #4 Action Step #2 PD Math** **Goal #1 – Objective #1 – Strategy #2 Action Step #7 RTI Consultant** **Goal #1 – Objective #1 – Strategy #4 Project Based Learning (PBL)** **Goal #1 – Objective #1 – Strategy #7 Action Step #1 PBL** **Goal #1 – Objective #1 – Strategy #6 Action Step #1 Balanced Lit (PD)** **Goal #1 – Objective #1 – Strategy #6 Action Step #3 Subs (Peer)** **Goal #1 – Objective #2 – Strategy #2 Smartboard Training**
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	**Goal #1 – Objective #1 – Strategy #3 Action Step #1 Data Consultant**
3000 Parent Involvement	**Goal #3, Objective #1, Strategy#1 Family Outreach Coordinator** **Goal #3, Objective #1, Strategy#1 Action Step #1 Monthly PAC Meetings**
3000 Parent Involvement *1003(g) SIG*	**Goal #3 – Objective #1 – Strategy #5 Action Step #1 Parent STEAM**
Administrative Costs	**Goal #4 – Objective #1 – Strategy #2 – Hire Principal/Search** **Goal #4 – Objective #1 – Strategy #3 Action Step #4 Grant Admin**

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GORDON PARKS ELEMENTARY SCHOOL	048913-6935

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG*	26,600		3,120	0	32,950	12,800		75,470
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development								
2200 Professional Development *1003(g) SIG*	60,000	7,200	5,050	53,600	1,000			126,850
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*				6,500				6,500
3000 Community Services								
3000 Community Services *1003(g) SIG*								
Administrative Costs	15,000	6,000	4,000					25,000
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	15,000	6,000	4,000	0	0	0		25,000
1003(g) SIG Subtotal	86,600	7,200	8,170	60,100	33,950	12,800		208,820
Grand Total	101,600	13,200	12,170	60,100	33,950	12,800		233,820

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GORDON PARKS ELEMENTARY SCHOOL	048913-6935

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	81,500	18,675	21,000		10,000			131,175
1100 Instruction *1003(g) SIG*	237,400	13,000	34,700	8,400	37,000			330,500
1200 Supplemental Instruction(Title I)	111,000		24,000					135,000
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services		3,000	500					3,500
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development				20,000				20,000
2200 Professional Development *1003(g) SIG*				178,700				178,700
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*				30,000				30,000
3000 Community Services		17,500	3,700		800			22,000
3000 Community Services *1003(g) SIG*					600			600
Administrative Costs	45,000	24,000	15,000					84,000
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	237,500	63,175	64,200	20,000	10,800	0		395,675
***1003(g) SIG* Subtotal**	237,400	13,000	34,700	217,100	37,600	0		539,800
Grand Total	474,900	76,175	98,900	237,100	48,400	0		935,475

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GORDON PARKS ELEMENTARY SCHOOL	048913-6935

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	83,500	19,000	21,500		10,000			134,000
1100 Instruction *1003(g) SIG*	242,000	13,000	51,000	8,400	20,000			334.400
1200 Supplemental Instruction(Title I)	113,000		25,000					138,000
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services		3,000	500					3,500
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development				20,000				20,000
2200 Professional Development *1003(g) SIG*				125,000				125,000
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*				31,000				31,000
3000 Community Services					800			800
3000 Community Services *1003(g) SIG*					600			600
Administrative Costs	46,000	24,500	15,000					85,500
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	242,500	46,500	62,000	20,000	10,800	0		381,800
***1003(g) SIG* Subtotal**	242,000	13,000	51,000	164,400	20,600			491,000
Grand Total	484,500	59,500	113,000	184,400	31,400			872,800

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GORDON PARKS ELEMENTARY SCHOOL	048913-6935

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	86,000	19,500	22,000		10,000			137,500
1100 Instruction *1003(g) SIG*	246,800	13,500	52,000	8,400	20,000			~~334,400~~ 340,700
1200 Supplemental Instruction(Title I)	115,260		25,500					140,800
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services		3,100	500					
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development				20,000				20,000
2200 Professional Development *1003(g) SIG*				100,000				100,000
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*				32,000				32,000
3000 Community Services					800			800
3000 Community Services *1003(g) SIG*					600			600
Administrative Costs	47,000	25,000	15,500					87,500
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	248,260	47,600	63,500	20,000	10,800	0		390,160
***1003(g) SIG* Subtotal**	246,800	13,500	52,000	140,400	20,600			473,300
Grand Total	495,060	61,100	115,500	160,400	31,400			863,460

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GORDON PARKS ELEMENTARY SCHOOL	048913-6935

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	1,476,000	271,000	526,000	32,000	57,000	10,000		2,372,000
1200 Supplemental Instruction(Title I)	21,000	63,000	20,000	10,000	250			114,250
2100 Non-Instructional Support Services				665,000	58,250			723,250
2200 Professional Development				60,000	3,000			63,000
2600 Planning and Evaluation								
3000 Community Services		35,000	5,000		500			40,500
Administrative Costs								
Program Costs Subtotal	1,497,000	369,000	551,000	767,000	119,000	10,000		3,313,000
Grand Total	1,497,000	369,000	551,000	767,000	119,000	10,000		3,313,000

NEW PAGE

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GORDON PARKS ELEMENTARY SCHOOL	048913-6935

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Science curriculum support	3,600
Teacher stipends to develop schedules	3,000
Staff stipends –June Professional Dev. – 4 weeks for 30 hours per week for 20 staff members @ $25	60,000
Planning Principal – April – June (.27 FTE/Year)	20,000
6100 Subtotal	**$ 86,600**
6150: Non-Certificated Salaries	
Staff stipends –June Professional Dev. – 4 weeks for 30 hours per week for 3 staff members @ $20	7,200
6150 Subtotal	**7,200**
6200: Employee Benefits *(optional categories)*	
Science curriculum support	275
Teacher stipends to develop schedules	225
Staff stipends –June Professional Dev. – 4 weeks for 30 hours per week for 23 staff members @ $25	5,050
Planning Principal – April - June	2,620
6200 Subtotal	**$ 8,170**
6300: Purchased Services	
Grant Administrator (April through June)	5,000
Project Based Learning - Buck Foundation – 3day workshop + biweekly webinars	8,100
Mathematics – PD – Pearson (3 days in June @ $3,500/day	10,500
Balanced Literacy – STI (10 days @ $1200/day)	12,000
Professional Development – Administration – Conferences related to SIG	3,000
Hope Foundation – Turnaround agency	20,000
Data Analysis Consultant - baseline information	1,500
6300 Subtotal	**$ 60,100**
6400: Materials/Supplies	
Purchase of non-fiction books	10,000
Student Response Systems (14 masters + 7 sets)	9,950
Multi-media Equipment and Programming (7 cameras @ 220 + 7 tbl top tripods -$12 + 1 full tripod -$20)	1,500
STEAM Resources (Tablets for student use-10@$300=$3000, 6 microscopes + projector adaptor $650, document cameras-13@ $300=3900, laptops for the smart boards 4@$600=$2400, headphones – 95@$16=$1520)	11,500
Resources for Professional Development (handouts, supplies- Books PBL - $30x25=$750)	1,000
6400 Subtotal	**$ 33,950**
6100-6400 Subtotal	**$**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
Purchase 4 Smartboards (4 @ #3200 – 3 kindergarten, 1 science)	12,800
6500 Subtotal	**$ 12,800**
TOTAL	**$ 208,820**

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GORDON PARKS ELEMENTARY SCHOOL	048913-6935

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Extend School Year to 202 days (10 extra days for staff beyond summer school)	60,000
Teacher Incentive Program	80,400
Science Implementor	42,000
Instructional technology Coach	55,000
6100 Subtotal	**$ 237,400**
6150: Non-Certificated Salaries	
Extend School Year to 202 days (10 extra days for staff beyond summer school)	11,000
Counselor – Extra Pay for Program Development	2,000
6150 Subtotal	**$ 13,000**
6200: Employee Benefits *(optional categories)*	
FICA	**10,500**
Medicare	**2,500**
Retirement (Teacher or Non-Teacher (10 extra days for staff beyond summer school)	**7,700**
Health, Life, and/or Dental Insurance	14,000
Other Benefits	
6200 Subtotal	**$ 34,700**
6300: Purchased Services	
Balanced Literacy STI Embedded Coaching weekly	50,000
Math Embedded Coaching	37,200
Turnaround Company (HOPE Foundation)	60,000
Grant Administrator (Part-time)	25,000
Professional Development - Administration	6,000
Project Based Learning – C4L – Coaching/Support (4 hrs/wk x 30 weeks x$100)	12,000
Videoconferencing Virtual Interactive Fieldtrips/Arts Enrichment – Experts in field	8,500
Substitutes - Peer Observations (18 days @ $125=$2250)- Team Leaders(4 teachers x 10 days @ $125 =$5000)	8,400
Math Training observations & modeling (9 days @ $125/day = 1125)	5,000
Data Analysis Consultant	5,000
Videoconferencing Support	
6300 Subtotal	**$ 217,100**
6400: Materials/Supplies	
Purchase of non-fiction books	10,000
STEAM Resources – temperature probes, Habitats, robotic lego kits, memberships, software, etc.	10,000
RTI Materials ($500 per classroom for materials needed to individualize students)	6,500
Science/Math/Art Materials (grow out of integrated units developed- $2000 per grade level)	10,000
Materials for Parent Program	600
Purchase Videoconferencing Technology Equipment ($5,145 – e-rate 90% reduction)	500
6400 Subtotal	**$ 37,600**
6100-6400 Subtotal	**$**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$ 0**
TOTAL	**$ 539.800**

SECTION VII. – PROJECT NARRATIVE/PLAN

Provide a project narrative/plan and documentation specifically addressing each item outlined in the following sections in accordance with Title I, Section 1003(g). All items must be addressed. All narrative/plan and documentation must be organized as listed below. If multiple buildings are included in this application, the narrative/plan must be provided for each building served.

SECTION VII.A. - NEEDS AND CAPACITY

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

Overview of Needs Analysis Process

During the 2010-2011 school year, UCM conducted its Annual Oversight Review, the purpose of which is to evaluate the school's academic performance, management and operations, as well as its adherence to the mission and goals set forth in the original school charter and in the school's Accountability Plan. Specifically, the Review included the following: i) Student Performance; ii) Curriculum Development and Learning Management; iii) Professional Development; iv) Safe/Secure Environment (Facility Review); v) Human Resources; vi) Leadership, Governance and Board Policy; and vii) Fiscal and Budget Review. The Annual Oversight Review was conducted by a review committee of six different UCM staff members. The review process began in September 2010 and focused on a different area of review each month through May 2011. Representatives from this committee generated a final report and shared the results of the review with school officials and with the Governing Board in June 2011.

In addition to the school's Annual Oversight Review, Gordon Parks also conducted a thorough review and analysis of its MAP test scores from 2009, 2010 and 2011, as well as a review and analysis of data produced by the school through its various internal assessment programs and its behavior/discipline program. The school also analyzed the data collected from several staff and parent surveys to further determine the school's needs in the areas of technology, parent/community involvement, professional development, special education and school calendar/schedule.

During the 2010-2011 school year, Gordon Parks lost 6 out of 12 Governing Board members due to resignations and term expirations. Also, in June 2011, the school's Executive Director effectively resigned, followed by the resignation of the school's principal in July 2011. An Interim Principal, Dr. Lynne Beachner, was hired in July 2011 to manage school operations until a new Executive Director and Principal are engaged. Dr. Beachner professional experience is diverse

having worked in elementary, middle and high schools (in private, public and charter schools). All but 4 years of Dr. Beachner's professional experience have been in the urban core. She is also well familiar with Gordon Parks having served as its Executive Director for 5 years. The Governing Board is now in a re-building process and has 7 members currently. During the summer and fall of 2011, the results of the Annual Oversight Review and the staff and parent surveys were discussed and analyzed with staff and Governing Board members in preparation for the school's SIG application. The four Models of Intervention were also reviewed and discussed. In August 2011, Gordon Parks received its 2011 MAP test scores. Gordon Parks did not make AYP for 2011 in Communication Arts or Math. The data from the 2011 MAP test was also analyzed by our Interim Principal and teacher data teams in preparation for the SIG application.

Based on an analysis of the school's recent academic performance indicators, as well as its current leadership challenges, the Transformation Model was unanimously selected as the appropriate Model of Intervention for Gordon Parks Elementary. The school's governing board officially voted to proceed with the SIG application and to commit to the Transformation Model requirements during its December 2011 board meeting.

a. Discuss the most significant results of the needs analysis with supporting data

1. Annual Oversight Review - As outlined above, the Annual Oversight Review included a study of 7 major school areas. The Table below summarizes the major findings and supporting data for each area. A specific list of documents reviewed in conjunction with the Annual Oversight Review is set forth in Section (b) "Data Collection Methods" below.

Area of Review	Major Findings of 2010-2011 Annual Oversight Review
Student Performance	• Percentage of students Proficient or Advanced declined for three straight years and was at a low point of 7.5% for both Communication Arts and Math in 2009. • In 2009, only one student performed "Proficient or Advanced" for both communication arts and math. This number increased to 7 students in math and 8 students in communication arts in 2010. • Gordon Parks did not make AYP on its 2010 MAP assessment. However, it did make AYP in Communication Arts through the state's "safe harbor" growth analysis. • The percent Proficient or Advanced in Communication Arts increased from 7.5% in 2009 to 14.3% in 2010; and increased to 10.5% in Math in 2010. • Students in the Below Basic category decreased from 31.7% in 2009 to 22.4% in 2010 in math and decreased from 27.5% in 2009 to 14.4% in 2010 in communication arts. • The number of students scoring Below Basic in 2009 was cut in half in 2010. • SAT10 results were mixed. All grade levels scored below national average. Some cohort groups experienced more than a year's growth in GLE in Reading while others experienced less than a year's gain. AIMSweb data showed a range of students meeting growth targets for the year from 11% of 1st graders meeting the target to 65% of 4th graders meeting the target. • Based on the Teachers College Reading assessments, the percentage of student reading at or above grade level increased from 29% to 60% for the 2009-2010 school year and increased from 47% to 76% for the 2010-2011 school year. • During the past two years, the majority of formative assessments documented a significant number of

	students (70% or more) meeting targeted individual growth measures. • 32.5% of the student body (other than Kindergarten) was new to the school in 2010-2011, having transferred to Gordon Parks at a grade level other than kindergarten. The transient nature of the student population has been consistent for the past 5 years. Although this transient nature is typical of high-risk, urban-core student populations, it is problematic for longitudinal and growth analyses.
Curriculum Development and Learning Management	• Curriculum is not in full alignment with MO GLEs and core standards • Curriculum objectives are not measurable • Curriculum does not include all necessary activities and strategies • Each instructional area does not have its own rationale, course goals and course description • Overall need to organize and align all curricula to MO GLEs and DOK, to create measurable student objectives and to identify and differentiate teaching strategies. • Curriculum documents do not have a consistent and user friendly format
Professional Development	• Gordon Parks maintains a high quality instructional staff and instructional assistance for teachers meets basic standards • More classroom observation is recommended
Safe Secure Environment (Facility Review)	• Gordon Parks provides a safe school facility, repairs and maintenance are well done and the facility is used to its full potential • Some minor work on facility recommended in order to comply with regulations – all work was completed by June 2011.
Human Resources Review	• Gordon Parks must ensure that all personnel files are complete with employment applications and background checks. • Gordon Parks has replaced 8 out of 13 classroom teachers in the last two years, as well as its music and PE teachers.
Leadership, Governance and Board Policy Review	• Business is conducted in compliance with the Missouri open meetings law • Board members have good attendance and a quorum is consistently met • Board needs to improve minute taking to properly record all actions taken at board meetings and closed sessions. • Policies are readily available to employees and the public, are organized and well maintained. • Certain recent changes in DESE and legal requirements do require additions and edits to Board Policies. Required Board policy revisions were completed in December 2011.
Fiscal and Budget Review	• Gordon Parks has a history of properly prepared and filed federal and state reports. • Monthly financial reports to the Board are complete and user friendly • Financial reserves, student enrollment and attendance are up from previous year • Fundraising program significantly augments the per pupil expenditure.

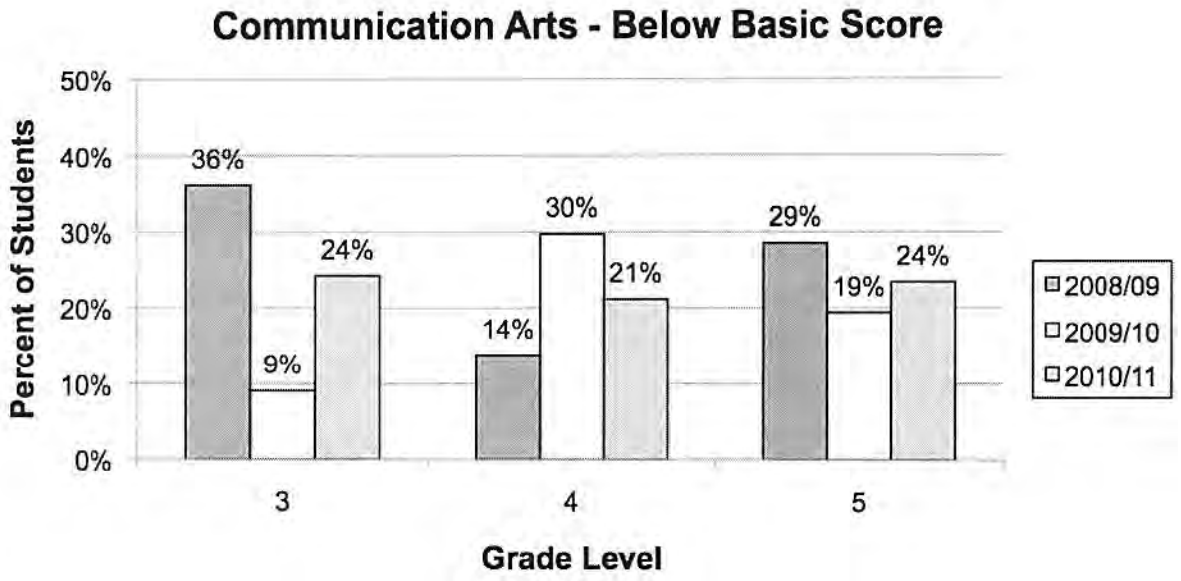
2. 2011 MAP Test Scores – In August 2011, Gordon Parks received its MAP test scores. And while the number of students scoring proficient or advanced had increased for both Communication Arts and Mathematics from the 2010 data, Gordon Parks did not meet AYP in either area. Major findings:

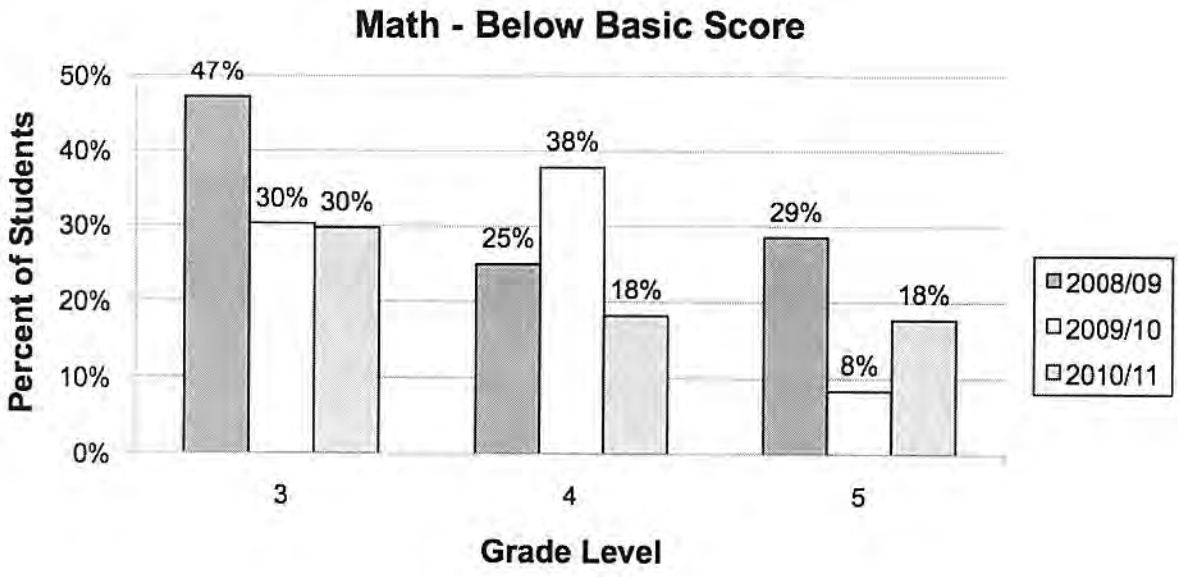
- Percentage Proficient or Advanced in Communication Arts increased from 14.3% in 2010 to 21.2% in 2011.
- Percentage Proficient or Advanced in Mathematics increased from 10.5% in 2010 to 20.2% in 2011.
- In 2011, percentage Proficient, Advanced or meeting AYP through the safe harbor growth model in Communication Arts was 43.4%.
- In 2011, percentage Proficient, Advanced or meeting AYP through the safe harbor growth model in Mathematics was 44.2%.
- The number of students in "Below Basic" category in Communication Arts increased from 19.3% in 2010 to 23.5% in

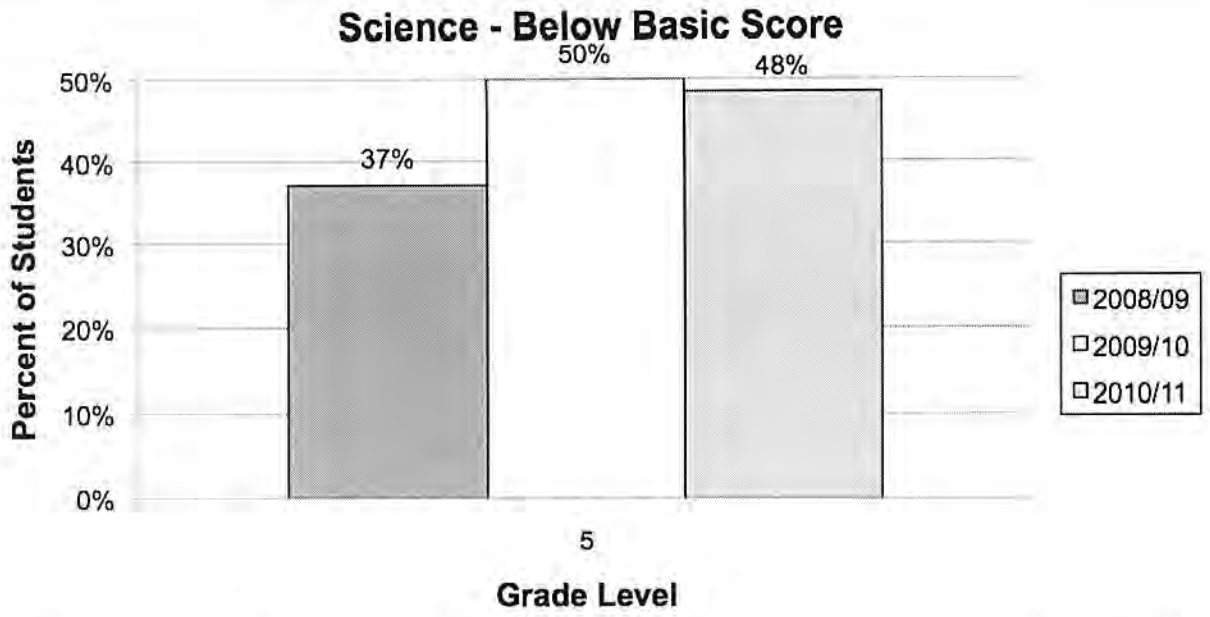
2011.

- The number of students in "Below Basic" category in Mathematics decreased from 26.2% in 2010 to 23.4% in 2011.

Charts below compare "Below Basic" MAP data in Communication Arts, Math and Science for 2009-2011.







Despite growth in both Communication Arts and Math from 2009 to 2011, Gordon Parks continues to fail to achieve the gains necessary to meet the state's required growth targets. In addition, only 14.7% of students scored Proficient or Advanced in Science in 2011. A complete copy of the Gordon Parks 2010-2011 Annual Report Card, MAP assessment data analyses and internal student assessment data analyses are included in **Appendix C**.

3. Surveys – In 2010 and 2011, Gordon Parks conducted the following surveys:

- Annual parent survey (spring 2011)
- Parent surveys regarding Extended School Year Calendar (fall 2010 and fall 2011)
- Staff survey regarding Extended School Year Calendar (fall 2010)
- Faculty Needs survey (fall 2011)
- Parent survey regarding use of technology at home (fall 2011)
- Staff survey regarding use of and need for technology in the classrooms and in the school (fall 2011)
- Special education staff survey regarding perceived effectiveness of program (fall 2011)

The 2011 Annual Parent Survey questioned school safety, social needs, academic climate, and perceived support families felt from the school. Most responses were positive showing support above 80% in 17 out of 23 areas. Responses that fell in

the 70% range were: 1. My child is safe at school (75%), 2. Teachers show respect for students (79%). 3. The students show respect for other students (75%). 4. The Principal shows respect for students (79%). 5. The school's grading practices are fair (78%). 6. My child's teacher helps me to help my child learn at home (75%). In looking at those who disagreed or strongly disagreed most responses fell in the 4-5% range which represented 2-3 respondents. Overall, the general perception of the school is positive.

The Parent survey regarding extended school year calendar had 67% return rate. Overall, parents understood the benefits of having an extended year (60-70%) and were favorable about attending a meeting that discussed extended year. Sixty-five percent of respondents indicated they would be able to arrange child care at non-traditional times of the year. But many parents indicated that many of the supports that are available to them in the summer would not be available other times of the year. Clearly, there are many people who would be adversely affected in terms of child care. Gordon Parks will need to work with community organizations to determine if child care programming during nontraditional school break times would be available.

The Faculty Needs survey explored the areas of technology, professional development, personnel and extended year. In the area of technology teachers showed a high interest in all topics surveyed. The staff feels very comfortable with technology and is ready to work with tools that will differentiate learning for students. In the professional development section, teachers indicated a need for training on Smart Boards, Project-Based Learning, Balanced Literacy and Multicultural Education. The interest in the Orton Gillingham multi-sensory reading program was low primarily because many teachers were unfamiliar with it. Since the survey, Gordon Parks has conducted an introductory session of this program and teachers now understand its importance to reading. With the school's focus on a Balanced Literacy approach, it is crucial for teachers to master researched-based skills in teaching phonemic awareness and phonics. The faculty also expressed a growing need for staff support in technology and technical instructional. The survey also generated many ideas about extended school year that could be used in the design of the school's new schedule.

Gordon Parks had 69 families (52%) respond to the Technology survey. The survey indicated that of those families who

responded, 50 families have computers in their homes, but only half of those computers are connected to the Internet. Based on these responses, we estimate that only about 19% of our families have internet access at home. Parents who do have access most frequently use the Internet for email, research and browsing. Students most frequently use the Internet at home for games, music and research. Teachers expressed strong interest in more professional development in technology to fit their skill level and needs, with training on Smart Boards being the highest priority. Teachers also expressed a strong desire for classroom laptops for students and student response systems. Eight out of 14 teachers rated their general knowledge of technology as very good or superior. One of the concerns noted in the survey was that not all classrooms had access to Smart Boards.

Copies of survey results are included in **Appendix D**.

4. Results of Needs Analysis - Out of careful analysis of the data and findings from the Annual Oversight Review, the 2011 MAP test scores, and staff and parent surveys, coupled with the recent resignations of several Board members and the school's Executive Director and Principal, there emerged clear deficiencies in Gordon Parks' leadership team, student performance, curriculum and professional development, use of technology and a need to enhance parent involvement.

Need #1 – Establish Strong Leadership Team

Developing a strong professional learning community is at the heart of student academic success. With the loss of half of the school's Governing Board followed by the resignation of the school's Executive Director and Principal, Gordon Parks needs new leadership and vision. In addition, 8 out of 13 classroom teachers, as well as the school's music and PE teachers have been replaced in the last two years. While a number of those new teachers were replacing ineffective classroom teachers, the school has also lost several outstanding members of its staff due to personal reasons (starting a family, taking a job closer to home, etc.). Now that Gordon Parks has assembled a staff of highly qualified teachers it is incumbent upon it to provide the support for them to have a voice in the direction of the school. Gordon Parks is in need of a strong administrative leadership team to bring staff together and cultivate a climate of achievement and growth. In addition to a new Principal and Executive Director, Gordon Parks plans to hire the Hope Foundation as its "turnaround organization." The Hope Foundation will work with Gordon Parks to implement its Intensive School Reform program. This program is a

customized program for schools designed to build the structures, processes and protocols to inform instructional improvements and sustain a collaborative culture to support ongoing school improvement planning and process.

Need #2 – Improve Student Performance

While Gordon Parks has demonstrated recent growth on its MAP test scores as well as on its own internal assessments over the last two years, such growth has not been substantial enough to meet state growth targets. As a result, the school has not met AYP in many years. In 2011, 78.8% of students did not achieve proficient or advanced in Communication Arts and 79.9% of students did not achieve proficient or advanced in Mathematics. Even in areas where more than one year's growth was made during a school year, those growth patterns have neither been consistent among all grades nor consistent from year to year. Gordon Parks must improve student achievement school-wide.

Need #3 – Develop Curriculum and Improve Classroom Instruction

The Needs Analysis demonstrated a clear need to organize and align all subject area curricula to the Missouri GLEs, to connect to 21st Century skills in order to strengthen student depth of knowledge, to create measurable student objectives and to identify and differentiate teaching strategies. Since this observation was made last spring, the school has undertaken large steps in this direction and will complete much of the curriculum alignment during the current 2011-2012 school year within its current budget. However, there still exists a need to create a science curriculum in conjunction with the school's proposal to hire a new Science Implementer and to incorporate STEAM (Science, Technology, Engineering, Art and Math) education into its hands-on approach to learning. Furthermore, the school's Needs Analysis indicated that instructional methods are not varied enough and do not provide sufficient differentiation. Gordon Parks needs to better utilize its assessment tools and use project-based learning to help inform and differentiate instruction in order to meet the academic needs of individual students.

Need #4 – Enhance and Imbed Professional Development

Gordon Parks has replaced 8 out of 13 classroom teachers, plus its music and PE teacher, in the last two years. With such a newly formed staff, there exists a great range among the school's teaching staff in the level of skills necessary to implement the planned interventions. Recent teacher surveys indicate that teachers lack support in areas such as continued education in Balanced Literacy, the research-based Orton Gillingham multi-sensory phonetic training method for reading instruction, project-based learning and RTI as well as in instructional practices using 21st Century technology in the

classroom. Furthermore, the school's Needs Analysis indicated that teachers need more classroom observation. The school needs to restructure the current class schedule to allow ample time for teacher mentoring, observation and lesson modeling.

Need #5 – Develop 21st Century Skills for Students, Teachers and Parents

21st century schools engage students in learning by using tools relevant to today's world. As a school serving at-risk students, it is vital for Gordon Parks' students to have access to technology in order to bridge the "great divide" that exists between children of poverty and those from more privileged home environments. Gordon Parks' students need hands-on experience with the very tools used by real scientists, engineers, and other digital entrepreneurs. To that end, Gordon Parks has recently undertaken to upgrade the school's technological hardware and networking. In summer 2010, it purchased a new phone system, re-cabled the school building using fiber optic cabling, integrated the school's voice and data networks, and purchased, configured and installed a new network server. In summer 2011, the school purchased 10 SMART boards, one for each classroom in grades 1st – 5th. And in fall 2011, the school received a donation of 110 computers for daily classroom use.

While this recent influx of 21st Century technology into Gordon Parks has been exciting and much applauded, the school has no IT coach on staff to assist teachers in learning how to properly integrate this technology into their classrooms in order to maximize student academic achievement. In fact, recent teacher surveys indicate that most classroom teachers are not comfortable with integrating SMART boards into their daily lessons and need intensive teacher training in this area. Teachers also feel they lack knowledge in how to use technology to differentiate instruction and assess student knowledge as well as in how to use technology and multi-media components in project-based learning. It is also clear that in order to completely master 21st Century skills, our students need not only computers for classroom use, but they also need a variety of multi-media options so that they can demonstrate mastery of information through a variety of media (multi-functional digital cameras, tripods and digital editing software). Adding multi-media technology to our classrooms will provide our students with the tools to communicate their learning in a variety of ways, allowing for differentiated learning paths. The school must use this influx of technology in the classroom to increase student-centered, differentiated instruction in communication arts and mathematics. Finally, Gordon Parks must develop better communication with parents using its

existing technology more fully and must aid those parents who struggle with those skills.

Need #6 – Enhance Parent Involvement in Gordon Parks Educational Programs

In 2010, Gordon Parks created a new staff position called the Family Outreach Coordinator in an effort to enhance parent-school communication and assist our families in need with resources they can use. Since the hiring of our Family Outreach Coordinator, family-school communication has improved, parent participation in open houses and conferences has been solid, and the school has started a new Parent Action Committee (PAC) that meets monthly. Notwithstanding these successes, we continue to struggle with parent communication and involvement due in large part to the socio-economic conditions in which our families live. Gordon Parks educates about 225 children each year, yet only about 15 parents regularly attend the school's PAC meetings and only about half of the school's families attend functions such as "Family Literacy Night" and "Family Math Night." Though parent surveys, the school determined that many of its families have a computer with internet access at home. However, parents lack ability to communicate with teachers/administration through our school management software at this time. In addition, many parents continue to need support in assisting their children with homework and home instruction, as well as support in their own use of 21st Century skills.

b. The methods used to gather the data

The majority of our needs analysis data was collected in preparation for UCM's Annual Oversight Review, which was conducted over the course of the 2010-2011 school year, with a final analysis report submitted by UCM in June 2011. Throughout the year, UCM would provide Gordon Parks with notification of an upcoming site visit, what area would be evaluated and the data UCM would need to have available for review. Below is a list of the data submitted to and reviewed by UCM for all areas of the Annual Oversight Review:

Area of Review	Data Submitted
Student Performance	• Strategic Plan (draft of new 3 year plan) • MAP scores for 2010 • MAP Analysis • SAT10 scores for 2007 – 2010 • SAT10 Analysis • AIMSweb reading assessment data for 08-09 and 09-10 school years • Teachers College Reading assessment data for the 09-10 and 10-11 school years • AIMSweb math assessment data for 09-10 and 10-11 school years • Formative assessment results for the 2009-2010 and 2010-2011 school years • Summary of Instructional Interventions to Increase Student Achievement 2010-2011 • Information on new PACE (Preparing All Children for Excellence) Classroom – to begin August 2011 • Draft of Extended Year Concept and Associated Surveys • Student Attrition reports (year-to-year and during-year reports)
Curriculum Development and	• Math textbook series "Investigations"

Learning Management	• Variety of communication arts units of study • Reading Workshop Series books • Variety of social studies units of study • 2 units of study for science • Student GLE mastery checklist • Annual school goals • Curriculum Development Overview • Data Team and Formative Assessment Overview
Professional Development	• Professional Development Plan
Safe and Secure Environment (Facility Review)	• Hands-on facility tour • Inspection reports from Fire Department and Health Department
Human Resources	• 2010 Gordon Parks Certification Report to UCM-MCCSUE • Job descriptions contained in Board Policies • Executive Director, Principal and Teacher Performance Plans • Payroll summary reports from December 31, 2010 and January 15, 2011 • Master teaching schedule • Personnel files (randomly selected by UCM) • Haberman Interview Process • List of staff changes since 2009
Leadership, Governance & Board Policy	• Copy of all Board Policies • Minutes of all Board meetings since February, 2010 • Board meeting attendance sheets • 2009-10 and 2010-11 Administrative Action Plans • July 2010 and April 2011 Administrative Reports to the Board
Fiscal and Budget Review	• Required State and federal reports, including core data • Monthly financial reports to the Board • Annual Audit

In addition to the Annual Oversight Review, the school's Needs Analysis included data from its 2011 MAP test scores as well as from monthly assessment data collected by the school's data teams. Gordon Parks engaged an independent consultant to assist the school in analyzing the raw data and in creating charts/graphs to demonstrate year over year trends and comparisons. The consultant aggregated the 2011 MAP data by student grade level, gender, ethnicity, lunch status, Title I, attrition and retention, number of students who returned to Gordon Parks, and the number enrolled all year, and compared such data to 2009 and 2010 results. The consultant was also able to "drill down" through the data to determine precisely with which testing areas Gordon Parks students were struggling, and analyze achievement levels in various ways. Communication Arts, Mathematics and Science were examined according to scaled score, performance index, and percent of student performing below basic. In addition, 2011 MAP achievement data was extrapolated by teacher and the results examined according to average growth, proficient or advanced, basic, and below basic data. The following data was used in the school's analysis of its 2011 MAP test scores and its 2010-2011 internal assessments:

- 2010-2011 Annual Report Card
    - Scaled Scores, Performance Indices and Below Basic Charts

- List of students meeting AYP growth targets in Communication Arts and Math (between 2010 and 2011 tests)
- Teachers College Reading Assessment Data – comparison between 2010 and 2011
- AIMSweb Math Data – comparison between 2010 and 2011

Gordon Parks recognizes the need for continuous improvement and accordingly reports monthly to the Board on academic performance data presented by the school's data teams. Formative assessments and reading levels are monitored each month to determine student growth. In previous years, the AIMSWeb program provided a growth model for reading and math fluency and comprehension and was benchmarked three times a year. This data was also used as part of the school's Need Analysis and examined by looking at mean scores, percent of students who met target scores and percent of students who met growth targets. For the 2011-2012 school year, several changes have been made to the assessment practices of last spring. The school replaced the AIMSweb program with the nationally normed STAR Reading, STAR Math, and STAR Early Literacy programs. The information from these new STAR programs is currently being used in grouping student needs, setting up our RTI support systems, and analyzing student growth and needs. Gordon Parks selected the STAR assessment programs because of the high (.90) reliability and validity, as well as for its success as a MAP predictor. The validity was determined by comparing the STAR scores with such national assessments as the California Achievement Test, DIBELS, ITBS, and the Stanford Achievement Test. Each of these programs exceeds the guidelines of the National Center of the Response to Intervention. The information gleaned from the school's new STAR assessments provides very real, up-to-date information that can be used immediately by classroom teachers. Teachers can test students weekly if desired and monitor growth closely.

Finally, the school's Needs Analysis included data collected from surveys taken in 2010 and 2011. Below is a list of the staff and parent surveys taken as part of our school's Needs Analysis:

- Annual parent survey (spring 2011)
- Parent surveys regarding Extended School Year Calendar (fall 2010 and fall 2011)
- Staff survey regarding Extended School Year Calendar (fall 2010)

- Faculty Needs survey (fall 2011)
- Parent survey regarding use of technology at home (fall 2011)
- Staff survey regarding use of and need for technology in the classrooms and in the school (fall 2011)
- Special education staff survey regarding perceived effectiveness of program (fall 2011)

c. List the selected intervention for each school.

Gordon Parks Elementary's administration, staff and Board have collectively determined that the Transformation Model is the most appropriate intervention model for the school. None of the Gordon Parks stakeholders felt that school closure was desirable or necessary because the school has made solid gains in student achievement and growth in the past two years and the current teaching staff is supportive of the curriculum and programs. Thus, the Restart and School Closure Models were quickly ruled out. As between the Turnaround and Transformation Models, school stakeholders felt that since such a large percentage of classroom teachers and several specials teachers had already been replaced within the last two years by strong teachers hired using the Haberman interview process, release of 50% of the current staff would only serve to hold the school back from making continued progress. Accordingly, the school stakeholders overwhelmingly supported using the Transformation Model of intervention for Gordon Parks.

Gordon Parks has specifically identified the following activities and strategies to address the 6 most significant needs of the school as determined through the needs analysis process.

Need #1 – Establish Strong Leadership Team

Target: Gordon Parks will fill 100% of its leadership positions and teams, and will achieve clear definition of teacher leadership roles as part of the school's decision-making process.

Strategies:

- Hire new Principal by spring 2012 – Develop specific criteria for the interview process that are identified in the literature review, "Leaders for School Turnarounds: Competencies for Success." These criteria will also be specific to the needs of Gordon Parks and aligned with DESE's guidelines for performance-based principal evaluation. Gordon Parks has identified the following clusters of competencies vital to the school's success: driving for results, influencing for results, problem solving, and showing confidence to lead. Interview questions will focus on these specific competency areas. ***See Appendix F – CSIP Goal 4, Obj. 1, Strategy 2.***

- Provide ongoing professional development opportunities for the school's Executive Director and Principal in the areas of curriculum, instruction, and teaching strategies employed under the SIG grant. An intensive professional development period will be scheduled prior to the beginning of the 2012 school year. ***See Appendix F – CSIP Goal 2, Obj. 6, Strategy 2 and Goal 4, Obj. 1, Strategy 3, Action Step 5.***
- Provide quality professional development experiences for all Board members to develop better understanding of curriculum, instruction and teaching strategies employed under the SIG grant. ***See Appendix F – CSIP Goal 4, Obj. 1, Strategy 3, Action Step 6.***
- Engage the Hope Foundation as the school's "Turnaround Organization" to be the school's lead partner organization and to provide technical assistance and support in developing and sustaining school leaders. The Hope Foundation, through their "Failure is Not an Option – Intensive School Reform Program", customizes support for schools for three years. Through a coaching process the Foundation builds leadership teams who in turn work with other faculty members. It conducts a pre-assessment and helps the school's leadership team identify successful processes already in place, develop goals for improvement, set strategies for reaching those goals, implement and evaluate the efficacy of those strategies and continue the cycle until goals are reached. A complete description of the Hope Foundation's Intensive School Reform program, its structure, components and outcomes is included in ***Appendix G*** attached hereto. ***See Appendix F – CSIP Goal 4, Obj. 1, Strategy 3, Action Step 1.***
- Establish a Hope Leadership Team comprised of the Principal and 6 teachers who will work with the Hope Foundation's site coach on a regular basis to identify areas of concern and work toward building the school's internal capacity for implementing change and sustaining best practices. A final assessment will be completed after Year 3. ***See Appendix F – CSIP Goal 4, Obj. 1, Strategy 3, Action Step 2.***
- Develop Board policies and procedures, in collaboration with school administration, that support and value teachers as part of the school's decision-making team. Define teacher leadership roles within the Gordon Parks community. Clearly define the structure of committees and how they fit into the overall plan of the school. Provide clear channels of communication. Create a culture of collaboration with a focus on results. ***See Appendix F – CSIP Goal 4, Obj. 1, Strategy 3, Action Step 3.***

- Hire a part-time Grant Administrator to oversee the implementation of the SIG. This is vital to the school because both the Principal and Executive Director will be new and will need time to acclimate to their new school environment. During the Pre-Implementation phase, the Grant Administrator will: i) develop a grant timeline for each year of SIG and action steps needed to ensure compliance with the timeline; and ii) identify the data required to meet the SIG project goals. In years one through three of the SIG, the Grant Administrator will: i) oversee development and implementation of goals established by the SIG; ii) manage the specific data required to meet SIG project goals; iii) prepare for monthly monitoring meetings in collaboration with the Principal and Executive Director; and iv) communicate with DESE on issues specific to the implementation of SIG at Gordon Parks. The Grant Admininstrator will report directly to Gordon Parks' Executive Director. ***See Appendix F – CSIP Goal 4, Obj. 1, Strategy 3, Action Step 4.***

Need #2 – Improve Student Performance

Target: Gordon Parks will achieve a 10% annual increase in Communication Arts and Math on the MAP test

Strategies:

- Strengthen the core teaching of Mathematics. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 4.***
  - Schedule a 3-year professional development initiative to improve the teaching of mathematics and explore the teaching of math through science. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 4, Action Step 2.***
  - Imbed professional development in math instruction with lesson modeling and reflection components through external consultant. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 4, Action Step 2.***
  - Schedule at least 60 minutes per day for math instruction for all grades. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 4, Action Step 1.***
  - Purchase new resources to enable effective teaching of mathematics (online programs, document readers, hands-on materials). ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 4, Action Step 3.***
- Develop a viable RTI plan of action. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 2.***
  - RTI plan has begun, but it is not comprehensive and has not been implemented fully
  - Use a consultant to guide the completion of an RTI plan and to support data teams in their interpretation of data. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 2, Action Step 7.***

- Modify the daily schedule to accommodate an all-school RTI time period (differentiate instruction for each tier). ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 2, Action Step 8.***
- Purchase materials and software to support RTI plan. Gordon Parks has budgeted $500 per classroom (K-5) to purchase materials and resources for individualizing student needs such as handouts, books, website memberships and other computer applications to support the RTI program. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 2, Action Step 9.***
- Provide a format for students to set and review personal academic goals. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 2, Action Step 11.***
- Maintain a system of benchmarking for students 3 times per year (math and reading). ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 2, Action Step 10.***

- Develop an extended year school schedule to increase instructional time in core subjects, specifically reading, writing and math. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 5.***
  - Provide stipend pay for teachers who work to develop extended year schedules. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 5, Action Step 1.***
  - Create plan for pay scale adjustment for teachers for working extended year. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 5, Action Step 3.***
- Develop and Integrate a STEAM (Science, Technology, Engineering, Art and Math) approach to teaching that is hands-on and allows students choice in how they learn
  - Employ a Science Implementer to support science learning in the classroom. ***See Appendix F – CSIP Goal 2, Obj. 5, Strategy 1, Action Step 1.***
  - Create a class schedule that encourages the integration of arts and academics in project-based learning. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 4, Action Step 1.***
  - Purchase non-fiction books to support student learning and enhance non-fiction reading and writing skills. ***See Appendix F – CSIP Goal 1, Obj. 5, Strategy 3.***
  - Introduce science, math, engineering, art experts to classrooms via videoconferencing technology. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 8, Action Step 6.***

- Purchase simple multimedia equipment to allow students choice in how they present their ideas. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 8, Action Step 6.***
- Purchase resources to support science and math integration (such as classroom computer tablets, microscopes, robotic Lego kits, etc.). Certain STEAM resources requiring teacher training and/or IT set up will be purchased during the Pre-Implementation phase. Other project-based resources for STEAM will be purchased during the following years based on the projects designed for the STEAM program during the Pre-Implementation phase. ***See Appendix F – CSIP Goal 1, Obj. 5, Strategy 5, Action Step 2.***
- Develop "Task Force" of local professionals who work in the areas of science, technology, engineering, art and math for the purpose of supporting the STEAM concept and providing project ideas and modeling career options to students. ***See Appendix F – CSIP Goal 1, Obj. 5, Strategy 5, Action Step 1.***

- Incorporate project-based learning to improve transfer of skills from the classroom to real life
  - Allow more time in schedule for teachers to collaborate on cross-subject projects. ***See Appendix F – CSIP Goal 1, Obj. 5, Strategy 4.***
  - Purchase 6 additional SMART Boards for classroom teachers to enhance student interaction. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 7, Action Step 5.***
- Improve instruction by providing teachers incentives for successful teaching
  - Develop a plan to recruit, attract, develop and retain highly qualified staff to carry out the school's mission, goals and objectives. ***See Appendix F – CSIP Goal 2, Obj. 1, Strategy 1.***
  - Develop a teacher evaluation and compensation system that is tied to student performance, including bonus pay for teachers meeting defined student performance goals. ***See Appendix F – CSIP Goal 2, Obj. 5, Strategy 2.***

Need #3 – Develop Curriculum and Improve Classroom Instruction

Target 1: Gordon Parks will develop and align curriculum in Communication Arts, Math and Science

Target 2: Gordon Parks will achieve a 10% annual increase in Communication Arts and Math on the MAP test

Strategies:

- Communication Arts Curriculum will be completed by May 2012 under current budget. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 8.***

- Math Curriculum will be completed by May 2012 under current budget. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 8.***
- Science Curriculum development and alignment will begin February 2012 and be completed by August 2012. ***See Appendix F – CSIP Goal 1, Obj. 5, Strategy 1.***
- Offer teacher stipend to develop and align science curriculum. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 5, Action Step 1.***

Need #4 – Enhance and Imbed Professional Development

Target: Gordon Parks will achieve 100% teacher participation in Professional Development opportunities and apply learned strategies with fidelity in the classroom.

Strategies:

- Engage and collaborate with the Hope Foundation as a turnaround organization to provide guidance, oversight and technical instruction in developing and maintaining a culture of successful learning at Gordon Parks. ***See Appendix F – CSIP Goal 4, Obj. 1, Strategy 3, Action Step 1.***
- Offer professional development for teachers in project-based learning over 3 years. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 7, Action Step 1.***
- Improve core teaching skills in Readers and Writers Workshops by continuing training in Balanced Literacy. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 6, Action Step 1.***
- Embed professional development by bringing associates from Teachers College or comparable organization to observe and model a Balanced Literacy approach. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 6, Action Step 1.***
    - Train all staff in Orton Gillingham techniques to improve phonemic and phonics awareness so teachers can better assist students with needs in those areas. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 6, Action Step 2.***
        - Baker University summer classes
        - Periodic in-house staff development over 3 years
- Schedule a 3-year professional development initiative to improve the teaching of mathematics and explore the teaching of math through science. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 4, Action Step 2.***

- Imbed professional development in math instruction with lesson modeling and reflection components through external consultant. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 4, Action Step 2.***
- Develop peer classroom observation schedule and integrate time in schedule for feedback sessions. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 6, Action Step 3.***

Need #5 - Develop 21st Century Skills for Students, Teachers and Parents

Target 1: Gordon Parks' Technology Coach will work with 100% of teaching staff to develop 21st Century skills and apply them to classroom instruction in order to increase student achievement.

Target 2: Gordon Parks will achieve a 10% annual increase in Communication Arts and Math on the MAP test.

Strategies:

- Employ a full-time instructional technology coach to support teachers in the use of computers, SMART boards and other 21st Century technology in order to develop student depth of knowledge and increase student achievement. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 7, Action Step 2.***
- Provide intensive imbedded training for teachers in use of both basic and advanced use of SMART boards and in Web 2.0 tools to enhance student skills, including lesson modeling and reflection components. ***See Appendix F – CSIP Goal 1, Obj. 2, Strategy 6.***
- Utilize technology for differentiation of instruction. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 7.***
- Utilize technology as a quick, efficient means for teachers to assess students using a student response system. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 7, Action Step 3.***
- Utilize video-conferencing as a means to enhance instruction in communication arts, math and science. Video-conferencing will enable students to engage in interactive, virtual field trips related to units of study and to interview live authors, scientists and historians as part of their classroom study. Video-conferencing will be used as an interactive tool for student research and enrichment.

Need #6 – Enhance Parent Involvement in Gordon Parks Educational Programs

Target: Gordon Parks will achieve a 10% annual increase in parent/family involvement in school-hosted family programs and in Parent Action Committee meetings.

Strategies:

- Develop classroom web pages that inform parents of the curriculum, homework and interactive online resources for students to use at home. ***See Appendix F – CSIP Goal 1, Obj. 1, Strategy 7, Action Step 4 and Goal 3, Obj. 1, Strategy 7, Action Step 2.***

- Activate the parent component of the school's existing school management software (School Insight) so that parents can view student grades and communicate with teachers. ***See Appendix F – CSIP Goal 3, Obj. 1, Strategy 6, Action Step 1.***
- Expand parent programming to promote understanding of school's curriculum so that parents can better support their children at home
    - Offer at least 3 programs each year centered on academic topics demonstrating activities parents can do at home. At least one of these programs will deal with STEAM education. ***See Appendix F – CSIP Goal 3, Obj. 1, Strategy 5, Action Step 1.***
    - Expand program offerings during monthly Parent Advisory Committee (PAC) meetings to include information for personal, career or technology enrichment for parents. ***See Appendix F – CSIP Goal 3, Obj. 1, Strategy 5.***
    - Survey parents on topics of interest for future PAC meetings and set up schedule of presenters. ***See Appendix F – CSIP Goal 3, Obj. 1, Strategy 5.***
    - Work with school's community partners to find speakers for PAC meetings. ***See Appendix F – CSIP Goal 3, Obj. 1, Strategy 5, Action Step 2.***

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

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

Over the past two school years, Gordon Parks has implemented an array of school improvement initiatives with largely positive results.

1. Creation of Common Formative Assessments

Much of the school improvement work arose out of collaboration with the Center for Leadership and Learning in an effort to revamp the school's communication arts curriculum in 2009. This collaboration was funded through donations from two independent private foundations. Funding for this program supported the work of one Gordon Parks' staff member (Teacher Leader) to take a "sabbatical" from her classroom teaching to focus entirely on leading the school through the process of redesigning the Communication Arts curriculum with the assistance of a consultant from the Center for Leadership and Learning. Part of the work of the Teacher Leader and consultant was to create formative assessments aligned with state

standards in communication arts. Through a "train the trainer" format and support from the Center, Gordon Parks' staff studied the process of formative assessments and developed them for teacher made units – connecting what teachers presented in the classroom directly to standards. Working collaboratively, the Teacher Leader and classroom teachers created pre- and post-assessments for each Communication Arts unit of study (both reading and writing) for all grade levels by June 2010. These assessments are closely aligned to the Missouri state standards, and are comprised of multiple choice, short answer and constructed response questions in an attempt to be "MAP-like" in form. A master notebook containing a set of all the assessments was provided to the principal. Classroom teachers also have a notebook of their grade level assessments. Finally, all assessments have been electronically stored on Gordon Parks' network server for ease of replication and future revision.

On an end of the year survey, 90% of our teachers rated the formative assessment work (and data team work – see below) as highly successful and only 10% were neutral. Teachers' comments demonstrated a thorough understanding of the formative assessment process and indicated a desire to continue moving forward with the program. They specified that their time was well invested, led to greater collaboration, kept grade level meetings focused, their instruction on track, and encouraged them to use higher level thinking skills. They also noted that the students were more involved in their learning, felt more accountable for what they were learning, and enjoyed celebrating their successes. Dr. Connie Kamm (the consultant from the Leadership & Learning Center) gave very positive feedback to the staff regarding the professional growth she saw in evidence and praised the progress that had been made over the school year.

This work established a solid foundation for the school to begin the creation of common formative assessments in mathematics as well. Using the same collaborative process, common formative assessments in mathematics were completed in summer 2011.

The school measured its success with formative assessment work by tracking progress toward improvement in communication arts through Teacher's College reading level assessments, AIMSweb assessments in reading fluency, and

results of pre/post formative assessments for units of study in reading and writing. Gordon Parks measured student reading levels using the Teacher's College Reading Assessments, which test both reading accuracy as well as comprehension. At the beginning of the 2009-2010 school year, only 30% of students were reading on or above grade level. Throughout the school year, students experienced steady growth in their reading levels. By May 2010, 60% of students were reading at or above grade level – a doubling of the number of students at grade level or above in only 9 months.

The school also tracked student reading fluency through AIMSWeb assessments which determine the number of words a child can accurately read in a one minute time period. Gordon Parks tracked the growth results from the initial cold reading in August to the final reading in May, and determined the number of students performing at or above the 50th percentile. Of those students who still fell below the 50th percentile in May, staff looked at the increase in the number of words read correctly per minute to determine if at least average (national norm) growth was made. Results for 2009-2010 were as follows:

Grade Level*	**Fall Fluency:** % of all students *at* or *above* 50th percentile	**Spring Fluency:** % of all students *at* or *above* 50th percentile	***Fluency Growth*** % of students (below 50th percentile) making at least 36 word improvement
Grade 2	29%	26%	46%
Grade 3	15%	18%	37%
Grade 4	14%	14%	38%
Grade 5	25%	25%	33%

**Kindergarten and 1st grade is not officially tested in reading fluency as the students are too young. They are, however, tested on letter and sound recognition. For purposes of consistency of data, the letter/sound recognition information for Kindergarten and 1st grade was not included as it is not comparable to the fluency assessments in other grades.*

As shown above, while reading levels significantly improved over the course of the school year, student reading fluency remained virtually static.

Finally, Gordon Parks tracked student success on pre/post formative assessments. Since each month's pre/post assessments tested a different unit of study, the school compiled grade-level averages of all pre/post assessments throughout the school year.

Grade Level	Units of Study	Grade-wide Average Pre-Test Score	Grade-wide Average Post-Test Score

Kindergarten	8 reading units and 2 writing units	45%	80%
Grade 1	7 reading units and 6 writing units	21%	92%
Grade 2	6 reading units and 6 writing units	21%	76%
Grade 3	3 reading units and 4 writing units	6%	38%
Grade 4	4 reading units and 3 writing units	16%	34%
Grade 5	5 reading units and 1 writing unit	5%	50%

School-wide, only 19% of students scored proficient or above on ***pre***-assessment tests but 62% of students scored proficient or above on ***post***-assessment tests.

Gordon Parks also experienced solid growth on the SAT10 testing in reading for 2009-2010.

	Fall SAT 10	Spring SAT 10
Scoring Proficient or Advanced	9% of students	16% of students
Scoring Basic	29% of students	46% of students
Scoring Below Basic	62% of students	38% of students

These were true gains as the SAT10 scoring table already takes into account students' natural growth over the course of the school year and increases the requirements to obtain "proficient" from fall to spring. A 24% reduction in the number of students below basic in just a matter of a few months was a significant step toward raising the baseline levels of academic achievement at our school.

2. Formation of Data Teams

As part of the work in revamping the school's communication arts curriculum in 2009-2010, the Center of Leadership and Learning consultant also led our school through the process of forming data teams. The entire teaching staff participated in ongoing staff development relating to Data Teams and Common Formative Assessments. Gordon Parks created six Grade Level Data Teams (all teachers for a particular grade) and two Vertical Data Teams. Initially, Grade Level data teams met twice weekly with the Teacher Leader. By mid-year these teams were able to function independently, but the Teacher Leader continued to meet with them at least weekly. The school also created two Vertical Data Teams - a primary team (representing grades K – 2) and an elementary team (representing grades 3 – 5). The Vertical Data Teams included not only classroom teachers, but also special educators, counselors, specials teachers, paraprofessionals, and the principal. Each

Vertical Data Team met once a month under the guidance of the Teacher Leader. Monthly faculty meetings included data celebrations, where progress toward school-wide reading goals and individual classroom assessment performances were shared. Today, the school's Data Teams continue to meet weekly on grade level and monthly in vertical teams to examine data from formative assessments and other assessment tools.

Initially, some teachers were hesitant to accept the work of the Data Teams. They recognized that many of the schools' students were functioning below grade level, but were unsure as to how the Data Team process could lead to improved student performance. The process of pre/post assessment and data collection required a paradigm shift, requiring teachers to think deeply about what and how they teach. Through training, guidance, assistance and constructive feedback, staff members ultimately bought-in to the initiative. They saw how accurate, timely and significant assessment feedback impacted their students' performance. This became most evident during the weeks of MAP testing. Teachers appreciated their students' readiness for testing. Through frequent exposure to informal testing (pre- and post-assessments), students developed an emotional confidence that had been lacking in previous years.

3. Response to Intervention (RTI)

Because so many Gordon Parks students begin school already 2 years behind academically,[1] each year a significant number of students still read well below grade level, even if they make steady progress each year. In response to this need, faculty and staff came together in 2008 to develop the Intensive Reading Program, specifically to target students reading below grade level. This Program has many similarities to a Response to Intervention program and included the hiring of a new Supplemental Reading Teacher. This teacher works one-on-one (and in small groups) with between 35-40 students in 2nd – 5th grade who read below grade level, diagnostically identifies their struggles in language, and prescribes the appropriate strategy of instruction. She supports teachers through diagnostic interpretation and appropriate strategies and oversees assessments and assists yearly in analyzing assessment data for the purpose of program improvement. She also assists in coordinating and supporting trained volunteers.

[1] Based on our fall 2010 screening assessments, 44% of all kindergarten students scored at "age 4 or below" and 11% scored at "age 3 or below."

The Intensive Reading Program also brought about the creation of a Daily Literacy Block, which is an uninterrupted 90-minute period to allow staff to focus on reading and writing skills. The classroom teacher, with the support of the Supplemental Reading Teacher, is responsible for developing lessons and orchestrating assistance within the classroom. In addition, the Program utilizes volunteers, who have been trained in reading tutoring, to help underachieving children on specific reading skills outlined by the Supplemental Reading Teacher.

Since its implementation in 2008, the school has benchmarked the progress of the students enrolled in the Program three times each year. In the 2008-2009 school year, 87% of the students enrolled in the Program met or exceeded their annual target goal. In fact, those who met their goal exceeded it by an average of 20 points (20 more words read per minute than targeted). While many of these struggling readers were still behind the national norms, the amount of growth they experienced in a single year was tremendous. Accordingly, the school elected to continue the Program the following year. In 2009-2010, 73 of the 90 (81%) students in this Program were reading at or above grade level by the end of the year. And based on the AIMSweb assessments 30 of the 57 students (53%) tested for fluency were at or above grade level by the end of the year.

Based largely on the successes the school experienced in the Intensive Reading Program, Gordon Parks continued the Program for the 2010-2011 school year, as well as began a similar Program for Mathematics. In the past, the math curriculum lacked consistency and continuity. Students did not receive a structured sequence of skills from year to year. As a result, students had gaps in their comprehension of math skills and concepts. In response, Gordon Parks implemented a new math curriculum called Investigations in 2009 and began the Intensive Math Program in 2010. The Intensive Math Program is run by the Supplemental Math Teacher whose job is to raise the school's math proficiency. She works weekly with small groups of students who are not proficient in mathematics. She uses activities from the Investigations series, the STAR math program and MAP test examples to individualize her teaching to meet the specific needs of a range of students. She also meets bi-weekly with 3rd - 5th grade students who are advanced in math, using higher level math problems and logical thinking concepts to challenge them. The Supplemental Math Teacher also administers all math fluency tests, leads our remedial tutoring program, and works with classroom teachers twice each month to discuss curricular goals, units of

study, student progress and assessment review. Like the Intensive Reading Program, the Math Program now includes a formal remedial tutoring program which is jointly coordinated between her and the school's Volunteer Coordinator. The Supplemental Math Teacher trains all volunteers desiring to tutor in math before they begin tutoring. Students selected for math tutoring are our lowest-performing math students. Tutoring sessions are held during the school day or after school. She also creates individualized tutor lesson plans for each student so that tutoring sessions fully support the work of the classroom teacher to help drive individual student progress.

Results of the Intensive Reading Program and the Intensive Math Program for 2010-2011 were strong. By the end of the 2010-2011 school year, 80 of the 89 (90%) students in the Reading Program were reading at or above grade level. Of the 4th and 5th grade students involved in this Program, 75% scored either Proficient, Advanced or met AYP based on the growth model for the 2011 MAP test. A major 1st year goal of the Intensive Math Program was to increase to 25% the percentage of students school-wide scoring Proficient, Advanced or making AYP under the growth model on the 2011 math MAP test. Gordon Parks was pleased to report that on the 2011 MAP test, 20.2% of students school-wide scored Proficient or Advanced in Mathematics, doubling last year's percentage. An additional 36% of students (to whom the growth model calculation could be applied) met AYP based on the growth model trajectories. Thus, overall 56% of students either were proficient, advanced or made enough growth in mathematics to meet the AYP requirement. The school also tracked mathematics improvement both in math concepts and in math fluency using in-house assessment tools over the course of the 2010-2011 school year. School-wide, the average score on math unit assessments increased from 10% (pre-test) to 76% (post-test). School-wide, the year began with 20% of students scoring proficient or advanced in mathematics fluency (primarily – this is a test of math facts recall for addition, subtraction, multiplication and division). By May, 64% of students scored proficient or advanced – an increase of 44% in only 9 months.

While Gordon Parks already has in place many of the components of an RTI program, it is not fully developed and integrated with our existing programs. The school still needs a dedicated time in the daily school schedule for RTI intervention and has begun to evaluate several formats. The school also needs to identify new resource materials for differentiation of instruction.

4. Curriculum Alignment

Based on the school's Annual Oversight Review in spring 2011, it was clear that Gordon Parks needed to better align the school's Math and Communication Arts curricula to Missouri state standards. During summer 2011, teachers and administration collaboratively worked to align both the Math and Communication Arts curricula to state standards. The school also purchased a curriculum mapping software program called "Curriculum Mapper" which allows easier tracking, access and updating of the school's subject matter curricula. In summer 2011, the Math curriculum was entered into the software program. The Communication Arts curriculum will be entered into the program during the 2011-2012 school year, as teachers teach the units, and will be completed by May 2012.

5. Purchase of STAR Assessment Software

After discussions with representatives from UCM in spring 2011, and much data analysis, Gordon Parks learned that it needed to more strongly align all areas of reading and math support including classroom instruction, sessions with the Supplemental Reading and Math Teachers, resource teachers and volunteer tutors, so that all reading and math support is focused on the same issues, targets and goals. Furthermore, the students' success shown in the AIMSweb data did not correlate to success on the MAP test. In response to these concerns, Gordon Parks purchased the STAR online assessment program in summer 2011, which allows teachers to obtain a clear picture of student skills as they progress. This assessment program allows teachers to evaluate students and focus on very specific, targeted needs in their literacy and math learning and is also a good predictor of success on the MAP test. Unlike the Teacher's College Assessments, the STAR reading and math programs also integrate well with the school's developing "Response to Intervention (RTI)" model. Now all teachers and volunteers working with students in reading have access to the information produced by the STAR program so that everyone knows precisely with what skills their particular student needs help. The school will also be able to better track student learning/achievement in response to the reading interventions employed. Gordon Parks requires teachers to conduct benchmark testing for all students three times a year. Students requiring more intensive interventions (Tier 3 students) are assessed more frequently. It is even possible to conduct weekly assessments through this tool. Samples of recent reports generated by STAR for the first half of the school year are included in **Appendix E.**

6. Revamp of Tutoring Program

Realizing the need for better alignment of instruction in reading and math, Gordon Parks has also revamped its reading and mathematics tutoring program for the 2011-2012 school year by creating a more formal tutoring process for our volunteers. All tutors working in the school's reading and math tutoring program are volunteers. Beginning October 2011, all volunteer reading tutors work directly with the school's Supplemental Reading Teacher or Supplemental Math Teacher (rather than through classroom teachers) and focus on the students that these Supplemental Teachers have identified with the greatest need. Volunteer reading tutors were required to attend a special reading tutoring training session in the Orton-Gillingham approach with our Supplemental Reading Teacher before they were allowed to begin one-on-one tutoring with students. Volunteer math tutors were also required to attend a special training session with our Supplemental Math Teacher before they could begin one-on-one tutoring with students. The Gordon Parks tutoring program is now focused on the specific needs of its students. Volunteers have been trained in specific math and reading skills and are directed by the Supplemental teachers as to the specific needs of the students being tutored.

7. Haberman Interview Process

Two years ago, Gordon Parks began using the Haberman Interview Process to fill all teaching positions (classroom or specials). Since that time, the school has replaced 8 of 13 classroom teachers, as well as its PE teacher and music teacher, using this four-step process. The Haberman Process includes an initial screening, a teacher interview, a teaching demonstration and a final interview that is designed to determine attitudes about teaching in the urban core. As a result of utilizing this tool, Gordon Parks believes it has hired an incredibly skilled teaching staff, dedicated to the mission of urban education. Now, 100% of Gordon Parks classroom teachers are "highly qualified" and all teaching staff is certified.

8. Accreditation Process

Gordon Parks is accredited through the North Central Association Commission on Accreditation and School Improvement. This North Central accreditation was granted in 2006 and the school is currently undergoing the Continuous Improvement Process to renew its accreditation. This process is a thorough self-study and evaluation of the school's compliance with the following standards and involves not only teaching staff, but all administrative staff, auxiliary staff and Board members: i) Vision and Purpose; ii) Governance and Leadership; iii) Teaching and Learning; iv) Documenting and Using Results; v) Resources and Support Systems; vi) Stakeholder Communications and Relationships; and vii) Commitment to Continuous

Improvement. The accreditation process is a very positive experience for staff as they continue the process of self-evaluation at this critical time in the school's development. All accreditation documentation will be submitted to North Central by February 2012.

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

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

The Gordon Parks Principal collaborates regularly with school personnel in the formulation of the Comprehensive School Improvement Plan (CSIP). The activities that are required and permitted by the Transformation Model of Intervention and included in the Gordon Parks SIG application are part of the school's CSIP.

ii. The plan is written in a format consistent with the requirements of Missouri's planning, budget, and reporting system (see Appendix B for additional information)

The CSIP has been written consistent with the requirements of Missouri's planning, budget and reporting system and has been entered into ePEGS. The "sources of funding" contained in the CSIP reflects the use of SIG as well as traditional funds in its development.

iii. The plan is based on improvement activities focused on the significant findings of the needs analysis

Gordon Parks engaged in a thorough Needs Analysis that included data and analyses derived from an Annual Oversight Review by its sponsor, 2009-2011 MAP test data and other school-produced assessment data, as well as staff and parent surveys conducted in 2010 and 2011. This Needs Analysis drove a comprehensive discussion at the staff, Board and parent level to determine the appropriate next steps to ensure the success of Gordon Parks and its students. From this analysis emerged six areas needing attention. The strategies and activities outlined in this application directly address these six "need" areas.

iv. Procedures are in place to evaluate the implementation of the strategies

Each strategy and activity identified in this application to address these six areas of need has assessment criteria associated with it. The primary objective of these assessment criteria is to monitor student achievement and engagement at multiple levels. The assessment criteria are outlined in **Table 4**.

v. The plan is based on improvement activities focused on the significant findings of the needs analysis

Gordon Parks engaged in a thorough Needs Analysis that included data and analyses derived from an Annual Oversight Review by its sponsor, 2009-2011 MAP test data and other school-produced assessment data, as well as staff and parent

surveys conducted in 2010 and 2011. This Needs Analysis drove a comprehensive discussion at the staff, Board and parent level to determine the appropriate next steps to ensure the success of Gordon Parks and its students. From this analysis emerged six areas needing attention. The strategies and activities outlined in this application directly address these six "need" areas.

vi. Procedures are in place to evaluate the implementation of the strategies

Each strategy and activity identified in this application to address these six areas of need has assessment criteria associated with it. The primary objective of these assessment criteria is to monitor student achievement and engagement at multiple levels. The assessment criteria are outlined in **Table 4**.

vii. The plans indicate that the required activities of the selected interventions for Tier I and Tier II schools will be implemented

The required activities for the Transformation Model have been included in the SIG application as well as in the CSIP. They are:

1. Change Principal – Gordon Parks has committed to hiring a new Principal by spring 2012.
2. Extend the School Day or School Year – Gordon Parks has committed to extending the school year and will enlist the valued opinions of parents, staff, administration and Board in developing a longer school year calendar.
3. Provide Staff Ongoing, High-Quality Job-Embedded Professional Development – Gordon Parks has committed to adding high-quality professional development opportunities for staff members in areas targeted to improve classroom instruction and student performance.
4. Use Rigorous, Transparent and Equitable Evaluation System for Teachers and Principals – Gordon Parks has committed to devising and implementing a new teacher and principal evaluation system that will be based on student growth and performance and such system will be developed with significant teacher and principal involvement.
5. Implement a Research-Based Instructional Program – Gordon Parks has committed to identifying and implementing research-based instructional practices, such as project-based learning and Orton Gillingham, in order to improve student performance. Gordon Parks will ensure that such practices are vertically aligned through the use of the school's existing vertical data teams.

6. Promote the Continuous Use of Student Data – Gordon Parks has committed to continuing its use of student data (common formative assessments, state assessments, and STAR program benchmark and progress monitoring assessments) through the school's existing data teams (both horizontal and vertical) in order to inform and differentiate instruction to meet the academic needs of individual students.
7. Implement Financial and Promotional Incentives for Teachers – Gordon Parks has committed to developing and implementing a new teacher incentive program that will be based on student growth and performance. Such system will be developed with significant teacher and principal involvement and will be designed to help recruit and retain staff with the skills necessary to meet the needs of Gordon Parks as a transformational school.
8. Provide Ongoing Mechanisms for Family and Community Engagement – Gordon Parks has committed to enhancing its existing family and community outreach programs through improvements in communication and family programming.
9. Ensure On-going Technical Assistance from an External Lead Partner Organization – Gordon Parks has committed to identifying and engaging an external lead partner organization, such as the Hope Foundation, to ensure that the school receives ongoing, technical assistance and related support in implementing its Transformational strategies and activities.

viii. The plans indicate that appropriate permissible activities of the selected interventions will be implemented

The guidelines for *permissible* activities under the Transformation Model of Intervention have been reviewed and clearly met through the development of this plan. The school's plan identifies the full development of a school-wide "response-to-intervention" model and uses technology-based supports and interventions as part of the school's STEAM approach to instruction.

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

Gordon Parks Governing Board has been involved in the development of this plan. The Board clearly understands its role in the implementation, support and continuance of the plan and all of the required and permissible Transformation activities that have been identified. The Board voted unanimously to support this SIG application on December 12, 2011. The Board, through its selection committee, has performed a national search for a new Executive Director and intends to fill the position

by January 2012. The Board has agreed to work with the Interim Principal and the faculty through a transition team in an effort to improve communications and insure that the quality of instruction for students is maximized. The Board plans to identify the new Principal early enough so that the Interim Principal and new Principal can work together in spring 2012 to insure a smooth transition and continuation of the plan during the pre-implementation phase.

In addition to the new Executive Director and the new Principal, the school has identified other staff positions necessary to fully implement the plan. With the addition of a STEAM approach to classroom instruction, the Science Implementer will be responsible for developing and implementing all science units. Classroom teachers will follow-up the unit instruction with appropriate lessons and activities. The recent infusion of 21st Century technology into the school and the plans for additional technological supports (*e.g.*, classroom computers for all students in grades 2nd-5th, video-conferencing, Smart Boards in every classroom, student response systems, multi-media equipment, data analysis software, and classroom web sites) necessitate the addition of a full-time Technology Coach to the school's staff. In addition, our staff surveys indicate a desperate need for a Technology Coach to assist teachers in learning how to properly integrate this technology into their classrooms in order to maximize student academic achievement. In fact, recent teacher surveys indicate that most classroom teachers are not comfortable with integrating SMART boards into their daily lessons and need intensive teacher training in this area. Teachers also feel they lack knowledge in how to use technology to differentiate instruction and assess student knowledge as well as in how to use technology and multi-media components in project-based learning. It is necessary that the Technology Coach be a full-time position because of the high influx of so many technological components into Gordon Parks at one time and because of the high need for side-by-side teacher coaching on how to integrate those technologies into classroom instruction. Gordon Parks needs a Technology Coach who is accessible during the entire school day. Because of the range of comfort levels among teaching staff with SMART board technology, the school plans to provide both basic level as well as advanced level training on SMART boards and their integration into classroom lessons. The school anticipates conducting basic SMART board training during the Pre-Implementation phase of the grant and also hiring a full-time Technology Coach beginning with Year One to work side-by-side with teachers to assist them with the incorporation of more web 2.0 tools into the curriculum and classroom practices.

SECTION VII.B. - NOT SERVING ALL TIER I SCHOOLS

(2) If the LEA/District is not planning to serve all Tier I schools, please list the schools that you do not plan to serve and explain why you have determined that your LEA/District does not have the capacity to serve those schools. (See Appendix C for additional information.)

As a charter school, Gordon Parks Elementary School is a single school/building LEA and functions as its own district; thus Gordon Parks will be serving all Tier I schools within its district.

SECTION VII.C. - LEA/DISTRICT ACTIONS

(3) For each of the topics listed below, describe what actions the LEA/District will take to:

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

Gordon Parks' SIG proposal includes the design and implementation of specific interventions consistent with the final requirements of the Transformation Model of Intervention. Table 1 below identifies each final requirement and the specific intervention the school proposes to implement, along with the staff members responsible for each strategy, the timelines for each strategy and activity, funding sources, implementation progress measures and LEA/district oversight and support. In addition, pre-implementation activities have been noted with an asterisk mark (*).

TABLE 1: ALIGNMENT OF INTERVENTION STRATEGY TO TRANFORMATION MODEL REQUIRED ACTIVITIES

Final Requirement	Intervention Strategy	Responsible Parties	Timeline	Funding Source	Implementation Progress Measures	Oversight & Support
1. Change Principal	GPES will hire a new Principal by spring 2012. *	Governing Board & Executive Director	By Spring 2012	Basic Formula	Rubrics created for School Turnaround leaders	Governing Board and Executive Director
2. Extend School Year	GPES will extend the school year. Exploration and planning for these schedule changes will occur February 2012 – July 2012, with implementation set for the 2012-2013 school year. *	Governing Board, Executive Director, Principal	Planning 2/2012 through 7/2012. Full implement-tation 8/2012	Basic Formula and SIG	Meeting agendas, sign-in sheets and meeting notes. Plan ready to implement by May 2012 – Info. Gathered in parent and teacher surveys	Governing Board

3. Extensive Professional Development	GPES will provide the following professional development for staff:
	• Professional development and support for teachers in project-based learning
	• Continued training in Balanced Literacy through:
	  • Summer training with additional coaching in Year 1 *
	  • Training in Orton Gillingham techniques through Baker University summer classes and periodic in-house staff development
	• Develop Peer Observation Schedule and integrate time in schedule for
		Principal		SIG	Teachers will implement at least 3 projects/year. Rubrics will assess quality
					
					Observation of Principal or designee – Checklist for implementation
					
					Observation of Principal or Designee –
					
					Notes of feedback
						Principal

	feedback sessions • Embedded professional development in math • Hope Foundation – Intensive School Reform Program				sessions	Leadership Team
4. Teacher Performance Evaluation Based on Student Performance	GPES will develop a new teacher performance evaluation plan that will be based in part on student performance. The new teacher evaluation plan will be developed February 2012 – July 2012 and implemented beginning with the 2012-2013 school year. *	Principal, Executive Director, and Teacher Committee	Planning 2/2012 through 7/2012. Full implementation 8/2012	SIG	In planning phase: meeting agendas, sign-in sheets and meeting notes. Criteria met according to plan	Principal, Executive Director, Governing Board
5. Research-based Instruction	• Training in project-based learning techniques • Balanced Literacy • Training in Orton-Gillingham reading techniques	Principal		SIG	Observation of techniques used in classroom w/ teacher reflection Notes from reflection time	Principal
6. Continuous Use of Student Data	Maintain established Data Teams and continue use of current assessment data from Teachers' College Reading Assessment, STAR assessments, formative assessments, and MAP test to inform daily classroom instruction	Principal	Ongoing	Basic Formula	Assessments on schedule, analysis of data, reflection on data, adjustment in instruction due to data	Title 1 Specialists, Leadership team
7. Financial Incentives for Teachers Tied to Student Performance	GPES will develop a new teacher compensation plan that will be tied, in part, to student performance (including bonus pay for teachers meeting defined student performance goals). The new teacher compensation plan will be developed February 2012 – July 2012 and implemented beginning with the 2012-2013 school year. *	Principal, Executive Director and Teacher Committee	Planning 2/2012 through 7/2012. Complete 8/2012	SIG	In planning phase: meeting agendas, sign-in sheets and meeting notes. Clearly defined expectations tied to compensation Implement Bd. Policies to support	Governing Board, Principal and Executive Director
8. Enhanced Family Engagement	GPES will enhance and facilitate parent involvement through: • Developing classroom web pages that inform parents of the curriculum, homework and interactive online resources for students to use at home • Activating the parent component of our existing school management software (School Insight) so that parents can view student grades and communicate with teachers • Expanding parent programming by: o Offering at least 3 programs each year centered on academic topics demonstrating activities parents can do at home. At least one of these programs will deal with STEAM education. o Expanding program offerings during monthly Parent Advisory Committee (PAC) meetings to include information for personal, career or technology enrichment for parents. o Surveying parents on topics of interest for future PAC meetings and set up schedule of presenters. o Working with school's community partners to find speakers for PAC meetings.	Principal and Family Outreach Coordinator Parent Outreach Coordinator/ Title and Science Implementer Volunteer/ Community Coordinator	Starting Year 2 (Sept. 2013) Each year starting year 1	Basic Formula, Title funds Basic Formula Title	Survey of Parent Use and Satisfaction Survey of Parent Use and Satisfaction Sign-in sheets Evaluations Agendas, sign-in sheet, evaluations Surveys and analysis Log of community involvement	Technology Committee Principal
9. On-going Technical	• Gordon Parks will engage a turnaround organization to provide	Principal and Executive Director	8/2012	SIG	Pre and Post assessment	Governing Board

Assistance Using External Turnaround Organization	guidance, oversight and technical instruction in developing and maintaining a culture of successful learning at GPES					
10. Local Governance – Principal & Executive Director Training	• Principal and ED will be involved in the following training: curriculum, instruction and teaching strategies employed under the SIG. * • Hire Grant Administrator to facilitate and oversee SIG compliance and fidelity of implementation*	Governing Board	2/2012 – 2013 7/2012	SIG SIG	PD logs & evaluations Grant fully implemented	Governing Board Governing Board/ Executive Director

Denotes a PRE-IMPLEMENTATION activity.

SECTION VII.C. - LEA/DISTRICT ACTIONS (continued)

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

As Gordon Parks seeks to engage external service providers to assist in the implementation of its intervention activities, it will use a thorough, but streamlined, process for recruiting, screening and selecting such providers. The process will also comply with the school's Board Policies for the execution of contracts that legally bind the school. Gordon Parks will recruit and contact providers based on recommendations on DESE's provider list, from other charter schools as well as from our own staff. After informal discussions with potential providers by phone or in person, Gordon Parks will request a proposal from each of the providers it deems a viable candidate to provide the service. The Principal and select staff members will review and evaluate the proposals based on scope of work, reputation, references and price. A provider will be selected based on those criteria and if the value of the work exceeds $5,000, the selection of such provider will be voted on by the Board as required by Board policy. Upon approval of the provider, Gordon Parks will enter into a contract with the external provider for the scope of work and price approved. For external professional development providers, Gordon Parks will also ensure that the contract for service includes sufficient post-implementation follow up work, such as classroom observations and walk-throughs, to ensure teachers have fully grasped the content and are applying the instruction methods correctly. In addition, contracts will contain a method of evaluation of the provider's service to the school. Because Gordon Parks is a single school district that is locally governed, the process of recruiting, screening and selecting external providers should be quick and efficient.

3. Align other resources with the interventions:

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

Gordon Parks' SIG proposal includes intervention strategies and activities that are supported not only through proposed SIG

funding, but also through the school's existing state and federal resources, local community funding and volunteer support as well as a variety of higher education and educational resources. Table 2 below identifies each intervention strategy and activity and the resources Gordon Parks proposes to use to support them.

TABLE 2: ALIGNMENT OF INTERVENTIONS WITH EXISTING/OTHER RESOURCES

INTERVENTION STRATEGY	EXISTING/OTHER RESOURCES			
	Local, State and other Federal Resources	**Higher Ed Partners**	**Other Educational Resources**	**Other Community Resources**
• Hire new Principal	SIG, Local			Haberman Process – STAR Teachers
• Provide professional development for Executive Director, Principal and Board	SIG		UCM	
• Collaborate with turnaround organization to provide guidance, oversight and technical instruction	SIG		Hope Foundation – Failure is not an option: Intensive School Reform Program	
• Hire Grant Administrator	SIG			
• Strengthen core teaching in Math o Implement 3-year initiative to improve teaching of math and explore teaching of math through science o Embed professional development with lesson modeling and reflection o Schedule 60+ minutes each day for math instruction o Purchase resources to enable effective teaching of mathematics	Title 1, local, SIG		Consultant to model and observe	
• Develop RTI plan o Use consultant to guide development of RTI plan and to support data teams o Modify daily schedule to accommodate all-school RTI time period o Purchase materials and/or software to support RTI program o Provide format for students to set personal academic goals o Maintain benchmarking system for students 3 times each year for math and reading	Title 1, local, SIG		RPDC	
• Develop extended year to increase instructional time in core subjects o Offer stipend pay to teachers who develop extended year schedules o Create plan for pay scale	SIG		DESE Resources	

adjustment for teachers working extended day/year				
• Develop and integrate a STEAM approach to teaching that is hands-on	Local, State, Federal, SIG	Kansas City Arts Institute	STEM Alliance Discovery Center	Redeemer Fellowship- Think Tank
• Science Curriculum development and alignment ○ Offer teacher stipend to develop and align	SIG			Missouri State Standards, National Standards, Core Curriculum (when available)
• Professional development for teachers in Balanced Literacy ○ STI ○ Orton Gillingham training ○ Teacher's College (Year 2)	SIG	Teacher's College – New York	Learning Abilities- KC	
• Develop peer observation schedule and feedback sessions	Local			
• Professional development in project-based learning ○ Allow for teacher collaboration time in schedule ○ Purchase 6 additional SMART boards for classrooms	SIG (Smart Boards were purchased for 1-5 with local funds)		Buck Institute – Professional Development on Project Bases Learning	Consultant in Smart Board usage
• Provide teacher incentives for successful teaching ○ Develop recruitment plan to attract, develop and retain highly qualified staff ○ Develop career ladder for teacher advancement ○ Develop teacher evaluations and compensation system tied to student performance	Local, SIG		DESE	Review models from other schools
• Hire instructional Technology Coach	Local, SIG			
• Teacher training in SMART boards and in Web 2.0 tools	SIG (pre-implementation only – Technology Coach will be used in Years 1, 2 & 3)			Local Consultant
• Utilize technology for differentiation of instruction	Local			
• Utilize technology to assess students through student response system	SIG			
• Activate parent component of school management software	Local			
• Expand parent programming for PAC meetings and for family academic nights ○ Survey parents	Local, SIG, Title 1			

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

As a charter school and a local education agency, Gordon Parks is locally controlled by a Governing Board of directors and

advised in a variety of capacities through its Advisory Board members. With this local control, Gordon Parks has the ability to efficiently modify existing policies and/or adopt new policies to support and implement the planned and required interventions of its school improvement plan. The school's Board has already unanimously approved implementation of the Transformation Model of Intervention to achieve school transformation and has granted the school's Interim Principal, and future school leaders, authority to design and implement the specific activities necessary to effect that transformation.

In addition, certain interventions will require policy or procedural change at the Board level and, therefore, will need to be reviewed and approved by the school's Board of Directors. Below is a list of those interventions that will require specific approval by the school's Board of Directors:

- Teacher evaluation and compensation plan based on student performance/achievement
- Extended school year – calendar revisions
- Job descriptions and creation of the following staff positions: Science Implementer and Technology Coach.

Gordon Parks has an excellent attendance record for its Board meetings, consistently maintaining a quorum for voting purposes at each monthly meeting. Accordingly, the school has the capacity to modify policies and procedures as necessary, as well as create new staff positions, in order to enable the school to implement the interventions fully and effectively.

5. Sustain the reforms after the funding period ends

Sustainability of the reforms implemented during the SIG funding period is a high priority for Gordon Parks and is critical to the maintenance of the school's staffing and programs. As a charter school serving at-risk, urban core children, Gordon Parks is well-familiar with the intense interventions necessary to educate students living in poverty and the additional costs associated with those needs. Indeed, the school was founded with an understanding that the school's basic formula payments and other governmental funds would not necessarily cover the costs of all the programs necessary to help these children succeed. Accordingly, Gordon Parks has always engaged in community fundraising from the outset, and began a formal fundraising program about 7 years ago.

First, not all intervention activities will necessarily need to be sustained. Those interventions that have proven ineffective or have already been completed (such as the purchase of materials and resources or the training of certain staff members) will

naturally not require funds or resources beyond the SIG funding period. In addition, certain interventions may well need to be sustained beyond the SIG funding period, but will not be as costly as the initial investment because over these three years Gordon Parks will have built an enormous amount of professional capacity within the school through its school leaders and teachers. For example, under a "train the trainer" model of professional development, the school should be able to sustain much of the SIG infusion of professional development by enlisting certain master teachers to train any new staff members in the future. Also, certain professional development work will only need "refresher" courses from time to time, which can typically be written into our school's basic operating budget. The school anticipates that a large portion of the funds required during the initial 3-year SIG investment will not be necessary to sustain after the SIG funding has expired. The capacity-building potential incorporated into this SIG proposal is extensive and should bring about a substantial growth in leadership, teacher skills and student achievement.

Clearly, however, certain interventions, particularly those which require the hiring of new personnel, will need to be sustained beyond the 3 year SIG funding period. For some of these items, Gordon Parks may rely on other government sources, such Title II to help fund the Technology Coach. For other items that do not lend themselves to pools of government educational funding (or if such governmental funding should no longer be available), the school will rely on its well-established Development Program. As referenced above, Gordon Parks has had a formal fundraising program for about 7 years, which has been highly successful in funding the gap in its operating budget. The annual fundraising goal is met through individual and corporate donations, as well as through grant funding from private foundations. Naturally, the revenue generated by the fundraising program is tied closely to donors' economic prosperity, and like many non-profits, the school has been challenged by the current recession. However, the Development Plan will be key to financially supporting those interventions that must endure after SIG funding has expired. Board (or LEA/district) financial and resource support has always been a hallmark of the Gordon Parks Development Program, as its Governing and Advisory Board members are some of the school's most significant donors and dedicated volunteers. In addition, having approved the school's application for the SIG and resolving to support each of the required interventions outlined under the Transformation Model, the school's Board has demonstrated its commitment to ensuring that the most vital interventions will be sustained.

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?

Gordon Parks has created a timeline for the implementation of all of its proposed intervention strategies and activities. Table 3 below identifies the start date, full implementation date and evaluation dates for each of the interventions.

TABLE 3: TIMELINE FOR IMPLEMENTATION OF INTERVENTION STRATEGIES

1. Establish Strong Leadership Team			
Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
• Hire new Principal & Executive Director*	• Currently ongoing	• Principal hired by April 2012 • Executive Director hired by January 2012	• October 2012, January 2013 & April 2013
• Provide professional development to new Principal, Executive Director & Board in the areas of curriculum, instruction and teaching strategies utilized under SIG	• August 2012	• Ongoing	•
• Engage and collaborate with turnaround organization to provide guidance, oversight and technical instruction	• Have already made contact and will firm up dates in February when schedule is complete	• August 2012	• January & May 2013
• Establish Hope Leadership Team	• August 2012	• September 2012	• October 2012
• Hire Grant Administrator	• March 2012	• July 2012	• December 2012 and June 2013
2. Improve Student Performance			
Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
• Strengthen core teaching in Math			
○ Implement 3-year initiative to improve teaching of math and explore teaching of math through science	• July 2012	• July 2015	• August of each year 2012-15
○ Schedule Consultant to coach teachers in Math Investigations curriculum	• March 2012	• August 2012	• January & May 2013
○ Schedule 60+ minutes each day for math instruction*	• March 2012	• August 2012	• March 2013
○ Purchase resources to enable effective teaching of mathematics*	• August 2012	• January 2013	• January 2012
• Develop RTI plan	• June 2012	• August 2012	
○ Identify consultant to guide development of RTI plan and to support data teams	• September 2012	• October 2012	• March 2013
○ Designate time in the school day (30 minutes) to accommodate RTI *	• March 2012	• August 2012	• March 2013
○ Purchase materials and software to support RTI program	• September 2012	• December 2012	• March 2013
○ Provide format for students to set personal academic goals	• August 2012	• October 2012	• October 2013
○ Maintain benchmarking system for	• August,2012,	• August,2012,	• August,2012,

students 3 times each year for math and reading	January & June 2013	January & June 2013	January & June 2013
• Develop extended year schedule to increase instructional time in core subjects*	• March 2012	• April 2012	• April 2013
○ Offer stipend pay to teachers who develop extended day/year schedules*	• March 2012	• April 2012	• April 2013
○ Create plan for pay scale adjustment for teachers working extended day/year*	• March 2012	• April 2012	• April 2013
• Develop integrated STEAM approach to teaching that is hands-on	• June 2012	• September 2012	• Upon unit completion
○ Board approval of Science Implementer position and job description	• February 2012	• March 2012	•
○ Employ Science Implementer	• June 2012	• June 2012	• Yearly - April
○ Create class schedule that integrates arts and academics	• March 2012	• April 2012	• November 2012
○ Purchase non-fiction books to support non-fiction reading, writing skills*	• April 2012	• August 2012	• January 2013
○ Introduce STEAM experts to classrooms via video-conferencing technology	• September 2012	• November 2012	• March 2013
○ Purchase multi-media equipment*	• March 2012	• November 2012	• March 2013
○ Purchase resources to support math and science integration*	• March 2012	• Ongoing	• Dec. 2012 & April 2013
○ Develop STEAM "task force" *	• June 2012	• Ongoing	• January 2013
• Incorporate project-based learning ○ Allow for teacher collaboration time in schedule	• August 2012	• June 2014	• March 2013
○ Purchase 6 additional SMART boards for classrooms*	• March 2012	• August 2012	• August 2012
• Provide teacher incentives for successful teaching	• August 2012	• May 2012	• June 2012
○ Develop recruitment plan to attract, develop and retain highly qualified staff*	• March 2012	• April 2012	• August 2012
○ Develop opportunities for teacher leadership & advancement*	• March 2012	• April 2012	• October 2012
○ Develop teacher evaluations and compensation system tied to student performance*	• March 2012	• April 2012	• May 2013
3. Develop Curriculum and Improve Classroom Instruction			
Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
• Science Curriculum development and alignment*	• June 2012	• August 2012	• Quarterly
4. Enhance and Imbed Professional Development			
Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
• Professional development for teachers in project-based learning	• Have already made contact and will schedule in the fall pending schedule	• Fall of 2012	• Embedded in Teacher Evaluation

• Professional development for teachers in Balanced Literacy o Teachers' College o Orton Gillingham training	• Summer 2012 and ongoing • Year 2	• June 2015	• March 2013 and yearly • March 2013, and yearly
• Professional development for teachers in math o Implement 3-year initiative with consultant to improve teaching of math and explore teaching of math through science	• June 2012	• July 2015	• August of each year 2012-15
o Schedule Consultant to coach teachers in Math Investigations curriculum	• April 2012	• September 2012	• January & May 2013
• Develop peer observation schedule and feedback sessions	• September 2012	• September 2012	• March 2013
5. Develop 21st Century Skills for Students, Teachers and Parents			
Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
• Board approval of Technology Coach and job description*	• February 2012	• March 2012	
• Hire Technology Coach*	• March 2012	• August 2012	• 3 times a year ending in April 2012
• Teacher training in SMART boards and in Web 2.0 tools*	• June 2012	• ongoing	• March 2012
• Utilize technology for differentiation of instruction	• August 2012	• October 2012	• March 2012
• Utilize technology to assess students through student response system	• June 2012	• August 2012	• January
6. Enhance Parent Involvement in Gordon Parks Educational Programs			
Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
• Develop classroom web pages	• August 2013	• October 2013	• January 2014
• Activate parent component of school management software	• August 2012	• September 2012	• January 2012
• Expand parent programming for PAC meetings and for family academic nights o Survey parents*	• August 2012 • April 2012	• August 2012	• January 2012 and at each meeting

Denotes a PRE-IMPLEMENTATION activity.

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?

Gordon Parks has developed specific annual goals for student achievement in Communication Arts, Mathematics and Science for each of the next three school years. These goals are tied to the Missouri MAP test scores and will be compared to appropriate benchmark data to determine growth levels. The academic targets, if met, will move Gordon Parks out of School Improvement by 2015. However, Gordon Parks is not content to just make AYP, but strives to ensure that its students are competitive with other Missouri schools. Table 4 below outlines each academic goal in Communication Arts,

Math and Science for each of the next three school years as well as the source of data in determining whether the goal has been met.

TABLE 4: ANNUAL GOALS FOR STUDENT ACHIEVEMENT

Year One: August 2012 - June 2013		
Goal/Outcome	Indicators	Data Source
Student academic performance in Communication Arts will improve	• At least 70% of students will read at or above grade level by May 2013.	• Teachers' College Reading Assessments
	• Gordon Parks will achieve a 10% annual increase in Communication Arts on the MAP test.	• 2013 MAP test
	• At least 90% of students will show at least 1 year growth or be on/above grade level on STAR reading assessments	• STAR reading assessments
	• At least 80% of students will meet class goals on common formative assessments.	• Post assessments for reading and writing units
Student academic performance in Mathematics will improve	• Gordon Parks will achieve a 10% annual increase in Math on the MAP test.	• 2013 MAP test
	• At least 90% of students will show at least 1 year growth or be on/above grade level on STAR math assessments	• STAR math assessments
	• At least 80% of students will meet class goals on common formative assessments.	• Post assessments for math units
Student academic performance in Science will improve	• Gordon Parks will achieve a 10% annual increase in Science on the MAP test.	• 2013 MAP test
Year Two: August 2013 – June 2014		
Goal/Outcome	Indicators	Data Source
Student academic performance in Communication Arts will improve	• At least 70% of students will read at or above grade level by May 2014.	• Teachers' College Reading Assessments
	• Gordon Parks will achieve a 10% annual increase in Communication Arts on the MAP test.	• 2014 MAP test
	• At least 90% of students will show at least 1 year growth or be on/above grade level on STAR reading	• STAR reading assessments
	• At least 80% of students will meet class goals on common formative assessments.	• Post assessments for reading and writing units
Student academic performance in Mathematics will improve	• Gordon Parks will achieve a 10% annual increase in Math on the MAP test.	• 2014 MAP test
	• At least 90% of students will show at least 1 year growth or be on/above grade level on STAR math assessments	• STAR math assessments
	• At least 80% of students will meet class goals on common formative assessments.	• Post assessments for math units
Student academic performance in Science will improve	• Gordon Parks will achieve a 10% annual increase in Science on the	• 2013 MAP test

	MAP test.	
Year Three: August 2014 – June 2015		
Goal/Outcome	Indicators	Data Source
Student academic performance in Communication Arts will improve	• At least 70% of students will read at or above grade level by May 2015.	• Teachers' College Reading Assessments
	• Gordon Parks will achieve a 10% annual increase in Communication Arts on the MAP test.	• 2015 MAP test
	• At least 90% of students will show at least 1 year growth or be on/above grade level on STAR reading assessments	• STAR reading assessments
	• At least 80% of students will meet class goals on common formative assessments.	• Post assessments for reading and writing units
Student academic performance in Mathematics will improve	• Gordon Parks will achieve a 10% annual increase in Math on the MAP test.	• 2015 MAP test
	• At least 90% of students will show at least 1 year growth or be on/above grade level on STAR math assessments	• STAR math assessments
	• At least 80% of students will meet class goals on common formative assessments.	• Post assessments for math units
Student academic performance in Science will improve	• Gordon Parks will achieve a 10% annual increase in Science on the MAP test.	• 2013 MAP test

SECTION VII.F. - SERVICES AND ACTIVITIES

(6) What services and activities will be implemented in the Tier III schools receiving School Improvement Grant funds?

Not Applicable. Gordon Parks Elementary has no Tier III schools in its district.

SECTION VII.G. - ANNUAL GOALS FOR STUDENT ACHIEVEMENT

(7) 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 III school receiving School Improvement Grant funds?

Not Applicable. Gordon Parks Elementary has no Tier III schools in its district.

SECTION VII.H. - CONSULTATION WITH AND INVOLVEMENT OF STAKEHOLDERS

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

Gordon Parks' primary stakeholders in the planning and implementation of the school's intervention activities under the Transformation Model are the school's teachers and other staff members, parents, Board members and community partners. The school has engaged each of these stakeholder groups in the planning of its intervention activities, and plans to continue to utilize these stakeholders as necessary and appropriate in the implementation of the activities in the coming years.

Planning with the school's stakeholders for certain interventions began almost two years ago. In March 2010, the school hosted an Open Space Forum event bringing together staff, board, parents, volunteers and community members to

brainstorm about the school's most pressing challenges and ways to address them. Each participant in the forum voted on the top 5 priorities for the school and a task force was assigned to each priority. One of the top 5 challenges identified was the need for a longer school year and a modified school calendar. This task force met over the course of the next several months to discuss various calendar options. In fall 2010, the school surveyed all staff members and parents regarding suggested changes in the school calendar/schedule. After surveying, the Task Force created a proposed "year-round" school schedule to initiate discussions at the Board level. In spring 2011, the Board elected to postpone a decision on implementation of year-round school because of the insecurity of summer school funds which would be necessary in order to fund the extended year. Gordon Parks plans to utilize the information already gathered about this topic in its planning for an extended school calendar.

In spring 2010, the school hired a new Volunteer Coordinator, whose job is to coordinate all volunteer and community partner efforts for the school. Through the Volunteer Coordinator, the school has been able to reach out more broadly to community partners and now meets monthly with key community partners to discuss ways the community can support Gordon Parks. Through a partnership with Ernst & Young, LP, a regional consulting firm, Gordon Parks has a dedicated corps of trained volunteers supporting the school's Intensive Math Program through after-school remedial tutoring. In addition, through a partnership with his church, a prominent civic and educational leader has become involved with the planning of the school's STEAM think tank and has committed to helping the school reach out to local area scientists to participate. This civic volunteer is also a member of the Kansas City mayor's Google task force and recently nominated Gordon Parks to be the first elementary school test site for Google's fiber optic broadband investment in Kansas City. Connecting to Google's new broadband service would provide extensive internet support for our school's STEAM program and upgraded technology.

Gordon Parks' families face both psychological and logistical barriers in connecting and communicating with the school. Many parents had bad school experiences as children and feel negatively toward the school institution. To ensure parents are comfortable with their school and to encourage more parent involvement, Gordon Parks hired a new Family Outreach

Coordinator (FOC) in August 2010 who serves as a main point of contact for our families. As a parent of two highly successful Gordon Parks' graduates, and a past member of our Advisory Board, the FOC is able to assist parents in the school registration process, as well as answer detailed questions about the school, its teaching staff and its governing/accountability systems. She not only conducts on site school tours for interested families, but is also comfortable engaging directly with our target community, holding recruitment presentations at urban core day care centers, YMCAs and churches. She also leads and coordinates parent workshops on education, discipline and health through our new Parent Advisory Committee, which meets monthly.

Through the school's FOC, Gordon Parks will be able to efficiently disseminate information to and seek opinions from parents and families with respect to the implementation of the school's intervention activities and the necessary changes associated with the Transformation Model. The FOC and Principal are in regular communication with the school's families through: i) the school's Principal Letter, which is sent home weekly in all student backpacks; ii) the school calendar (hard copy and website version); iii) school updates posted on the website; iv) the Parent bulletin board; v) the school's semi-annual newsletter posted on the Parent bulletin board; vi) and monthly Parent Advisory Committee meetings. The Principal and FOC will use all of these methods of communication, as appropriate, to keep parents and families informed about the school improvement process and to solicit their opinions. The school also plans to survey members of the Parent Advisory Committee about future topics for meetings and about what parents would like to learn about how to assist their students in the learning process.

More recent input from staff and parents has focused on professional development, technology and special education. In fall 2011, the school surveyed all staff members regarding professional development. Gordon Parks has used the results of this survey to identify professional development needs among our staff. The school also surveyed all staff members regarding use of and need for technology in the classrooms and in the school. In addition, the school surveyed all families regarding use of technology at home. As a result of these surveys, Gordon Parks now has a clearer picture of the remaining gaps in our classroom technology, what types of training our staff needs in order to fully integrate the existing technology into the

classroom, and how well our families will be able to support their students' use of technology at home. In 2011, Gordon Parks also surveyed all special education staff members to determine if instruction was being negatively affected by their heavy caseload.

During summer and fall 2011, the school's Interim Principal and teaching staff have had multiple meetings with Board members to discuss the improvement model options and the list of required activities under each model. A staff transition team was created in fall 2011 to assist with staff/board communication in this process. The Board was provided with copies of the SIG application, details about each Intervention Model and an outline of the various intervention activities proposed by the school administration to address the deficiencies identified in the school's Needs Analysis. The Board approved the SIG application at its Board meeting on December 12, 2011 and committed to supporting the required interventions under the Transformation Model. Gordon Parks also has current parents serving on its governing and advisory boards which helps facilitate discussion among parents and families about issues being considered by the Board.

Finally, Gordon Parks is currently undergoing a renewal of its accreditation with North Central Association Commission on Accreditation and School Improvement and through that process is engaging all staff and Board members in a thorough analysis of the school's current strengths, weaknesses and needs. This analysis will be completed by February 2012.

Should Gordon Parks be approved for SIG funding, it will communicate with all staff members, parents, Board members, volunteers and other community partners to inform them of the school's award, to review the requirements and parameters of the funding, to review the Transformation Model requirements and timeline for implementation, and to coordinate first steps for all staff and Board members.

SECTION VII.I. – COMPETITIVE PRIORITIES

1. Implement One Plan. All segments of the School Improvement Grant (SIG) flow seamlessly into Gordon Parks' Comprehensive School Improvement Plan (CSIP). All activities and components have been entered into the ePEGS system. Gordon Parks will work from this one CSIP next year to ensure continuity and to drive the implementation, professional development and evaluation calendars. The activities are aligned with the goals set forth by DESE and

adopted by the school. The school's needs assessment supports the activities contained in the plan.

2. Set Ambitious Targets for Improvement. Gordon Parks believes that progress is built on individual growth. The growth the school is expecting is rigorous, ambitious and is designed to achieve AYP in a matter of three years. The school is closely monitoring growth patterns this year using its STAR Assessments. In an effort to understand student growth, data teams are examining the fidelity of implementation of core programs, the degree of differentiation in the classroom, the development and implementation of the school's RTI model, and the support outside of the classroom for students. Research suggests that in order to boost student achievement, schools must involve students in the learning process. Gordon Parks will embrace this student-centered approach through project-based learning. Working on relevant issues and providing choices for students will be balanced with the professional knowledge of the skills and content needed to be successful. Gordon Parks' STEAM approach provides enriched materials and concepts that challenge its students.

3. Design an Innovative Plan for Recruiting, Evaluating and Retaining the Best Teachers and Leaders. Recruiting teachers and school leaders that are dedicated to Gordon Parks' core philosophies is extremely important. Gordon Parks has performed a national search for its new Executive Director. New Principal candidates also emerged from that search. When the need for new teachers arises, the positions will be advertised through the school's website, MOREAP and NonProfit Connect, a local listing service for non-profit jobs. Using the thorough Haberman interview techniques helps to identify teachers who are best suited to the needs of the Gordon Parks community. The school's plan to evaluate and compensate teachers based in part on the performance and growth of their students will challenge teachers to discern what instructional methods have influenced growth in knowledge and understanding in their students and to expand those techniques. The opportunity to reap financial rewards for classroom success, coupled with the school's plan to provide extensive imbedded professional development and more peer observations and feedback will foster a community of teachers who feel supported and guided in their careers. This school-community support will help retain the best teachers and leaders at Gordon Parks and increase the likelihood that its students will be successful.

4. Identify High-Risk Students and Create Opportunities to Succeed. The mission of Gordon Parks Elementary School is "to provide an enriched academic program particularly to educate at-risk, urban core children to reach their potential." In order to fulfill its mission, Gordon Parks partners closely with Operation Breakthrough, Missouri's largest child care and

social services agency for working-poor families, actively recruiting students from that program as well as from other urban day care centers, churches and YMCA programs. As a result, a majority of our students come from impoverished families, 95% of whom qualify for free or reduced lunch each year, a common indicator of poverty for schools. Approximately, 82% of our students are African-American, 14% are Caucasian, 2% are Asian and 2% other races. Many of our children come from homeless or battered women's shelters. About 90% of our students reside with single parents. Many students arrive at Gordon Parks 1 to 2 years behind their middle-class peers in academic, behavioral, emotional, speech and language skills. Coming from challenging backgrounds, our children often have not developed adequate listening, coping or self-discipline skills. About 25% of our students exhibit mental health and behavioral problems severe enough to require therapy during the school day.

Because the mission of Gordon Parks' is to educate high-risk students, the school was specifically designed to include a variety of "early warning systems" to ensure students do not fall between the cracks. All entering kindergarten students are screened with a Dial-3 developmental assessment to determine their preparedness for kindergarten work. Those students scoring developmentally low for their age are offered a place in the school's transitional kindergarten classroom called PACE (Preparing All Children for Excellence), which began in August 2011. Upon completing the PACE year, those students will enter a traditional kindergarten class the following school year. In addition to our kindergarten screenings, all students at every grade level are assessed monthly in reading using the Teachers College Assessment, which provides a grade-level equivalency score for each student. Also, at least three times each year all students are tested in reading and math skills using our new STAR assessment program. Students scoring below grade level at these benchmark assessments are then progress monitored on a more frequent basis to ensure that the interventions being used for the student are achieving results. The STAR assessment program allows teachers to evaluate students and focus on very specific, targeted needs in their literacy and math learning and is a good predictor of success on the MAP test. The school's developing "Response to Intervention (RTI)" model uses the STAR reading and math programs for progress monitoring. Now all teachers and volunteers working with students in reading will have access to the information produced by the STAR program so that everyone knows precisely with what skills their particular student needs help.

Attendance at Gordon Parks is closely monitored by our Office Manager and Family Outreach Coordinator. Parents are expected to contact the Office Manager if their child will be late or is absent from school. If the school does not receive a call explaining the tardiness or absence, the Family Outreach Coordinator is notified and she contacts the parents immediately to determine the reason for the absence. For students who are repeatedly absent or tardy or who have unexplained absences, the Family Outreach Coordinator sets up a meeting with the family to discuss their child's attendance and to determine the root cause of the absenteeism. She assists families in many ways from helping them with transportation issues, daycare issues and even provides recommendations for a variety of resources for families struggling with homelessness, utility and rent payments and food insecurity – all common problems for students with attendance issues. Notwithstanding our school's high-risk population, Gordon Parks consistently meets AYP in attendance each year.

In addition to academic screenings, Gordon Parks also provides a variety of health-related screenings to ensure that our families can address any health concerns quickly before such issues begin to detrimentally affect their students' academic performance. Through our part-time vision skills specialist, Gordon Parks provides vision screenings for all entering kindergarteners, and for older students as recommended by their classroom teachers. The school has been successful in obtaining corrective lenses for students whose families are unable to afford them. Gordon Parks also partners with the Cerner Corporation's Healthe Kids program to provide general health screenings to all students each fall. Under the supervision of our Family Outreach Coordinator and Volunteer Coordinator, volunteer nurses and health care providers contact families to review the results of the health screenings, help with recommendations to physicians and answer any questions parents may have. Finally, Gordon Parks partners with University of Missouri at Kansas City Dental School to provide not only dental screenings for all students, but also free care to those needing fillings, extractions and other basic dental needs.

5. Be Bold and Innovative. Gordon Parks' SIG proposal is bold because it strives to effect change at a fundamental level at the school. First, Gordon Parks will extend its school year. The extended school year calendar will be developed by a parent/staff committee with Board input. Second, Gordon Parks' proposal includes the creation of a new evaluation and

compensation program for teachers that takes into account student performance and student growth. This new evaluation and compensation program will be developed collaboratively by a teacher committee and the principal, with input from the Board and executive director. As demonstrated by the school's replacement of 8 out of 13 classroom teachers and two specials teachers in the last two years, Gordon Parks' small size and local control provides the school with the ability to remove ineffective employees efficiently. The use of the Haberman Interview Process ensures that the school hires new employees (specifically teachers) who are highly qualified and committed to teaching in the urban core.

The school's application is also innovative because it proposes to address its students' academic deficiencies through the implementation of a cutting-edge STEAM (Science, Technology, Engineering, Art and Math) program. Not only will a STEAM approach to education address the dearth of graduates our nation is seeing in the areas of science, technology, engineering and math – specifically among minorities – but it also will address some of the root causes for our students' slow academic growth patterns. The STEAM approach to learning will incorporate project-based learning and the use technology as a learning tool. It will develop our elementary students' natural curiosity and use that as a basis for student-centered learning. This STEAM approach will also focus on improving non-fiction reading and writing, as well as nurture the critical thinking and depth of knowledge skills that so many of our students lack.

Finally, the Gordon Parks proposal budget outlines a funding scheme that will supplement its existing operating budget to pay for the cost of engaging a "turnaround organization" to lead the school through its school improvement process, the cost of an extended school year, teacher performance incentive pay, additional professional development for teachers in research-based instructional techniques and technology, the cost of additional technology staff, and the cost of materials and supplies to fully develop our school's RTI plan. These expenditures are necessary and reasonable in order to ensure the delivery of the interventions required by the Transformation Model. The school's fund raising and development program was put in place to fund the "gap" between the school's annual operating budget and the funding it receives from state and federal sources, and will be utilized to help sustain the SIG-funded interventions beyond availability of SIG funds.

6. Demonstrate Teacher Commitment. Gordon Parks' SIG proposal demonstrates that not only have its teachers had

a significant role in shaping the interventions and activities to effect the Transformation Model at the school, but that they are also committed to this process and the school's success. Teachers have been instrumental in implementing many of the improvement activities already undertaken by the school in the last couple of years, including the creation of common formative assessments in communication arts and math, the creation of data teams and horizontal/vertical curriculum alignment. Moreover, the school has supplemental teachers in reading and math who have been at the center of Gordon Parks' successful Intensive Reading and Math Programs, and who will be leaders in fully developing our school's RTI program through this grant. The school has already formed a staff transition team comprised of classroom and special teachers to not only assist in communication with the Board, but also to guide the school through the changes and transitions necessary to implement the school's intervention activities.

In order to ensure teacher commitment to the school and to this transformation process, every teacher will be required to state their support of and commitment to the school's transformation process and such commitment will be reflected in ***all*** teacher contracts. In addition, the new teacher evaluation and compensation program will also be developed with heavy input from teachers to ensure fairness. The school also believes that buy-in from teachers in creating this evaluation and compensation program will also help solidify commitment to the transformation process and to the school.

APPENDIX A

SIG Required Leading Indicators Form

GORDON PARKS ELEMENTARY SCHOOL
SIG Required Leading Indicators
2010-2011 Base Year

H-27. What are the leading indicators that will be used to hold schools receiving SIG funds accountable?
The following metrics constitute the leading indicators for the SIG program:
(1) Number of minutes within the school year;
(2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
(3) Dropout rate;
(4) Student attendance rate;
(5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
(6) Discipline incidents;
(7) Truants;
(8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
(9) Teacher attendance rate.

SIG Required Leading Indicators	Baseline	Year 1 Target	Year 1 Actual	Year 2 Target	Year 2 Actual	Year 3 Target	Year 3 Actual
Number of minutes within the school year	65,490	73,290		73,290		73,290	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	100%	100%		100%		100%	
Dropout rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Student attendance rate	93%	93.5%		94%		94.5%	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Discipline incidents	0	0		0		0	
Truants	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Distribution of teachers by performance level on an LEA's teacher evaluation system	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Teacher attendance rate	96.0%	96%		96%		96%	

APPENDIX B

School Background

APPENDIX B

SCHOOL BACKGROUND

Gordon Parks Elementary, a non-profit Kansas City, MO charter school, was established to provide an individualized education to urban-core children living in poverty. Until Gordon Parks opened in 1999, no elementary school in the Kansas City area existed solely for the purpose of educating at-risk, urban core children. With the University of Central Missouri (UCM) sponsoring its charter, Gordon Parks opened with 53 kindergarteners and first graders from Operation Breakthrough. Located just minutes from Gordon Parks, Operation Breakthrough is the State of Missouri's largest childcare and social services agency for working-poor families. The school has grown each year since 1999 and now educates about 225 at-risk students in grades K – 5th. Today, Gordon Parks is one of the few charter schools to obtain national accreditation through the North Central Association Commission on Accreditation and School Improvement (NCA CASI). The NCA CASI reviews the school's accreditation every five years.

Gordon Parks' target population is urban-core children, ages 5 through 11, who live within the boundaries of the Kansas City, Missouri School District. A majority of its students come from impoverished families, 95% of whom qualify for free or reduced school lunch. Gordon Parks maintains one of the highest poverty rates for an elementary school in the Kansas City area. Approximately, 82% of its students are African-American, 14% are Caucasian, 2% are Asian and 2% other races. Many children come from homeless or battered women's shelters. About 90% of the school's students reside with single parents, most of whom struggle to support their families on annual earnings around $10,000.

When Gordon Parks opened its doors in 1999, it quickly learned that because of the circumstances in which its children live, many students come to Gordon Parks with significant deficits in language, and in emotional and behavioral readiness. Many students arrive at Gordon Parks 1 to 2 years behind their middle-class peers in academic, behavioral, emotional, speech and language skills. Coming from challenging backgrounds, many children often have not developed adequate listening, coping or self-discipline skills. In fact, the "coping" system for many of Gordon Parks children is simply raging. About 25% of its students exhibit mental health and behavioral problems that require individual and/or group therapy during the school day. Based on surveys conducted during the 2008-2009 school year, Gordon Parks found that *almost 60%* of its students fall into one or more of these categories: special education, low IQ, severe behavior issues and/or mental health disorders. In response to the needs of its students, Gordon Parks has developed specific educational, behavioral and sensory programs to teach its children how to communicate, cope and participate in a classroom so that they may *engage in* the process of learning and achieve their full potential. The Gordon Parks curriculum features active learning opportunities in the following key areas:

- Family-Like Environment: Small class sizes enable teachers to create a small, family-like environment. The maximum number of students in the school's classrooms is 18.
- Balanced Literacy: Balanced Literacy is an instructional philosophy whereby every teacher uses children's literature as the teaching tool to reach curricular goals. The substitute for textbooks is a library of more 2,500 books in each classroom, hand-picked by teachers to help children of differing skill levels. All students select books on their individual reading level on all subjects and guided reading groups challenge students to go beyond their comfort zones.

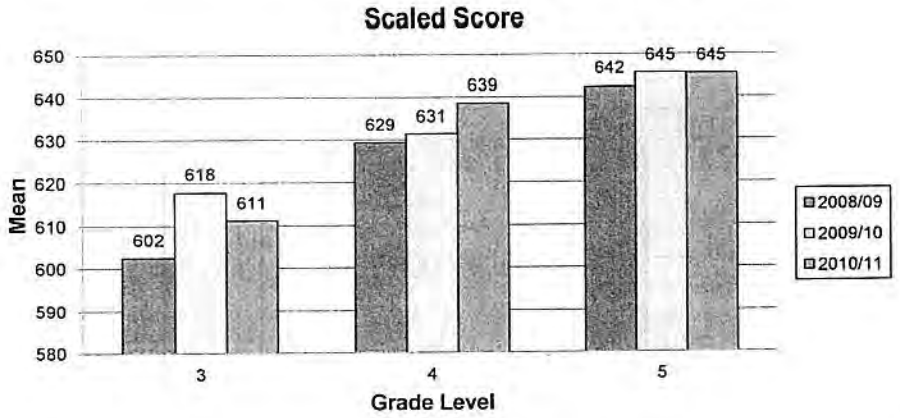
- P.A.C.E. Program: Preparing All Children for Excellence (P.A.C.E.) is an innovative kindergarten classroom designed for kindergarten-eligible students who are not yet ready to make the leap from preschool to kindergarten. Gordon Parks established the PACE program out of concern that each year approximately 45% of its entering kindergarten students were arriving at school one or more years developmentally behind their peers and not prepared for a kindergarten curriculum, many because they had no preschool experience whatsoever. PACE is designed to address the academic deficiencies many Gordon Parks' students demonstrate in the early learning years.
- Special Needs Services: The Special Needs team, comprised of 3 certified educators, a certified speech/language pathologist, a part-time occupational therapist and a part-time vision skills specialist, works with approximately 40% of the student body. About 19% of Gordon Parks students have an Individual Education Plan (IEP) and are provided special education services. About another 20% of its students do not qualify for an IEP, but receive supportive services from the Special Needs Team. The children in our special education program have learning disabilities, speech and communication problems, dyslexia, mild forms of autism and other learning challenges.
- Behavior Intervention Strategies Team (BIST): There is no single "disciplinarian" in the school. Instead, Gordon Parks employs an all-school, no-blame program wherein every adult uses the same vocabulary and approach to teach children how to modify their behavior. Students exhibiting disruptive behavior must leave the classroom, examine their behavior, and then modify the behavior so that the teacher can continue to teach the class without interruption. Disruptive students are referred to the CARE Room, a safe place where they can work with our Behavior Specialist. This approach enables students to come back to the classroom and contribute to their learning environment when they are ready. This BIST program was developed at Ozanam, a local residential mental health treatment facility specializing in family intensive treatment models and BIST consultation services.
- Integrated Arts Program: Discovering that urban core students respond positively to the arts, Gordon Parks developed a program where students spend approximately 20% of instructional time dedicated to art, physical education, dance, music and library science. The school also partners with arts nonprofits to provide performance experiences and unique artists-in-residence programs for its children.

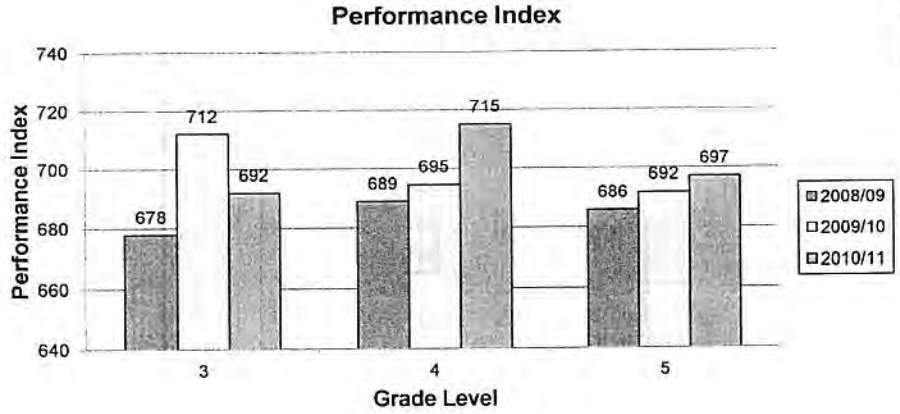
APPENDIX C

MAP and Other Assessment Data and Analyses

Gordon Parks Elementary School
Annual Report Card
2010/11 School Year

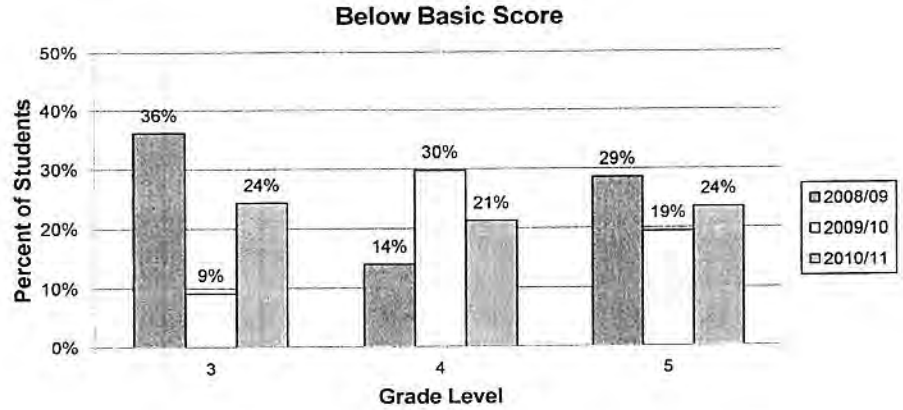
MAP Comm. Arts





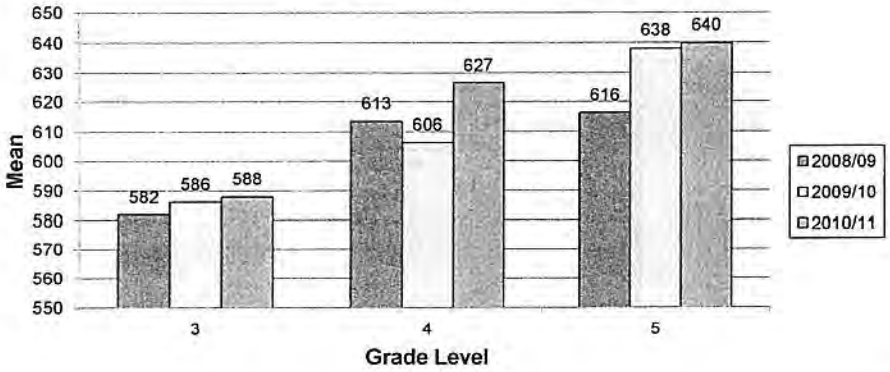
KC District Averages for 2006-2010

Grade	3	4	5
Scale Score	616.6	635.3	650.8
Performance Index	705.6	708.2	713.5

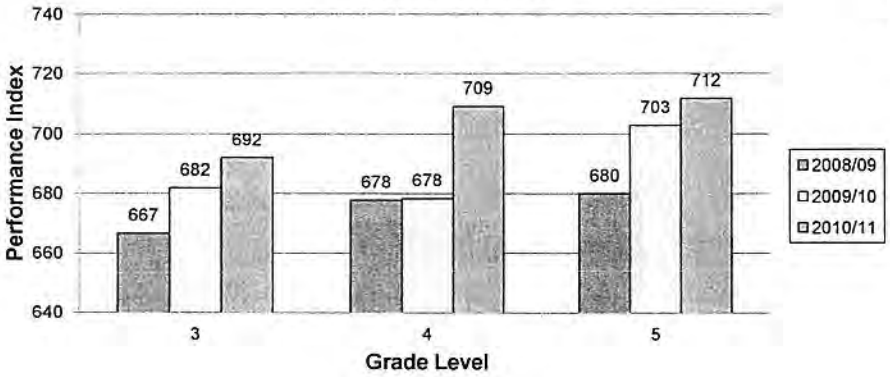


MAP Math.

Scaled Score



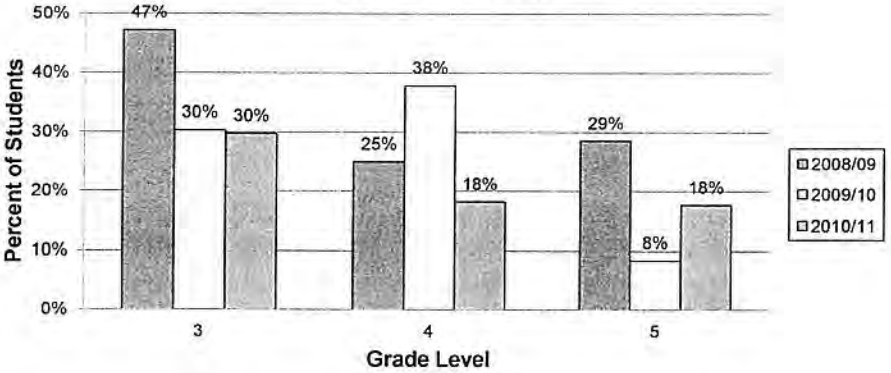
Performance Index



KC District Averages for 2006-2010

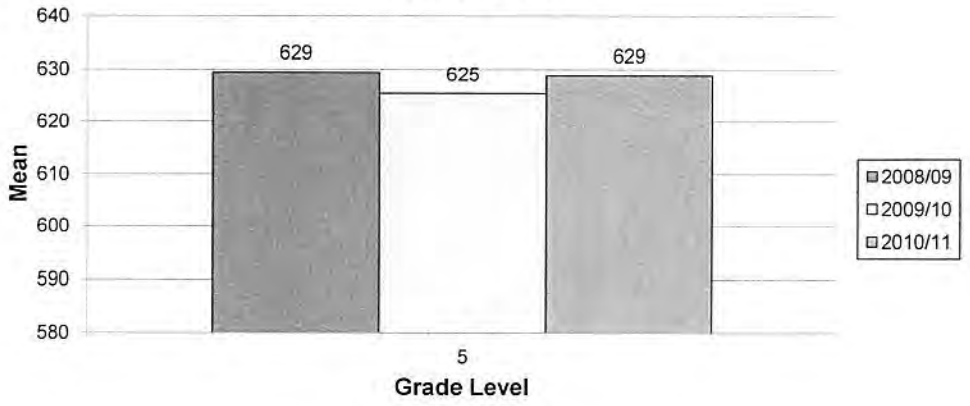
Grade	3	4	5
Scale Score	601.5	623.4	637.6
Performance Index	708.5	708.5	709.4

Below Basic Score

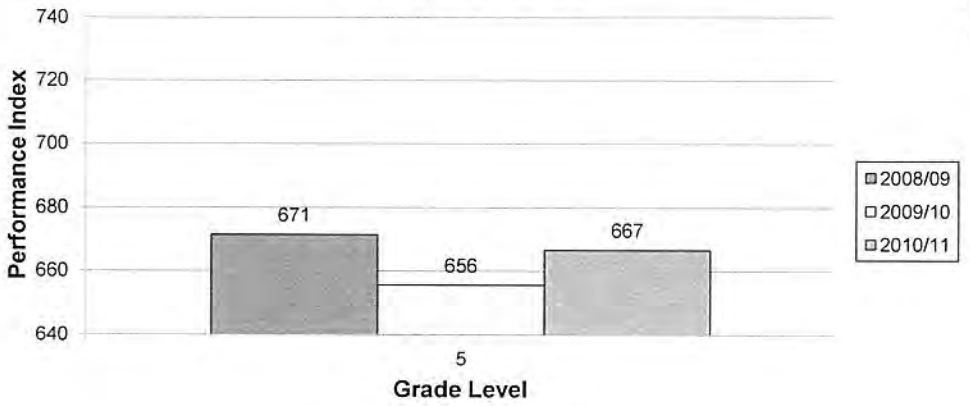


MAP Science

Scaled Score



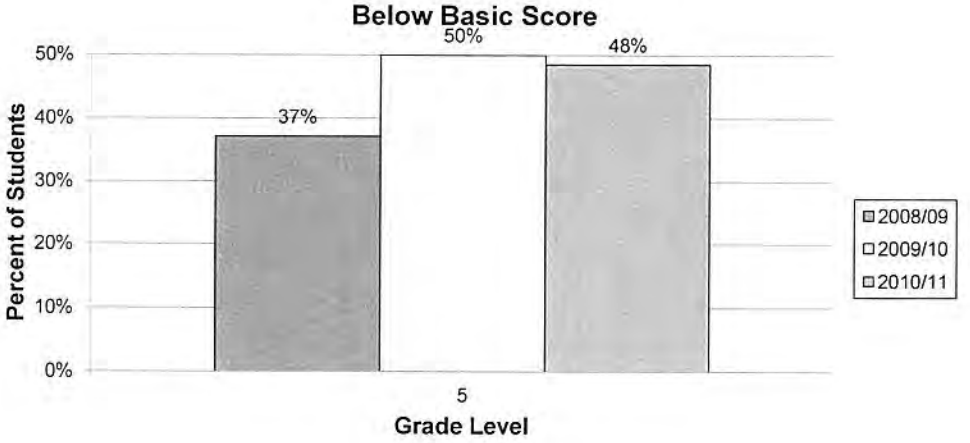
Performance Index



KC District Averages for 2006-2010

Grade	5
Scale Score	636.9
Performance Index	690

Below Basic Score



Missouri Assessment Program (MAP)

- Performance in MAP Communications Arts is comparable to Kansas City district
- Performance in MAP Math and Science lags Kansas City district
- The percentage of students Proficient or Advanced declined for three years and was at 7.5% for both Communication Arts and Math in 2009.
- MAP scores improved in 2010 with 14.3% of students Proficient/Advanced in Communication Arts. This increase was sufficient for Gordon Parks to make AYP in Communication Arts based on the Safe Harbor Confidence Interval. The 2010 Math score also improved to 10.5% Proficient or Advanced, but this increase was not sufficient to make AYP.

Comparison of MAP Data to KC District and State of Missouri

		MAP Index			Percent Below Basic		
Subject	Grade	GPES	KCMO	State	GPES	KCMO	State
Communications Arts	3	691	703	749	23.0	23.6	9.0
	4	694	708	755	21.0	21.8	8.0
	5	690	715	761	23.3	17.7	6.5
Math	3	677	713	749	33.6	18.4	6.5
	4	692	707	748	23.7	20.6	7.0
	5	688	711	755	19.6	19.1	7.0
Science	5	665	690	752	41.5	30.9	10.9

Note: Data is the average for 2008 through 2010.

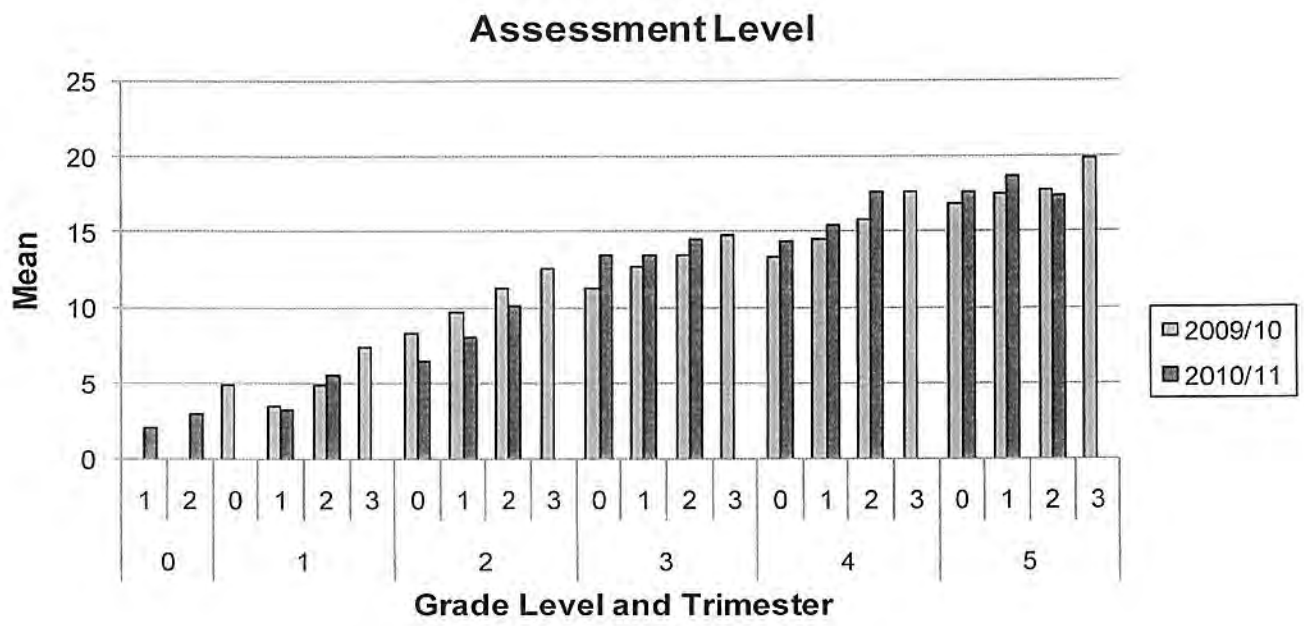
Internal Student Assessment Data and Analyses

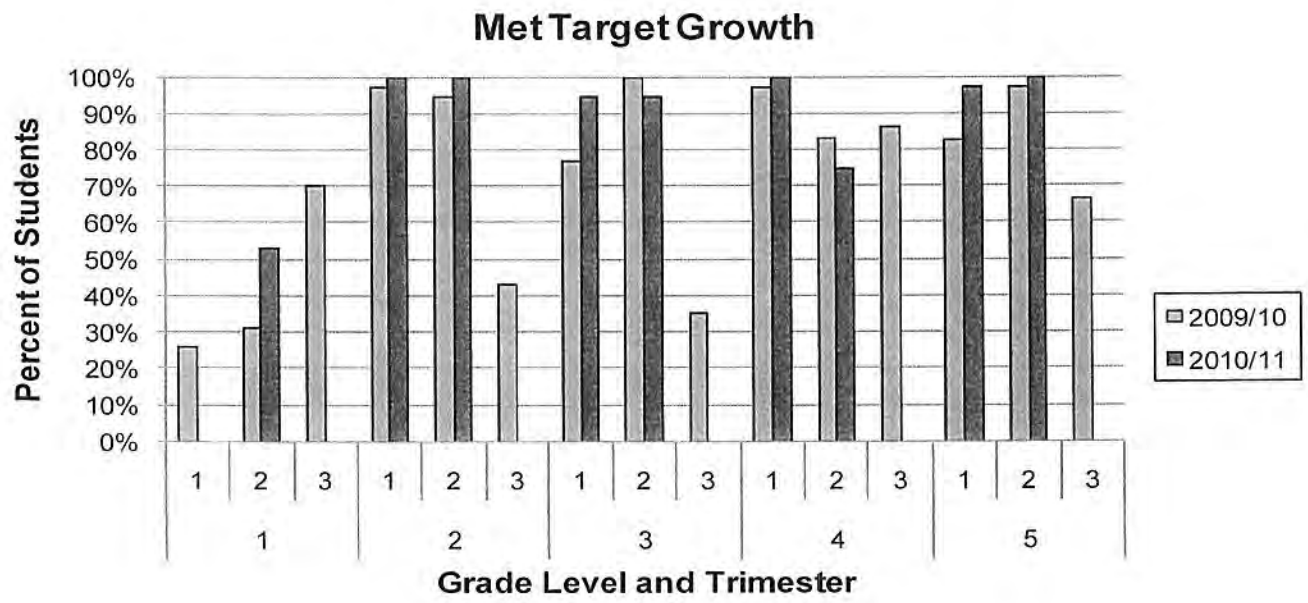
The AIMSweb and Teachers College assessments are administered to monitor student growth in reading and math several times each school year. The AIMSweb assessment includes reading and math components, while only the Teachers College reading assessment is administered. Resullts for these assessments are shown on the following pages. Three different analyses of results are provided for each area as described below.

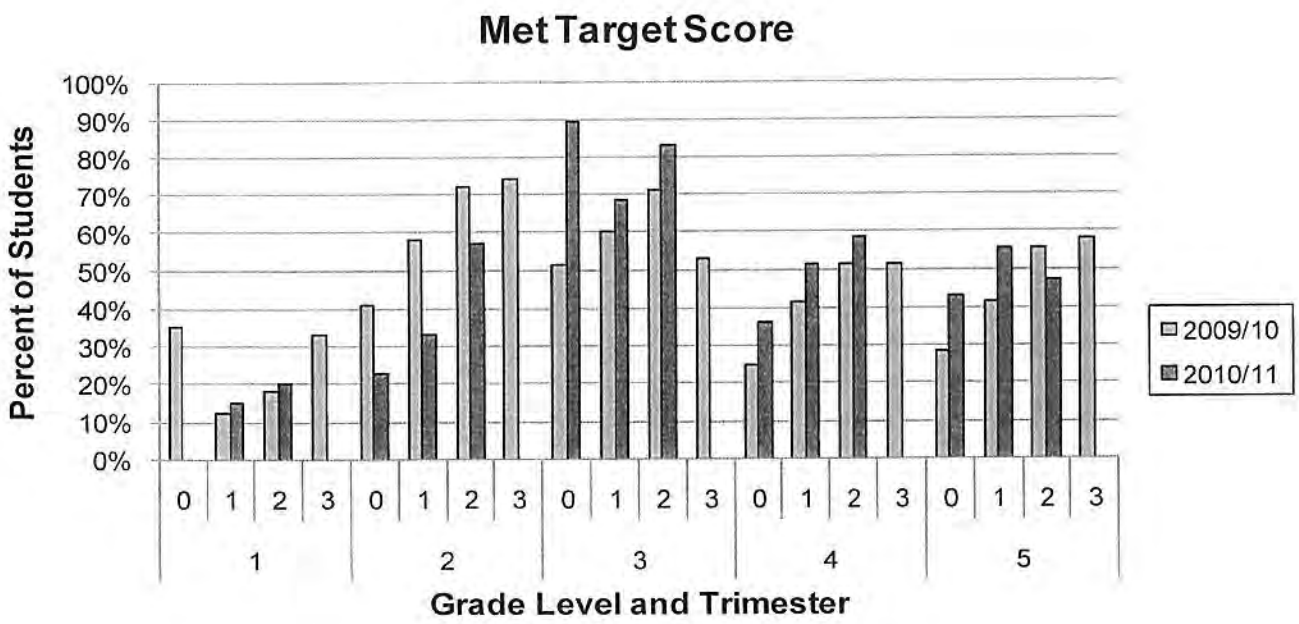
The average or mean score for each assessment is shown in the top chart. The scores reported are the Assessment Level for the Teachers College reading assessment, the Words Read Correct for the AIMSweb reading assessment, and the Digits Correct and the number of Concepts and Applications (CAP) for the AIMSweb math assessment. It should be noted that the Assessment Levels for the Teachers College result have been converted from letters to numbers to facilitate processing of the data (e.g., Level A = 1, Level B = 2, etc...).

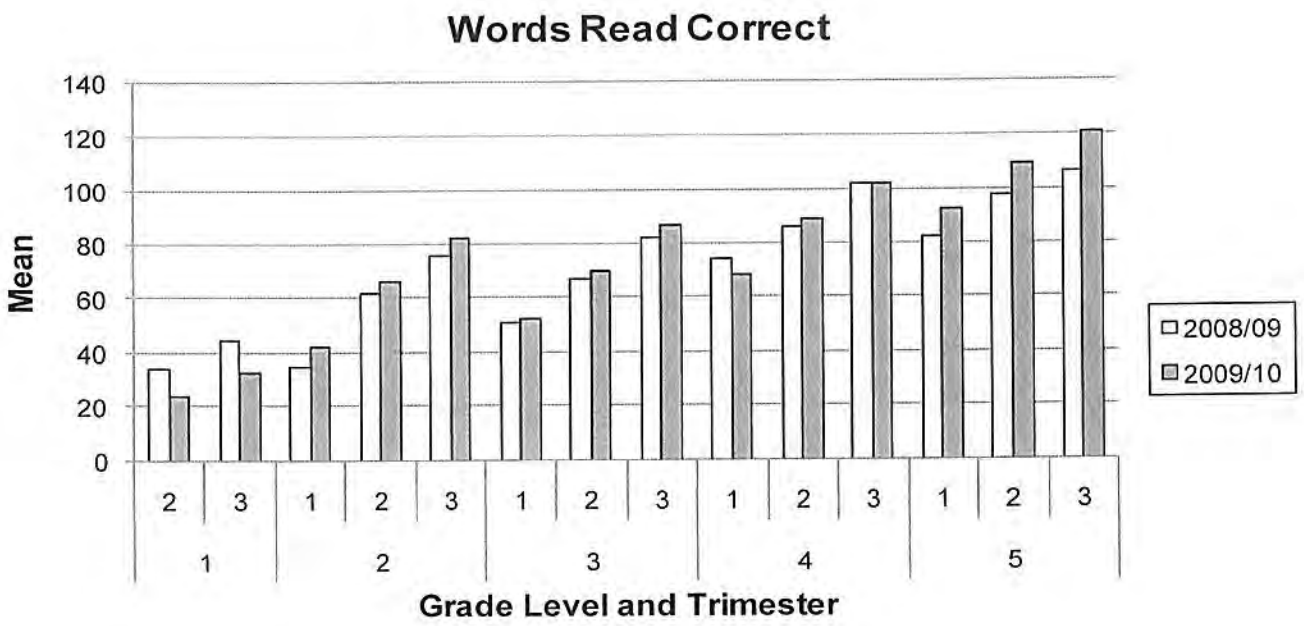
The middle chart on each page shows the percentage of students who met or exceeded the assessment growth target for each trimester. The growth targets are determined by the mean increase in score for students nationwide for the same grade level and trimester.

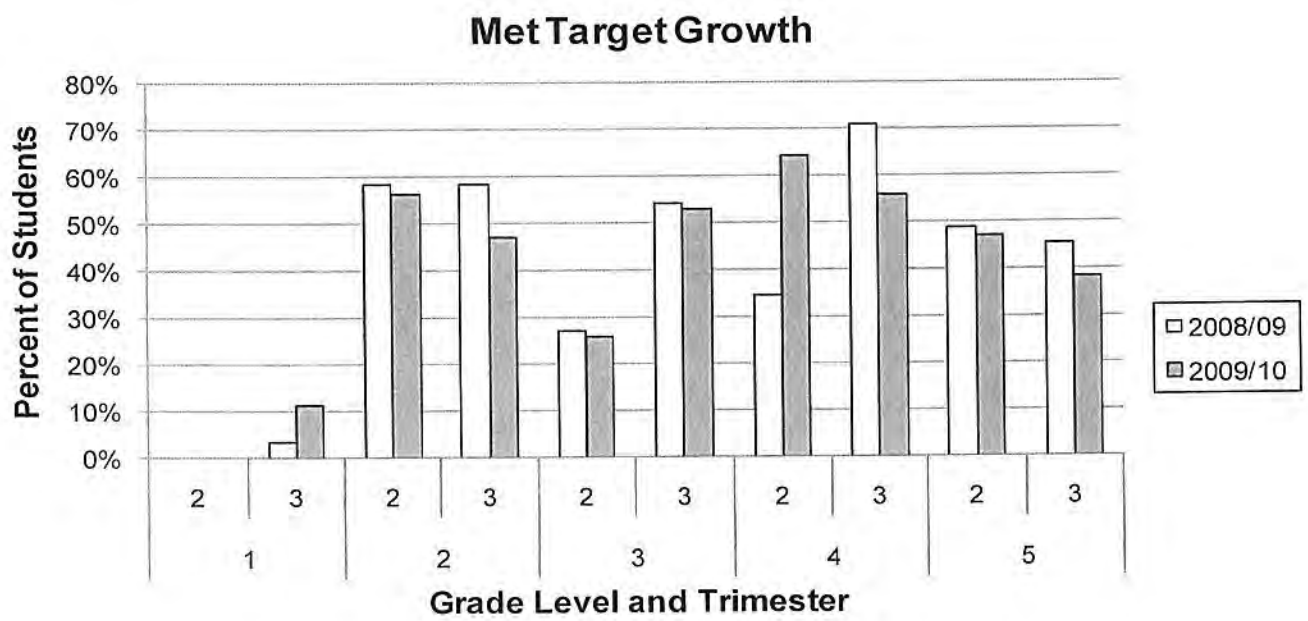
The bottom chart on each page shows the percentage of students who met or exceeded the assessment target score for each trimester. The target scores are determined by the mean score for students nationwide for the same grade level and trimester.

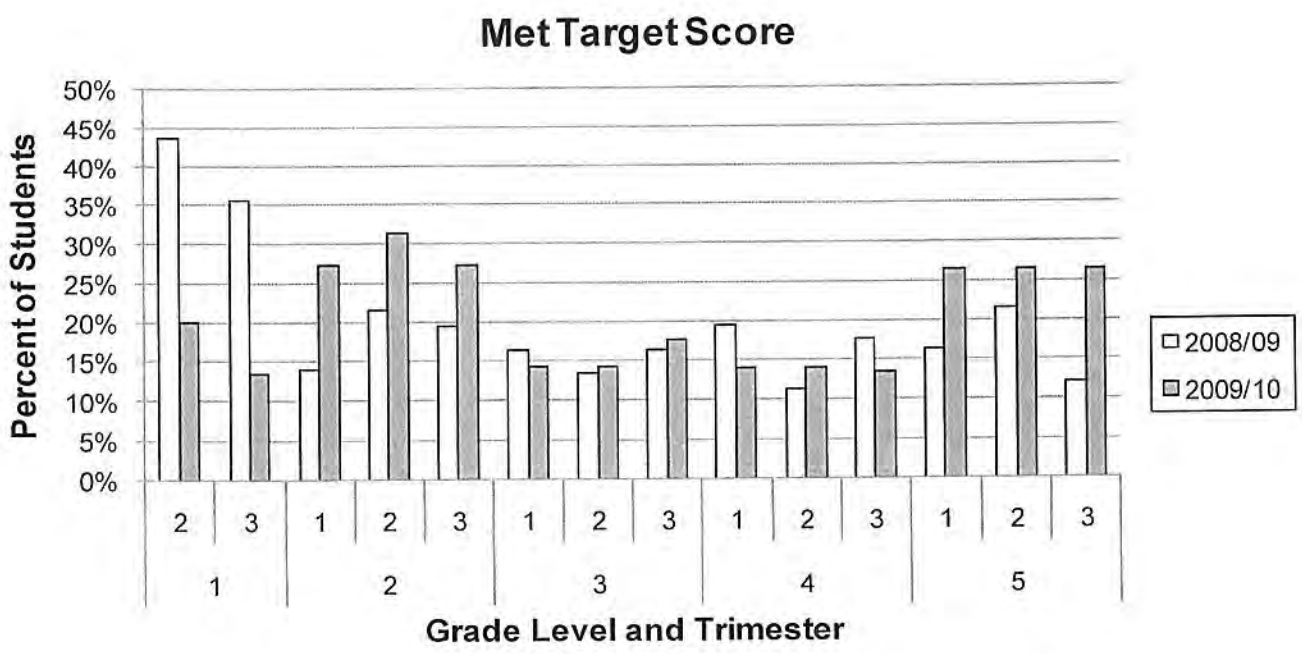

Assessment Level
Mean
25
20
15
10
5
0
1 2 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3
0 1 2 3 4 5
Grade Level and Trimester
2009/10
2010/11

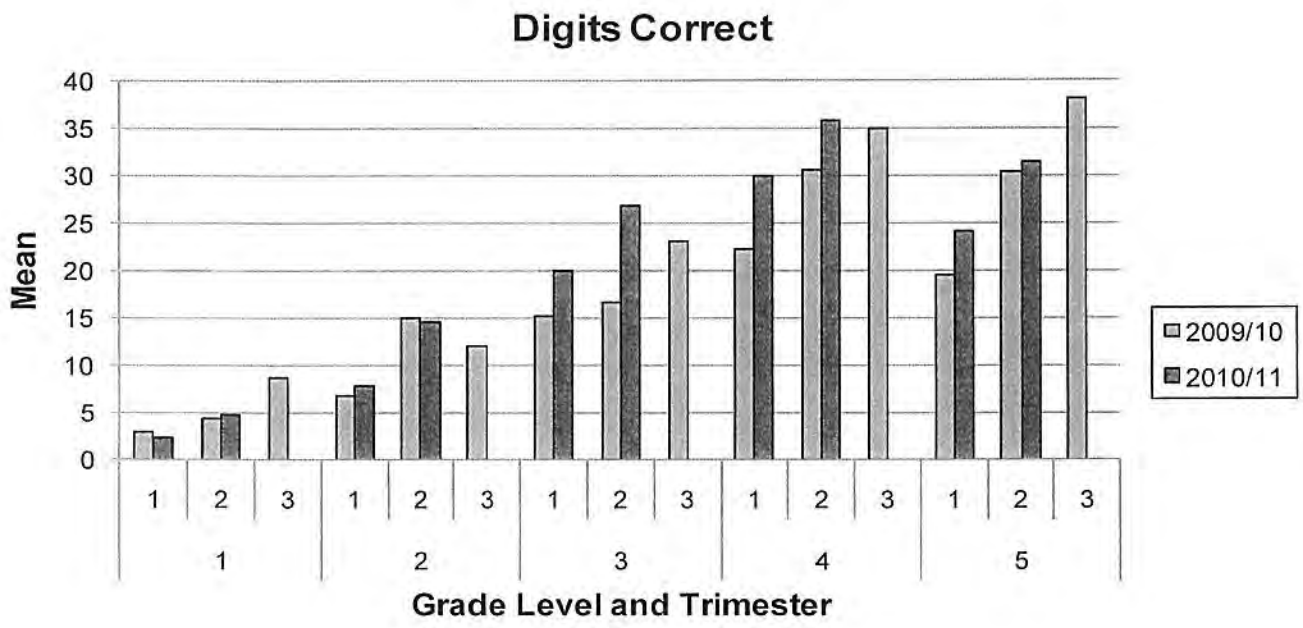

Met Target Growth
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1 2 3 1 2 3 1 2 3 1 2 3 1 2 3
1 2 3 4 5
Grade Level and Trimester
2009/10
2010/11

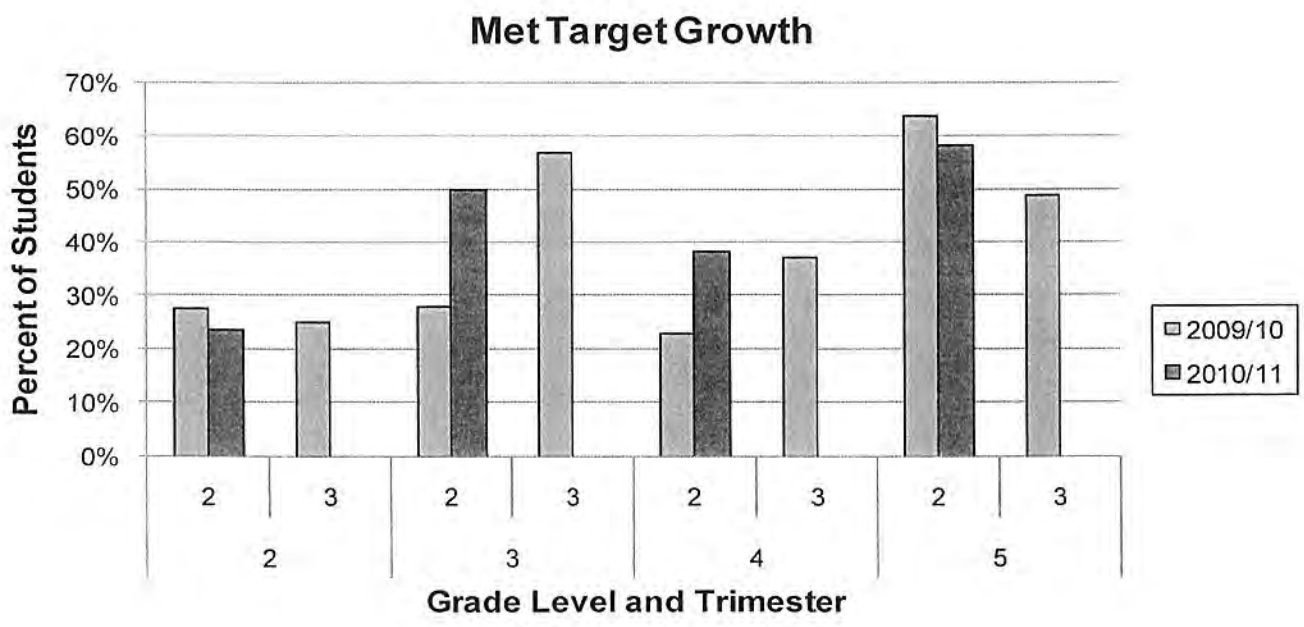

Met Target Score
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3
1
2
3
4
5
Grade Level and Trimester
2009/10
2010/11

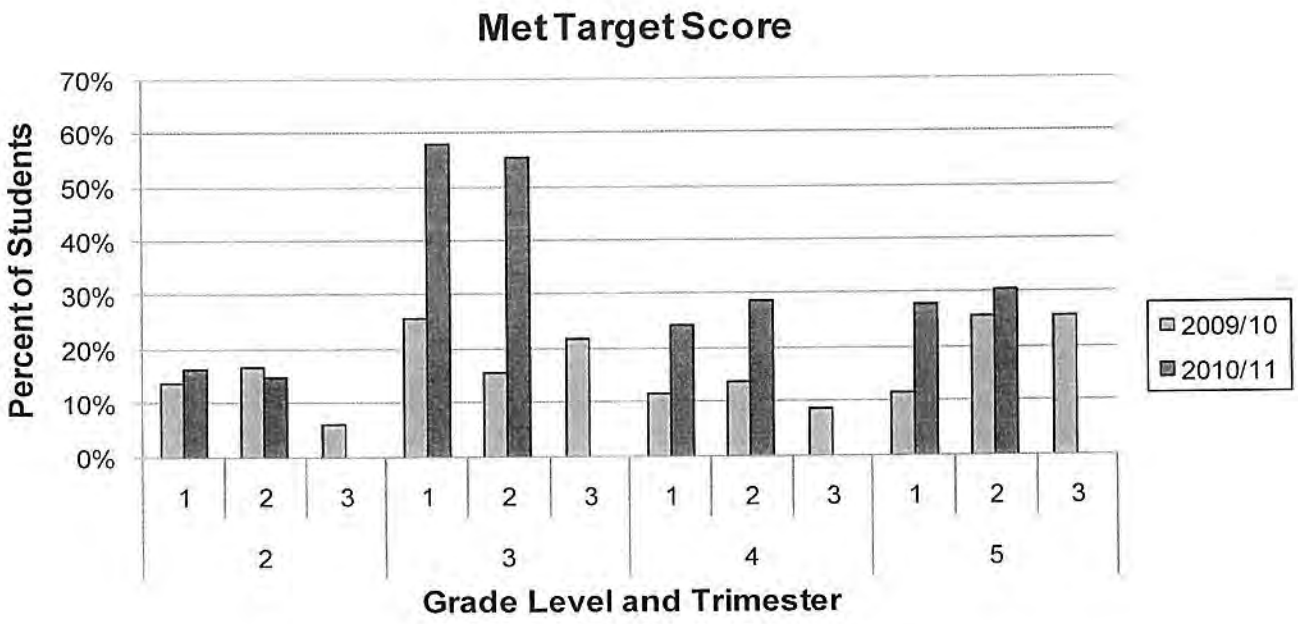

Words Read Correct
Mean
140
120
100
80
60
40
20
0
2 3 1 2 3 1 2 3 1 2 3 1 2 3
1 2 3 4 5
Grade Level and Trimester
2008/09
2009/10

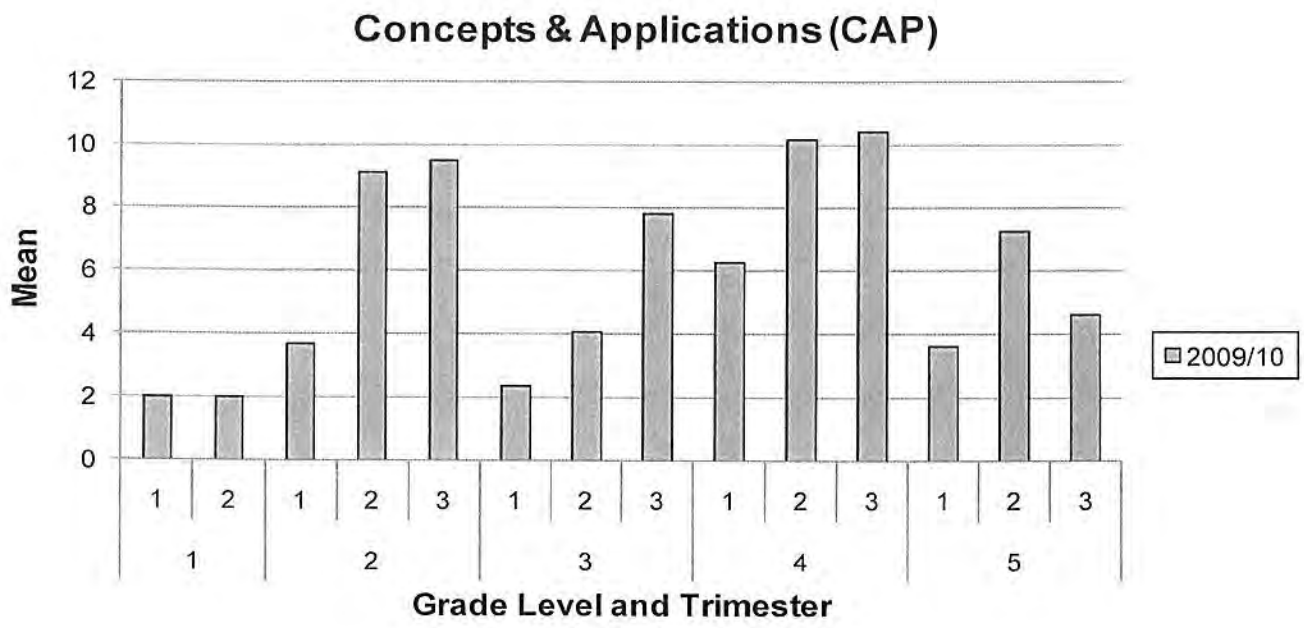

Met Target Growth
Percent of Students
80%
70%
60%
50%
40%
30%
20%
10%
0%
2 3 2 3 2 3 2 3 2 3
1 2 3 4 5
Grade Level and Trimester
2008/09
2009/10

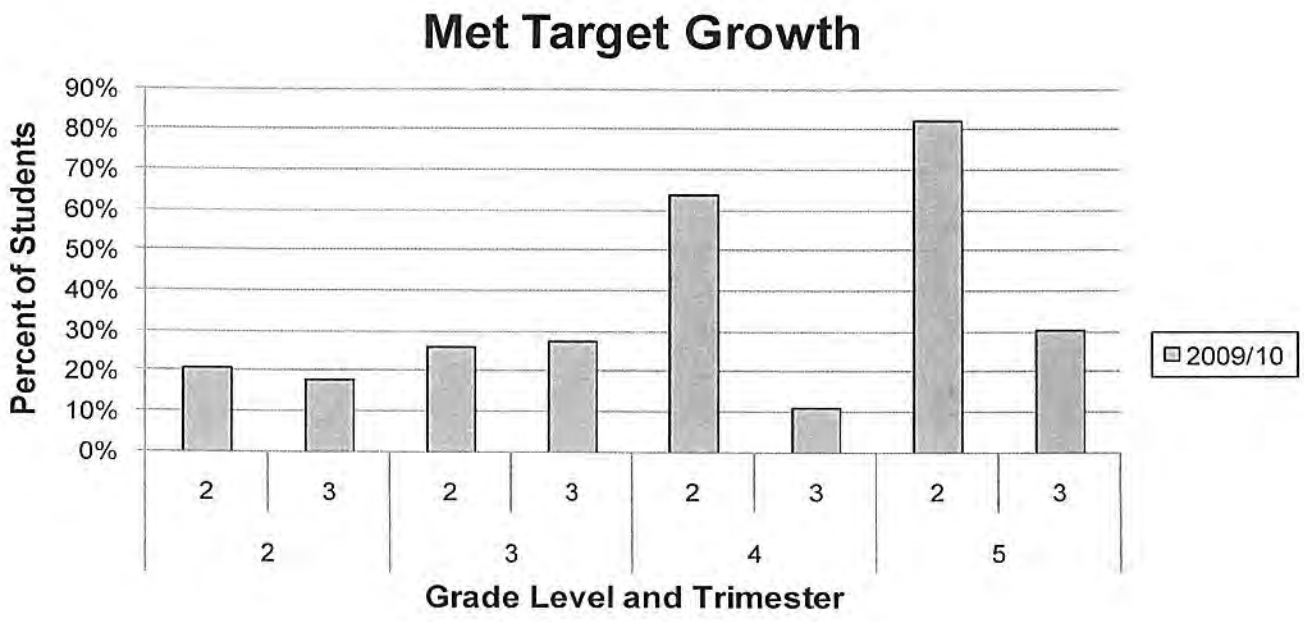

Met Target Score
Percent of Students
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
2 3 1 2 3 1 2 3 1 2 3 1 2 3
1 2 3 4 5
Grade Level and Trimester
2008/09
2009/10

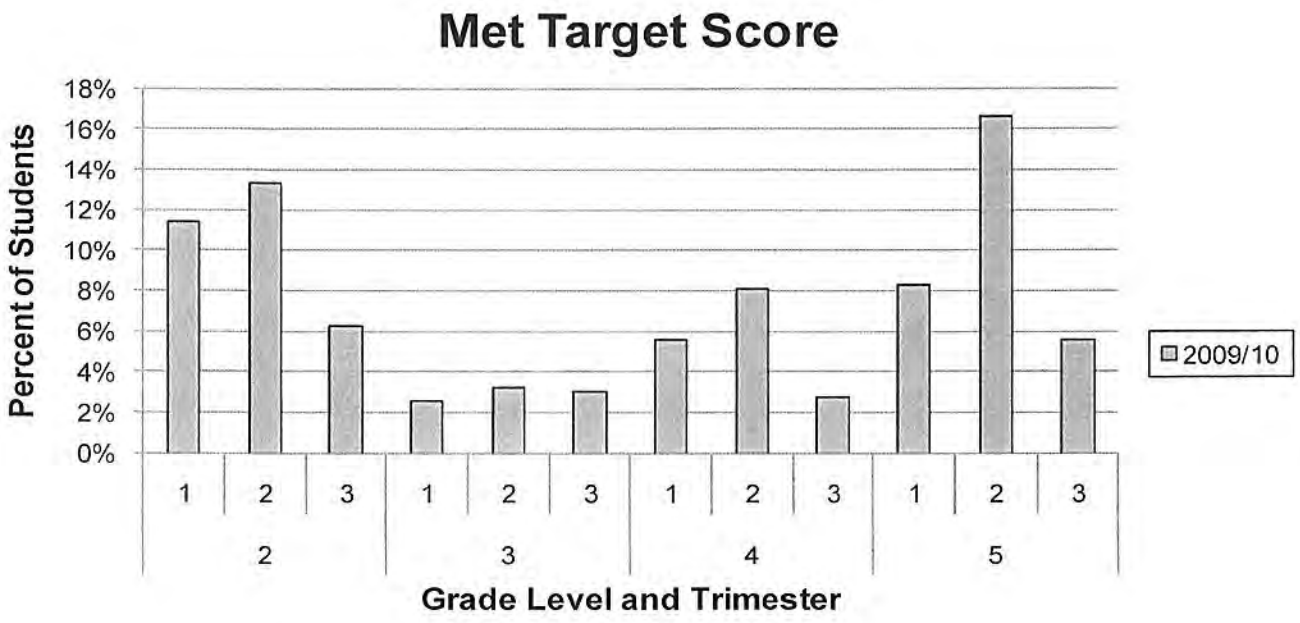

Digits Correct
Mean
40
35
30
25
20
15
10
5
0
1 2 3 1 2 3 1 2 3 1 2 3 1 2 3
1 2 3 4 5
Grade Level and Trimester
2009/10
2010/11


Met Target Growth
Percent of Students
70%
60%
50%
40%
30%
20%
10%
0%
2 3 2 3 2 3 2 3
2 3 4 5
Grade Level and Trimester
2009/10
2010/11


Met Target Score
Percent of Students
70%
60%
50%
40%
30%
20%
10%
0%
1
2
3
1
2
3
1
2
3
1
2
3
2
3
4
5
Grade Level and Trimester
2009/10
2010/11


Concepts & Applications (CAP)
Mean
12
10
8
6
4
2
0
1 2 1 2 3 1 2 3 1 2 3 1 2 3
1 2 3 4 5
Grade Level and Trimester
2009/10

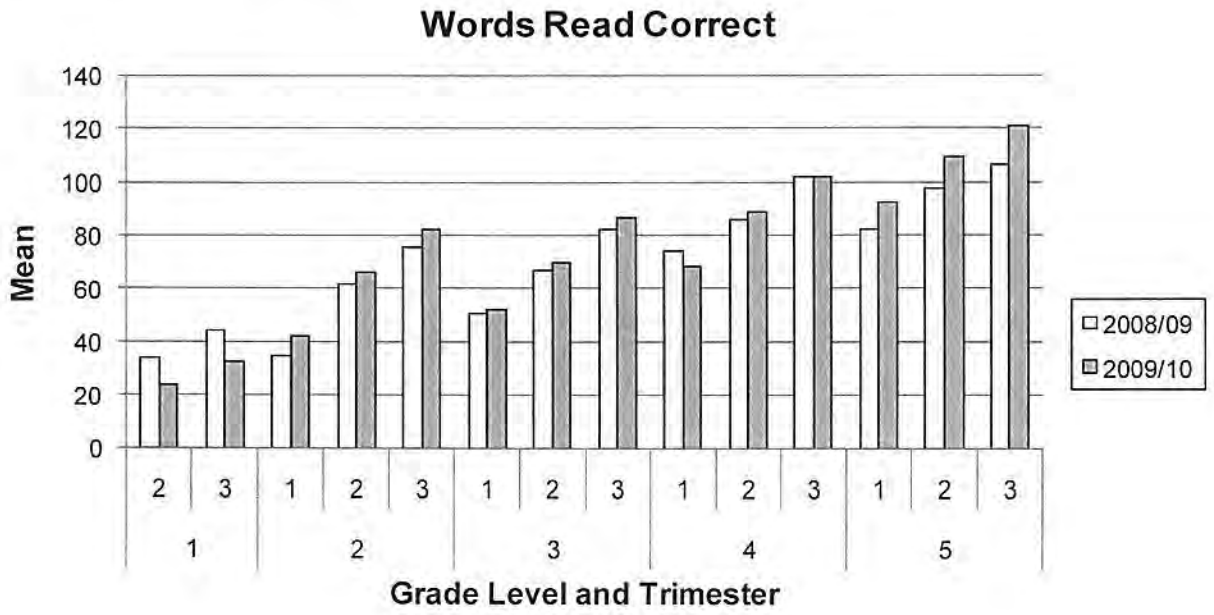

Met Target Growth
Percent of Students
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2 3 2 3 2 3 2 3
2 3 4 5
Grade Level and Trimester
2009/10

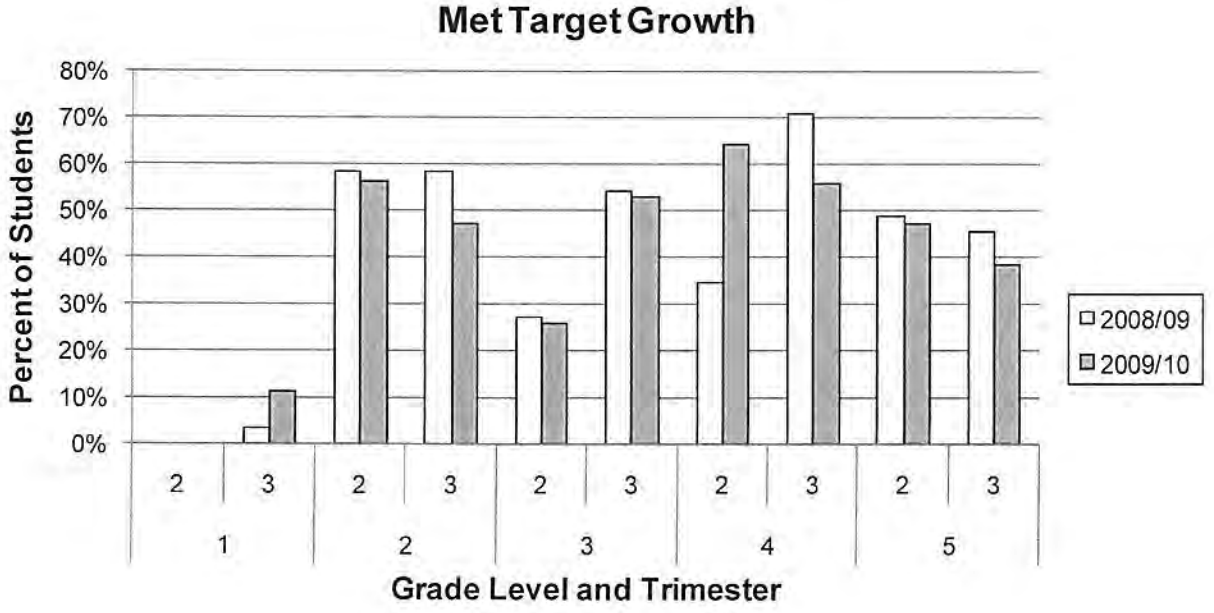

Met Target Score
Percent of Students
18%
16%
14%
12%
10%
8%
6%
4%
2%
0%
1 2 3 1 2 3 1 2 3 1 2 3
2 3 4 5
Grade Level and Trimester
2009/10

Gordon Parks Elementary School Assessment Data Summary
Reading: AIMSweb and Teachers' College
May 2011

AIMSweb

Gordon Parks School selected AIMSweb Reading assessment program to help track student progress, allow teachers to plan for further instruction, consider student placement, and monitor student ongoing progress. AIMSweb Reading is a nationally-normed benchmark and progress monitoring system that is used 3 times/year at Gordon Parks.

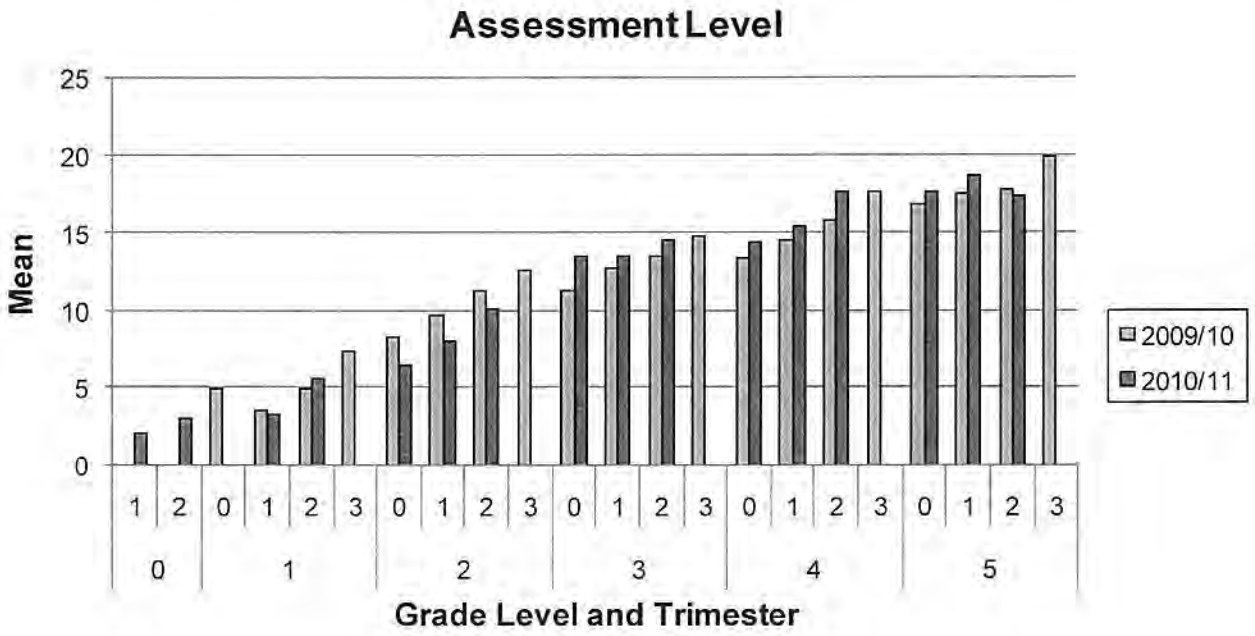


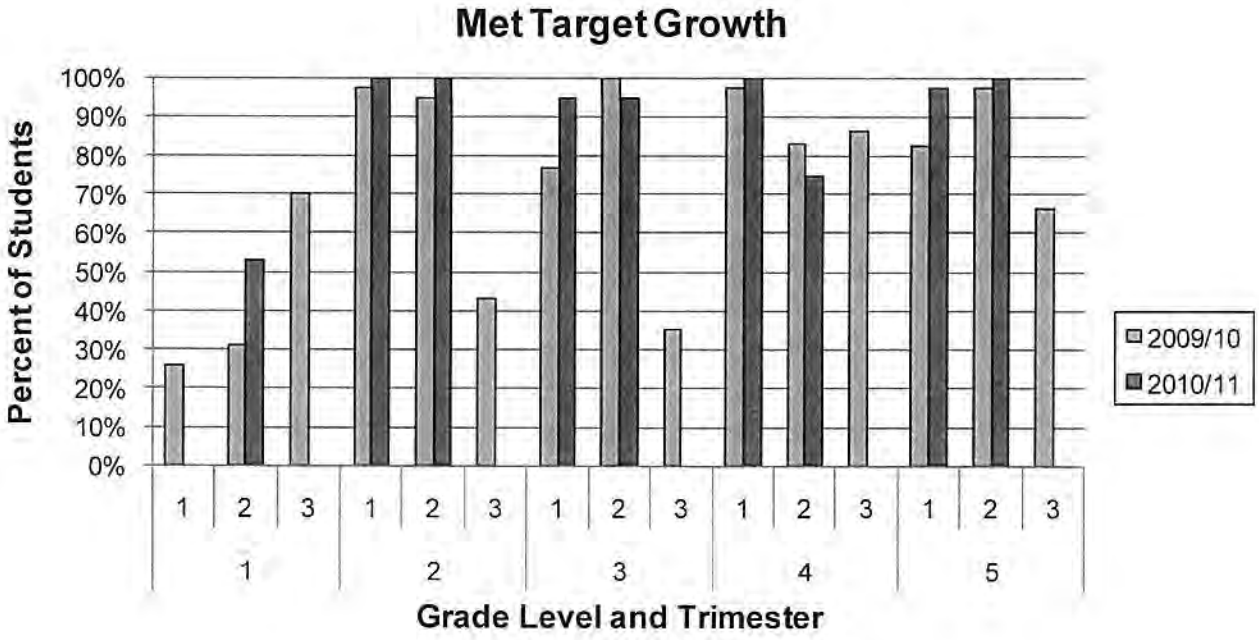


Teachers' College Reading

Gordon Parks School also uses the Columbia University Reading Level Assessments by the Teachers College Reading and Writing Project (TCRWP). The assessments provide an analysis of comprehension, fluency and meaning, syntactic, and visual miscues. There are no other assessments that allow for this type of real time analysis of a student's reading skills. Teachers are able to immediately use the results of these assessments to guide daily instruction in the classroom through one on one conferring, small group work, and whole class lessons.

- The percentage of students reading at-or-above grade level increased from 29% in August 2009 to 60% in May 2010.
- The percentage of students reading at-or-above grade level dropped back down to 47% over the summer because students were not reading, and because of an influx of new students.
- The percentage of students reading at-or-above grade level has increased from 47% in September 2010 to 76% in March 2011.
- The Teachers' College reading assessments are woven into curriculum and classroom routines. Students know their reading level, and they know their end of year reading level goal.





Remarks:

- In 2009, Gordon Parks contracted with the Doug Reeves Leadership and Learning Center to help implement the data teams process. Consultant Dr. Connie Kamm worked with staff to analyze instructional practices and create common formative assessments. This work continues through our established data teams.

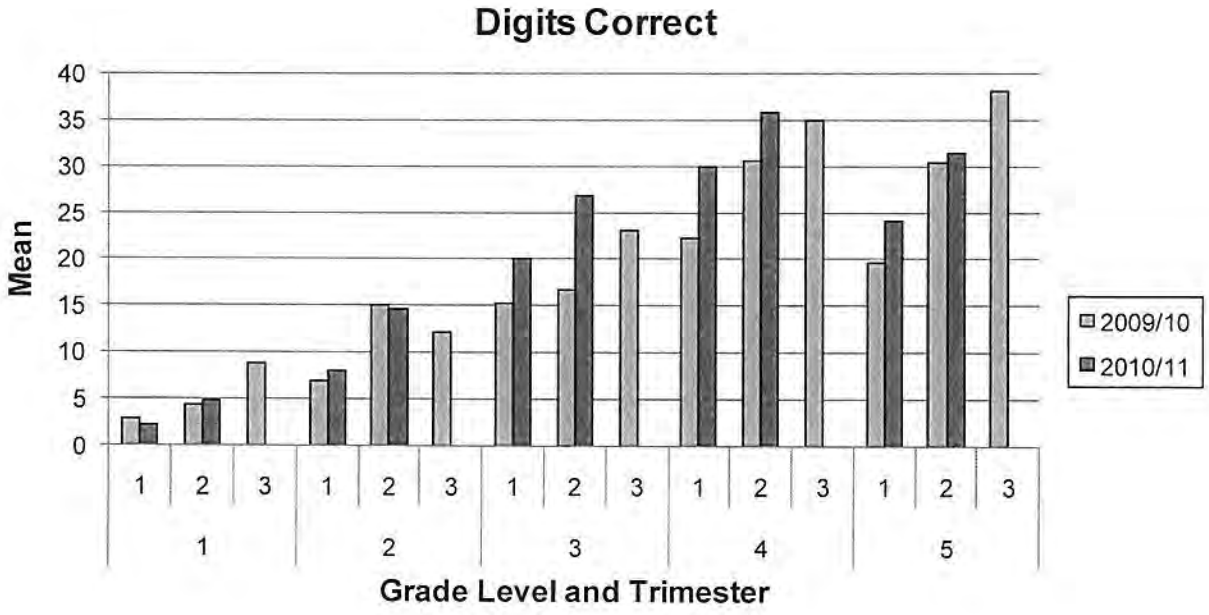
- In 2009, Gordon Parks began the process of aligning reading units of study with state standards. Staff worked in both grade level and vertical data teams to create these units of study. The process is ongoing and will culminate with a unified curriculum across the grade levels by August 2011.

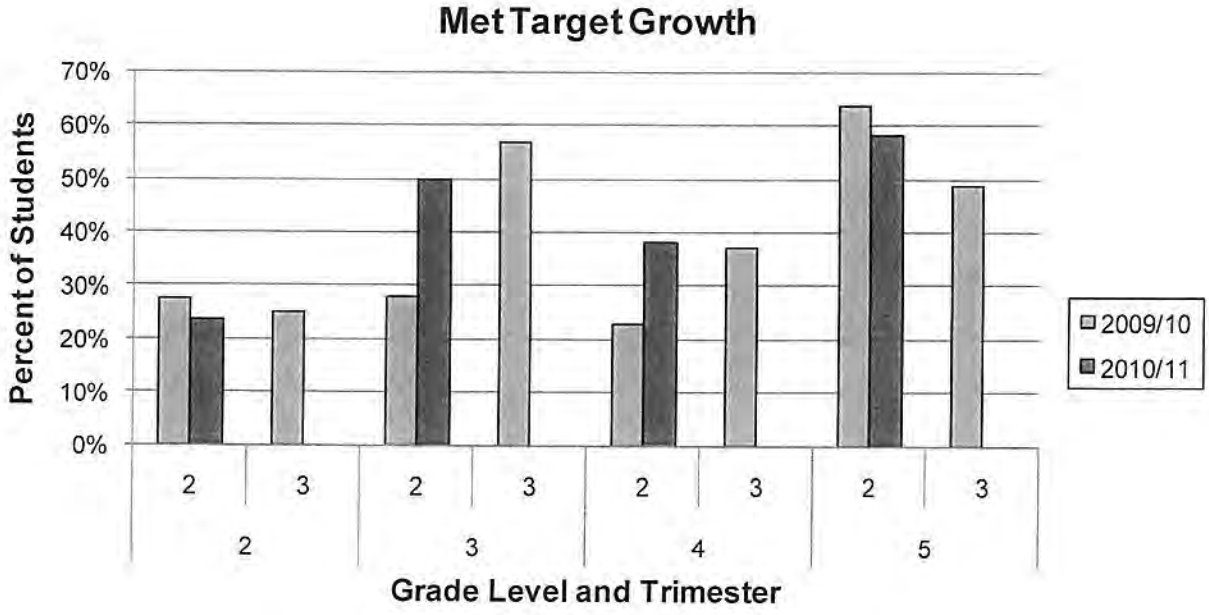
- In 2010, Gordon Parks hired a new full-time Supplemental Reading Teacher to work with both students struggling in reading and with students who were on grade level and needed a challenge. In addition to working with students, the Supplemental Reading Teacher works with staff in understanding best instructional practices, analyzing student data, developing common formative assessments and designing a unified curriculum across grade levels.

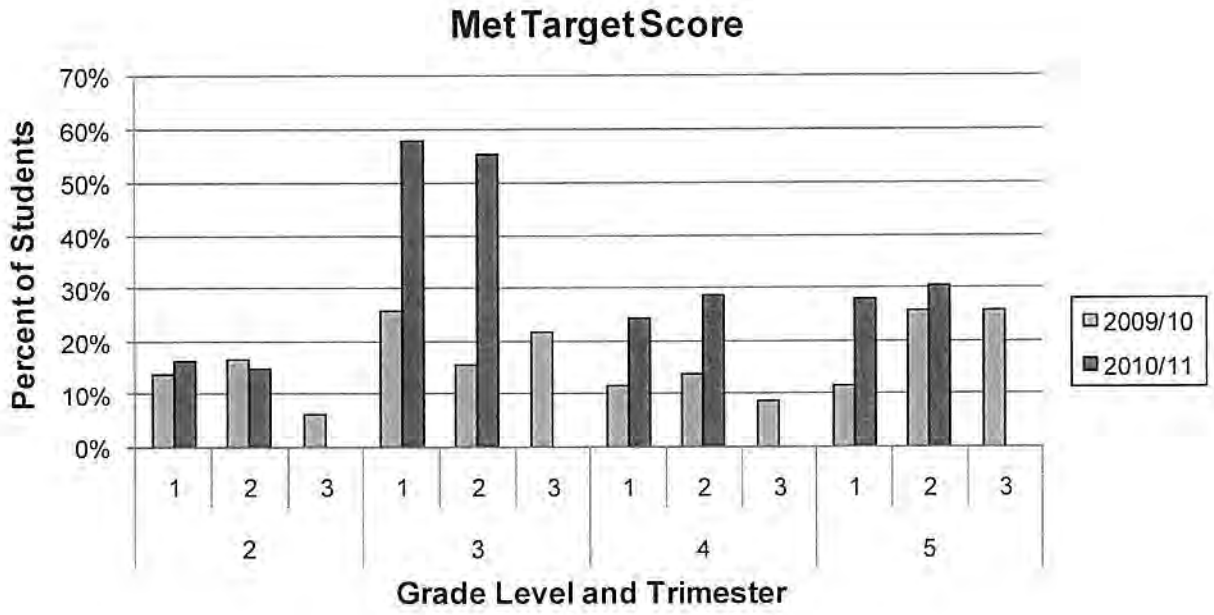
- For the 2011-2012 school year, Gordon Parks will use a nationally-normed computer based adaptive assessment for screening, progress monitoring, and benchmarking (i.e. NWEA, Acuity).

Gordon Parks Elementary School Assessment Data Summary
Math: AIMSweb
May 2011

Gordon Parks School selected AIMSweb Math assessment program to help track student progress, allow teachers to plan for further instruction, consider student placement, and monitor student ongoing progress. AIMSweb Math is a nationally-normed benchmark and progress monitoring system that is used 3 times/year at Gordon Parks.







Remarks:

- In 2009, Gordon Parks implemented the Math Investigations Program in all classrooms. Over the past two years, teachers have received extensive professional development in this program through whole staff trainings and in class demonstrations with an outside consultant.

- In 2010, Gordon Parks hired a full-time Math Specialist to work with both students struggling in math and with students who were on grade level and needed a challenge. In addition to working with students, the Math Specialist works with staff in understanding best instructional practices, analyzing student data, developing common formative assessments and designing a unified curriculum across grade levels.

- For the 2011-2012 school year, Gordon Parks will use a nationally-normed computer based adaptive assessment for screening, progress monitoring, and benchmarking (i.e. NWEA, Acuity).

Nationally-normed Standardized Assessment

The SAT10 has generally been taken by all students in the fall and first and second grade students in the spring. Results for the past three school years for the battery of tests and each content area are shown on the following pages. Three different analyses of results are provided for each area as described below.

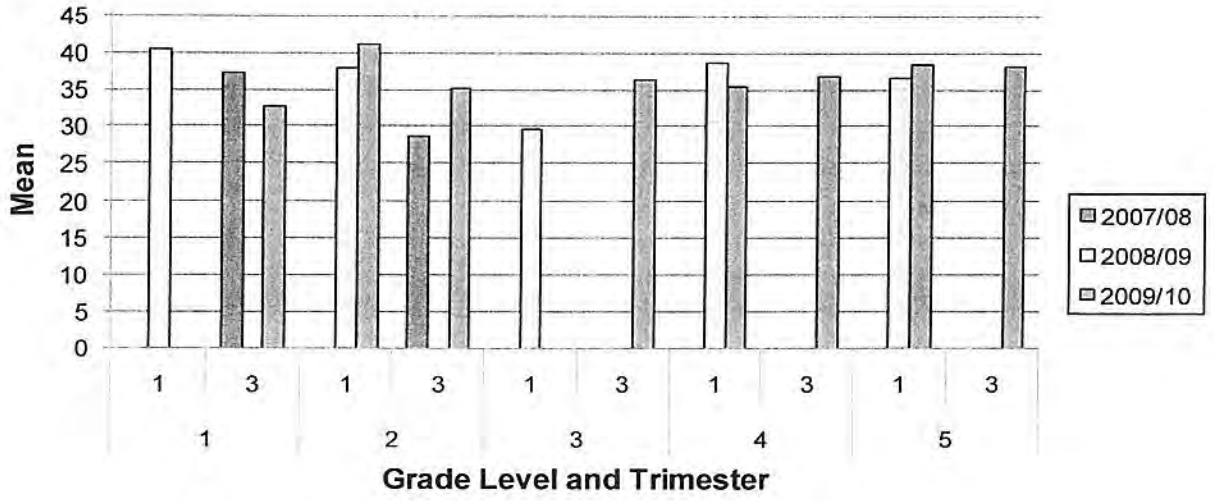
The average or Mean Normal Curve Equivalent (NCE) graph is provided. The NCE is calculated by converting each student's score to a scale which compares their scored to all test takers in the Missouri in the same grade level. The NCE score ranges from 1 to 99 with a 1 corresponding to the score that was better than 1% of all test takers, a score of 50 corresponding to the average score of all test takers, and a 99 corresponding to the score that was better than 99% of all test takers. Note that the NCE score is not the same as a percentile score. An improvement in NCE of 1 near the center of the scale corresponds to a percentile increase of much more than 1%, while an improvement in NCE of 1 on the upper or lower end of the scale corresponds to a percentile increase of much less than 1%.

The Fall to Fall NCE Score increase graph shows the percentage of students who increased their NCE score from the preceeding fall. This means that their academic achievement or learning increased more than that for the average student in their grade level in the Missouri.

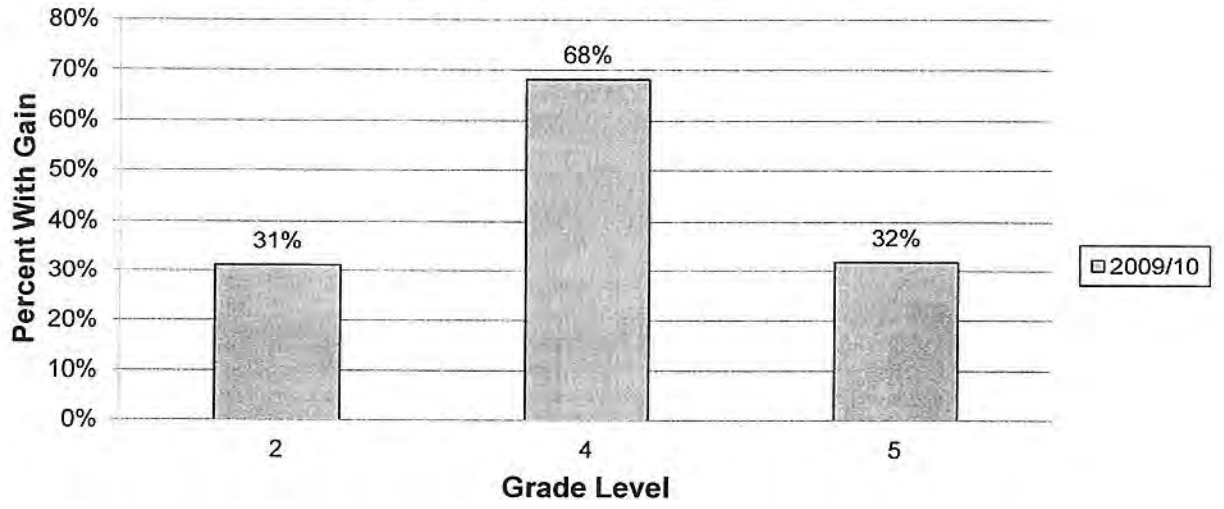
The Achievement Gap Closure graph shows the percentage of students who had an NCE score of 50 or greater. This is the percentage of students who tested at or above grade level compared to all students in their grade level in Missouri.

SAT Battery

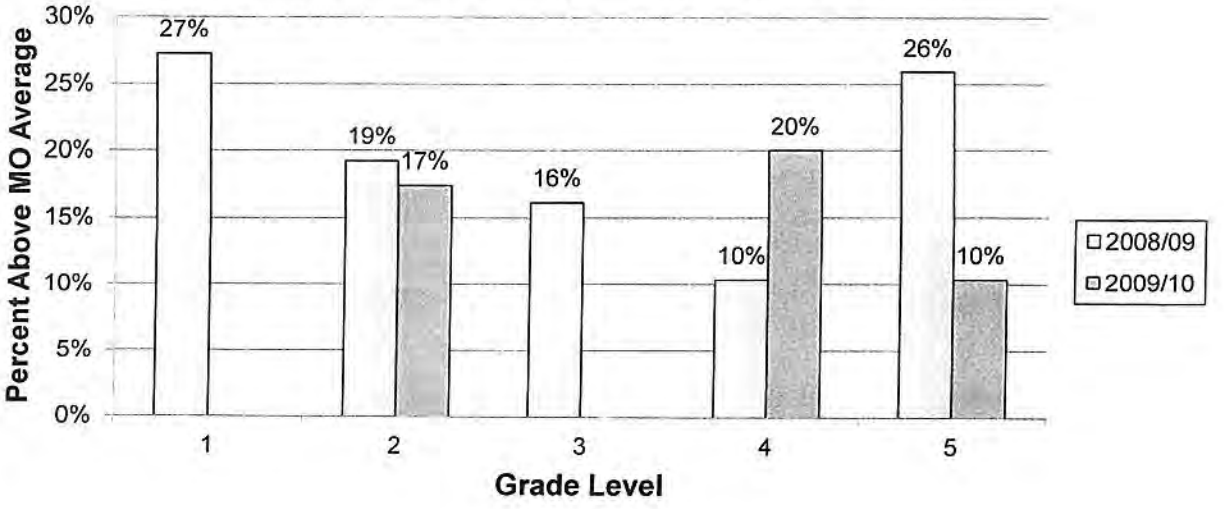
Normal Curve Equivalent



Fall to Fall NCE Score Increase

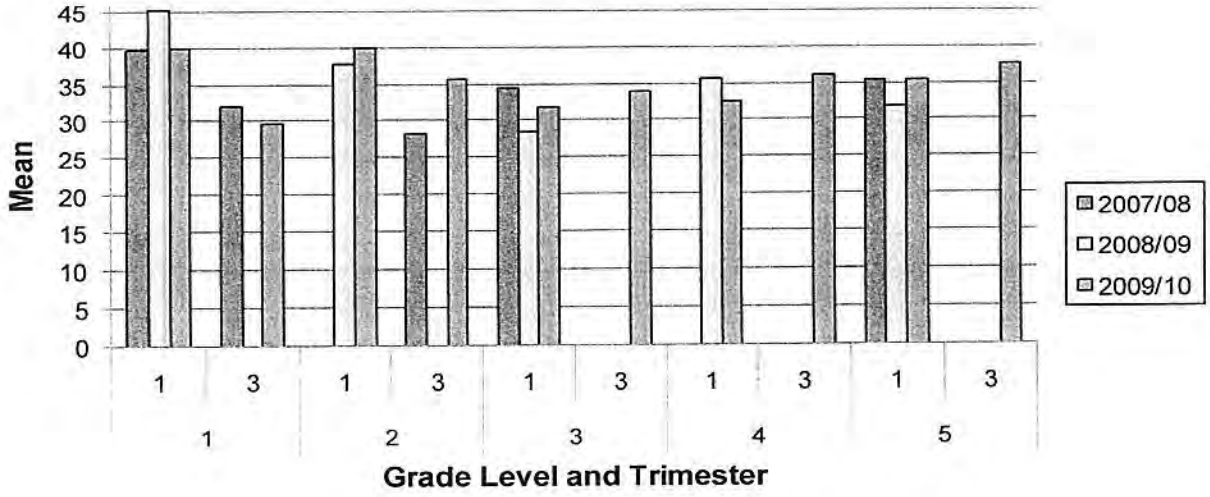


Achievement Gap Closure (Fall Assessment)

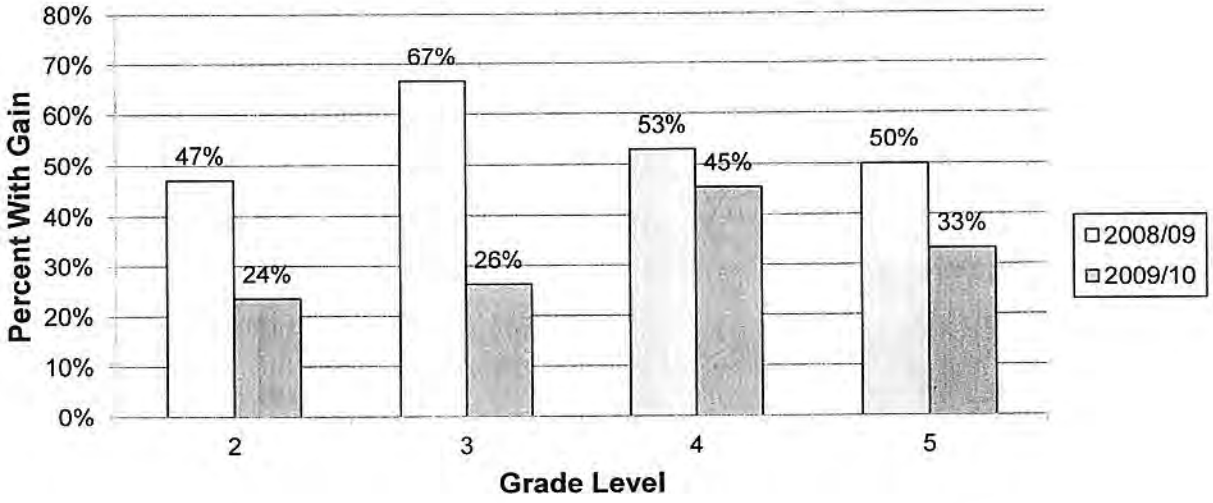
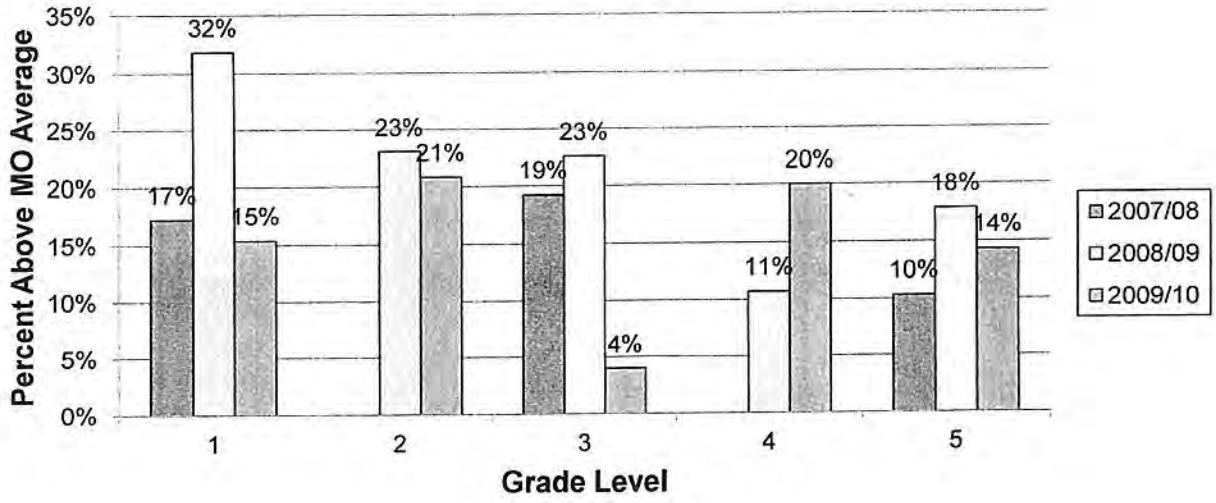


SAT Reading

Normal Curve Equivalent



Fall to Fall NCE Score Increase



Achievement Gap Closure (Fall Assessment)