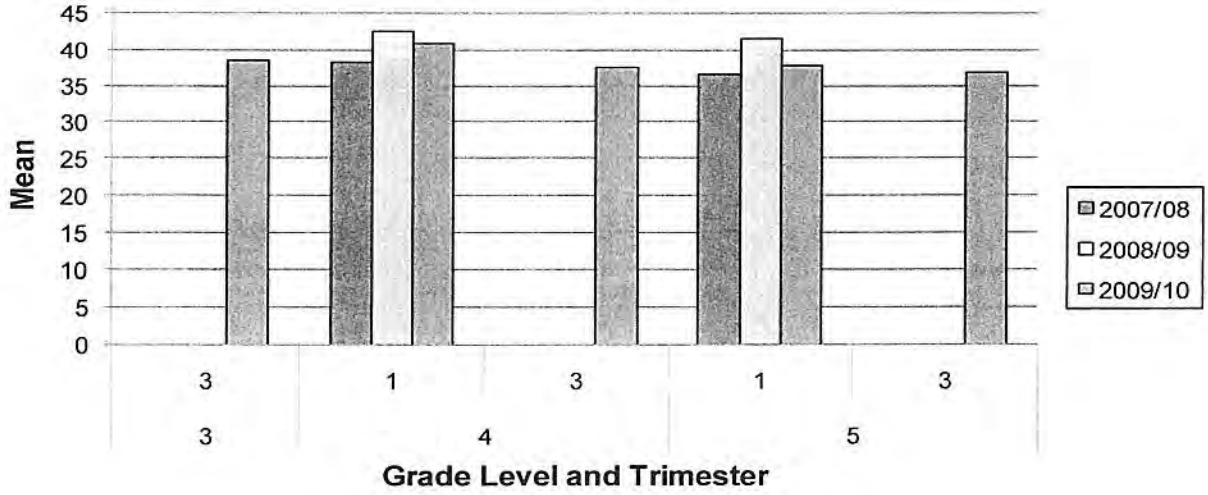
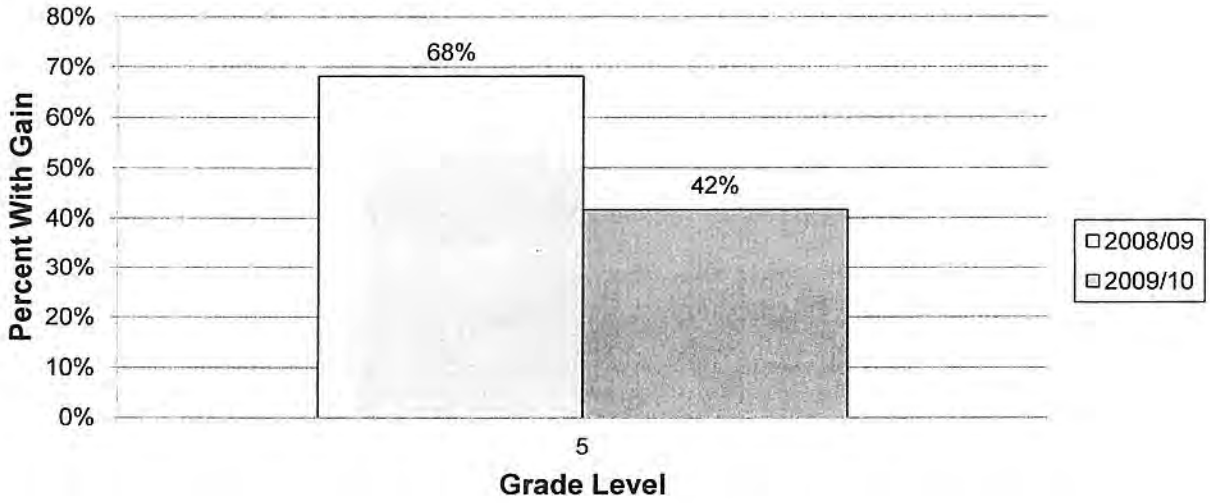
SAT Language

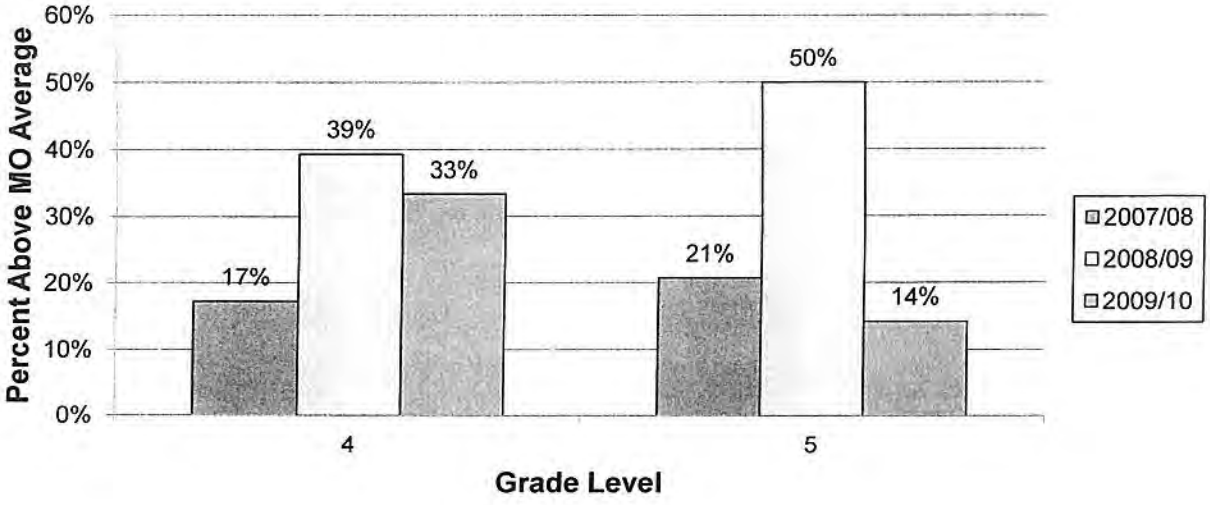
Normal Curve Equivalent



Fall to Fall NCE Score Increase

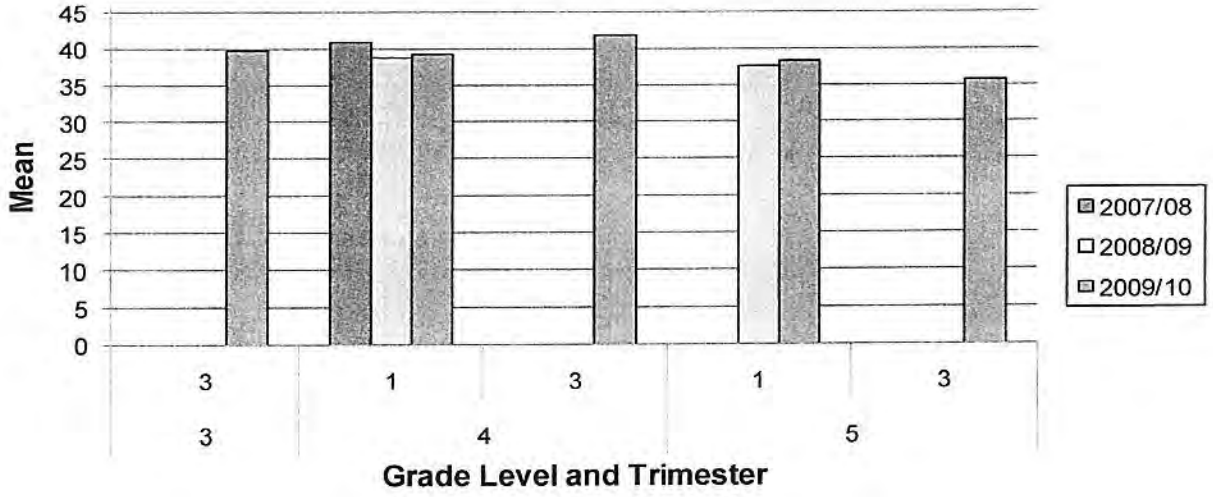


Achievement Gap Closure (Fall Assessment)

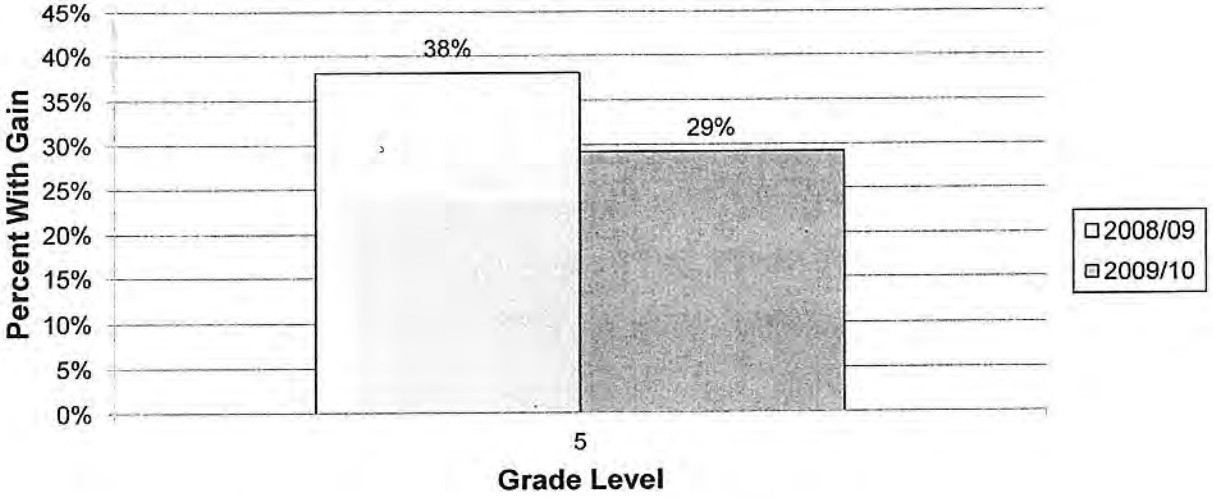


SAT Social Science

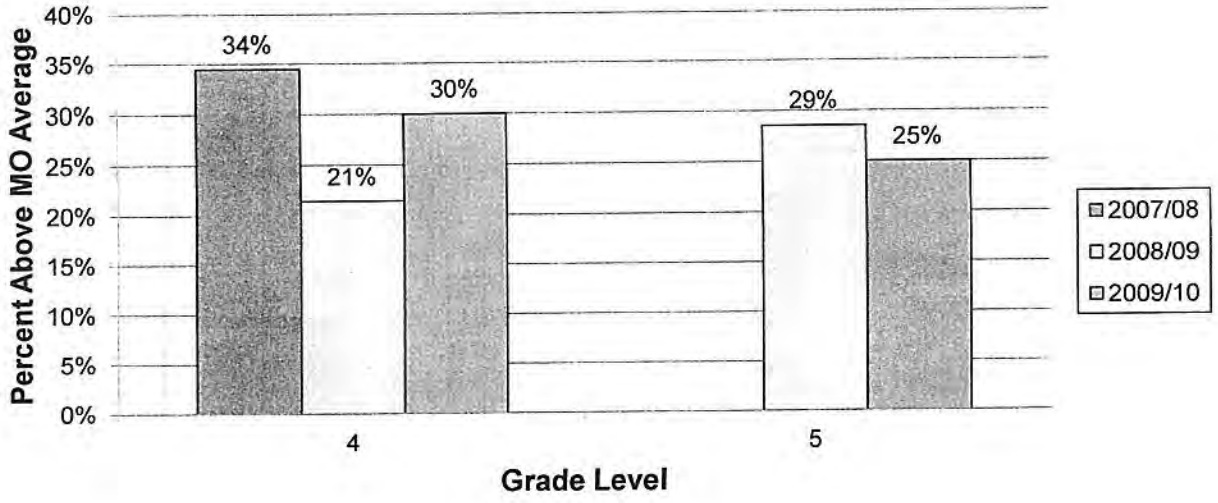
Normal Curve Equivalent



Fall to Fall NCE Score Increase

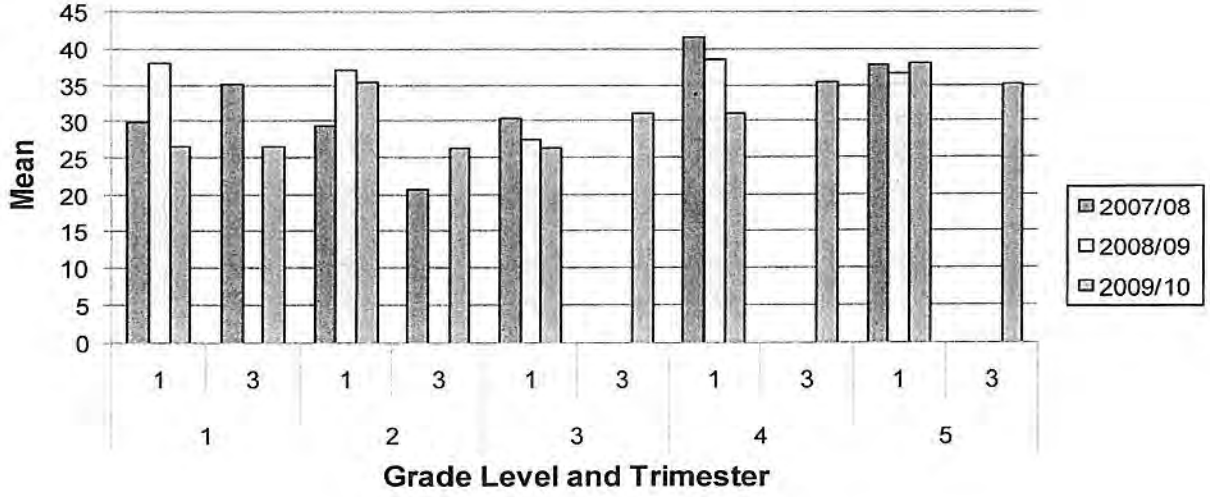


Achievement Gap Closure (Fall Assessment)

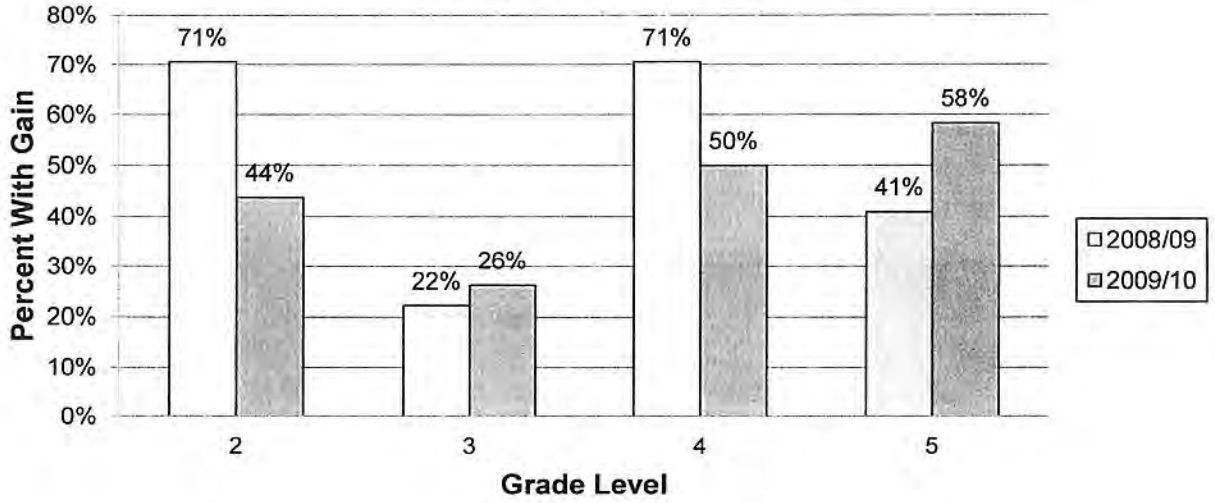


SAT Math

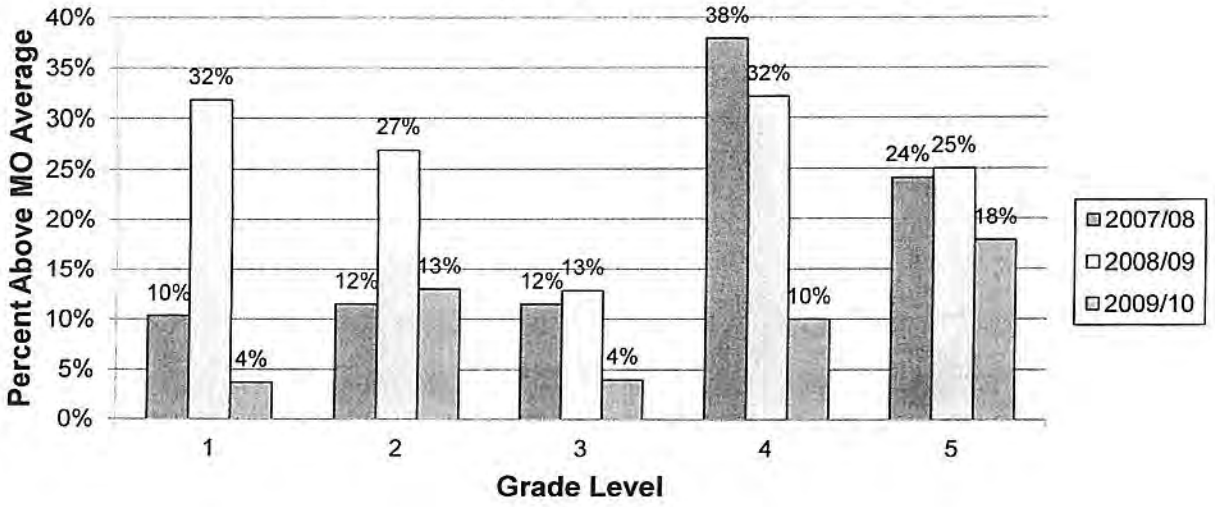
Normal Curve Equivalent



Fall to Fall NCE Score Increase

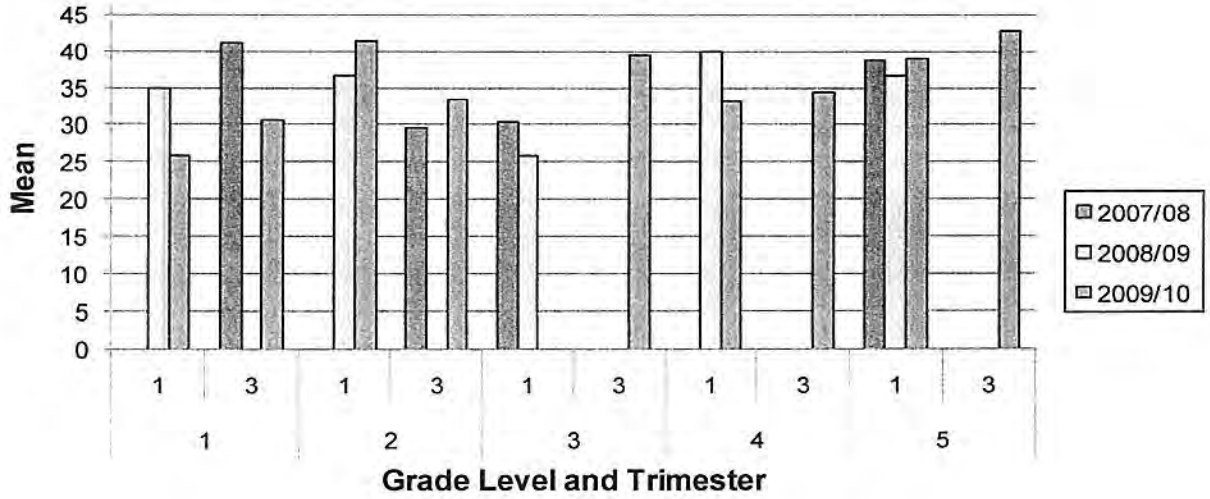


Achievement Gap Closure (Fall Assessment)

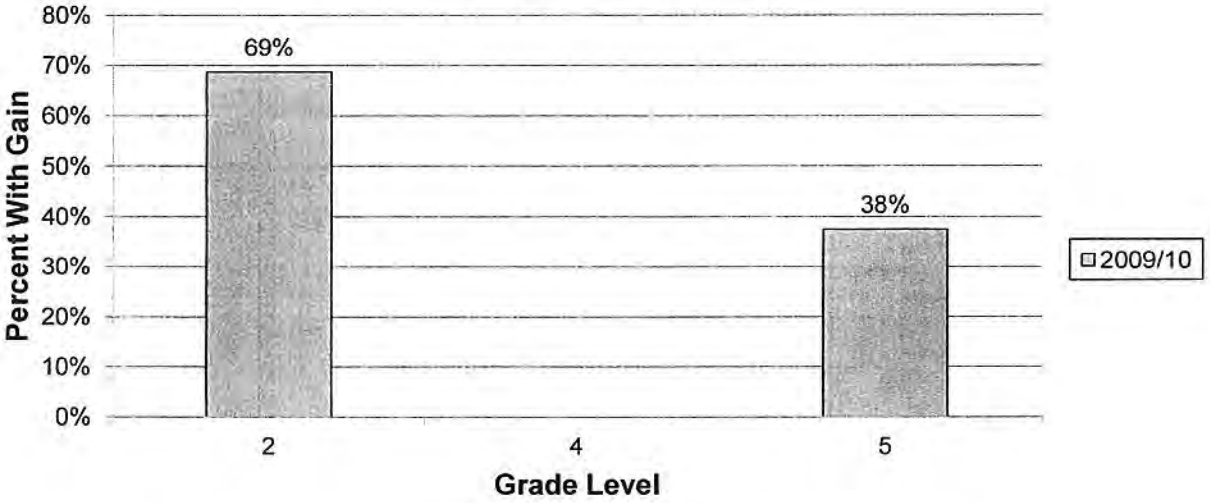


SAT Environment & Science

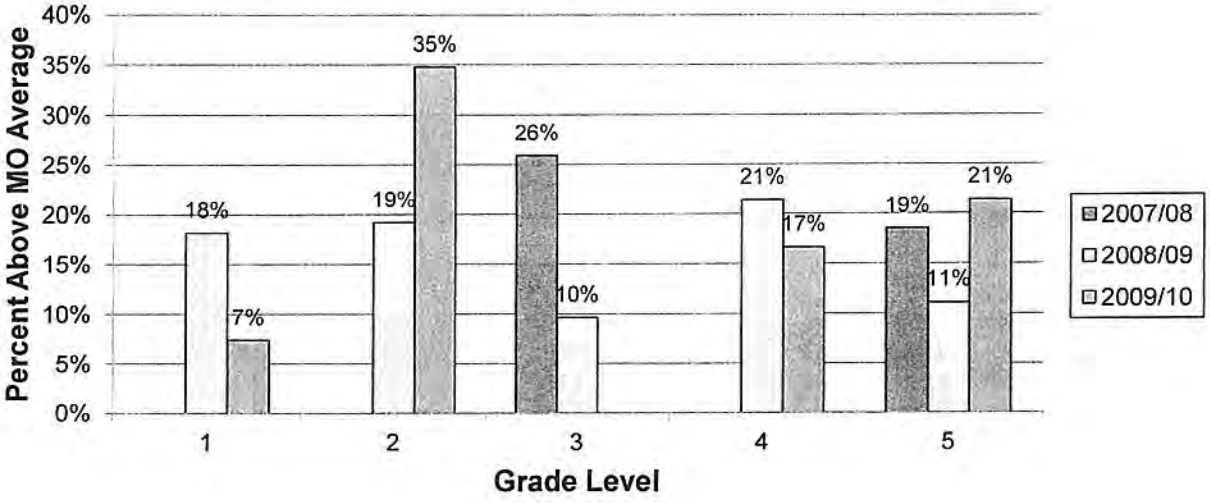
Normal Curve Equivalent



Fall to Fall NCE Score Increase



Achievement Gap Closure (Fall Assessment)



SAT10 Reading Assessment

	Mean Grade Level Equivalent						Percent of Students ≥ 1 Year Achievement Gain			Percent of Students Below National Average		
	07/08		08/09		09/10		07/08	08/09	09/10	07/08	08/09	09/10
Grade	F	S	F	S	F	S	Fall	Fall	Fall	Fall	Fall	Fall
1	1.0	1.4	1.3		0.9	1.3	-	-	-	83%	68%	75%
2	1.0	2.0	1.9		2.0	2.4	-	47%	24%		77%	79%
3	2.7		2.5		2.4	3.1	-	67%	26%	81%	77%	96%
4	1.8		3.1		3.1	3.7	-	53%	45%		89%	80%
5	3.9		3.6		3.9	4.5	-	50%	33%	90%	82%	86%

SAT10 Language Assessment

	Mean Grade Level Equivalent						Percent of Students ≥ 1 Year Achievement Gain			Percent of Students Below National Average		
	07/08		08/09		09/10		07/08	08/09	09/10	07/08	08/09	09/10
Grade	F	S	F	S	F	S	Fall	Fall	Fall	Fall	Fall	Fall
3					2.3	3.0	-	-	-			
4	3.0		3.3		3.6	4.2	-			83%	61%	67%
5	4.1		4.9		4.1	4.4	-	68%	42%	79%	50%	86%

SAT10 Social Science Assessment

	Mean Grade Level Equivalent						Percent of Students ≥ 1 Year Achievement Gain			Percent of Students Below National Average		
	07/08		08/09		09/10		07/08	08/09	09/10	07/08	08/09	09/10
Grade	F	S	F	S	F	S	Fall	Fall	Fall	Fall	Fall	Fall
3					2.3	3.4	-	-	-			
4	3.5		3.4		3.4	4.0	-			66%	79%	70%
5			4.1		4.0	4.1	-	38%	29%		71%	75%

SAT10 Math Assessment

	Mean Grade Level Equivalent						Percent of Students ≥ 1 Year Achievement Gain			Percent of Students Below National Average		
	07/08		08/09		09/10		07/08	08/09	09/10	07/08	08/09	09/10
Grade	F	S	F	S	F	S	Fall	Fall	Fall	Fall	Fall	Fall
1	0.6	1.2	0.9		0.3	0.8	-	-	-	90%	68%	96%
2	1.2	1.5	1.6		1.5	1.9	-	71%	44%	88%	73%	87%
3	2.4		2.2		2.2	2.9	-	22%	26%	88%	87%	96%
4	3.7		3.4		2.8	3.5	-	71%	50%	62%	68%	90%
5	4.0		4.1		3.9	4.6	-	41%	58%	76%	75%	82%

SAT10 Environment & Science Assessments

	Mean Grade Level Equivalent						Percent of Students ≥ 1 Year Achievement Gain			Percent of Students Below National Average		
	07/08		08/09		09/10		07/08	08/09	09/10	07/08	08/09	09/10
Grade	F	S	F	S	F	S	Fall	Fall	Fall	Fall	Fall	Fall
1		1.3	0.6		0.3	0.8	-	-	-		82%	93%
2		1.7	1.5		1.8	2.0	-		69%		81%	65%
3	2.1		1.9		2.3	3.1	-	-	-	74%	90%	
4			3.2		2.5	2.9	-				79%	83%
5	3.8		3.8		3.8	4.7	-		38%	81%	89%	79%

Fall SAT10 Assessment Normal Curve Equivalent

Grade	Reading			Language			Social Science		
	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10
1	39.7	45.2	39.8	-	-	-	-	-	-
2		37.7 -2.0	40.0 -5.2	-	-	-	-	-	-
3	34.5	28.5	31.8 -5.9						
4		35.6 +1.1	32.5 +4.0	38.3	42.5	40.9	40.9	38.8	39.3
5	35.3	31.9	35.3 -0.3	36.6	41.5 +3.2	37.7 -4.8		37.6 -3.3	38.3 -0.5

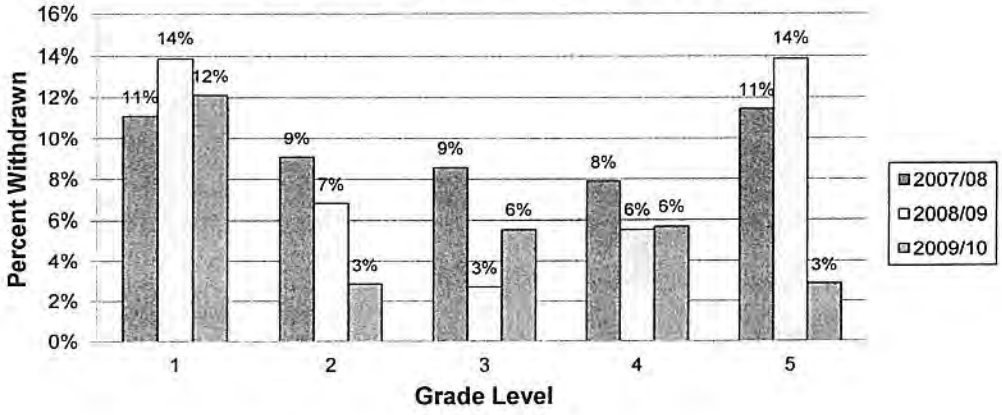
Fall SAT10 Assessment Normal Curve Equivalent

Grade	Math			Environment			Science		
	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10
1	29.7	37.9	26.5		34.8	25.9			
2	29.4	37.1 +7.4	35.5 -2.4		36.6	41.3 +6.5			
3	30.5	27.4 -2.0	26.4 -10.7	30.4	25.7				
4	41.5	38.4 +7.9	31.0 +3.6					39.9 +9.5	33.2 +7.5
5	37.8	36.7 -4.8	38.0 -0.4				38.8	36.6	38.8 -1.1

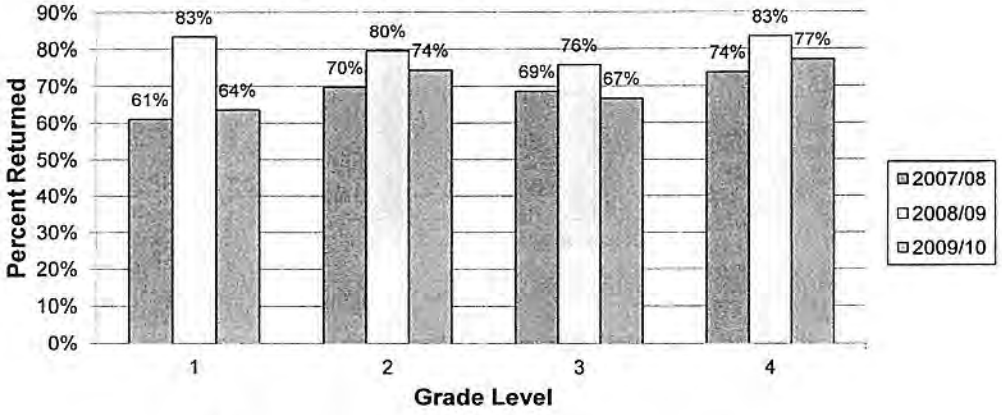
Attrition & Retention

Update top chart for 2010/11

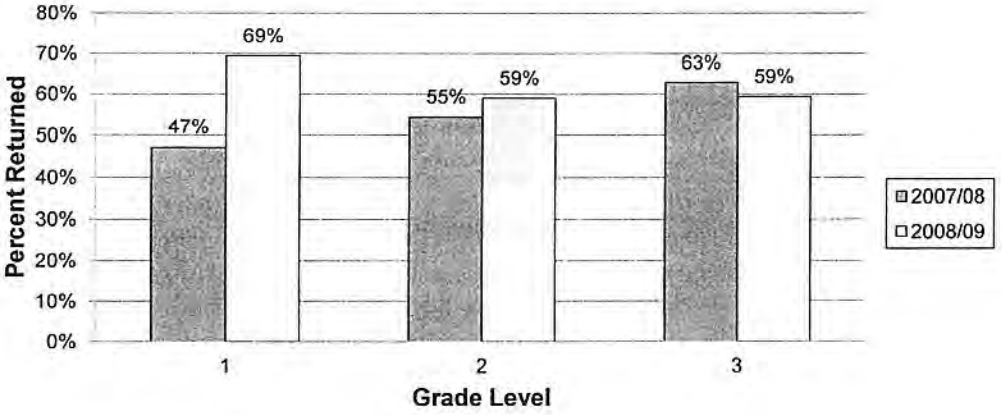
Students Who Withdrew During Year



Students Who Returned Following Year



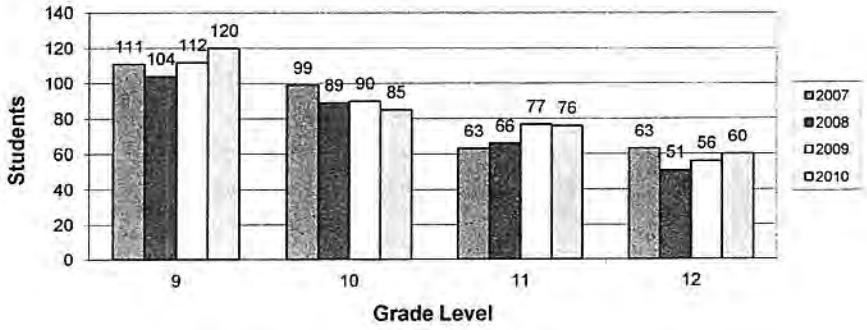
Students Who Returned Two Years Later



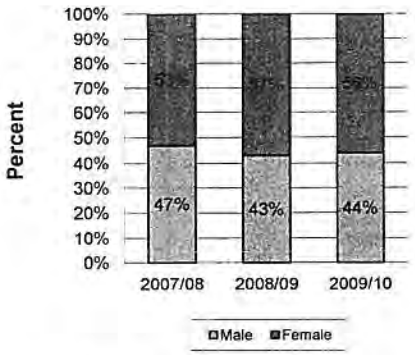
Student Demographics

Hogan data - Placeholder format for GPES data

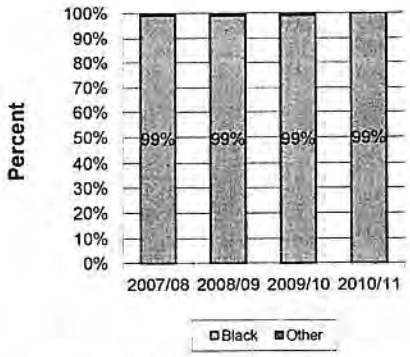
Fall Enrollment



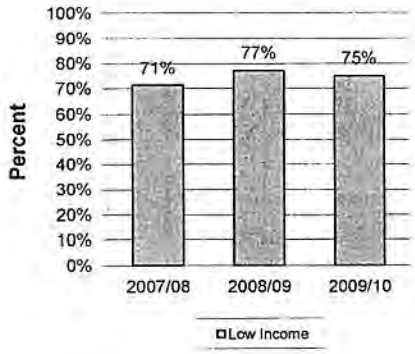
Gender



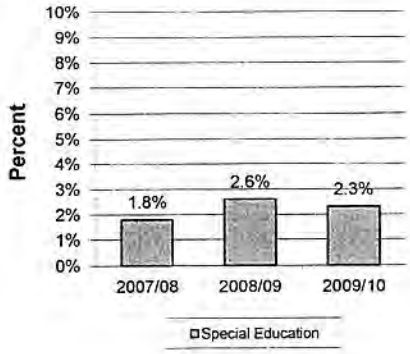
Ethnicity



Socio-Economic Status



Special Education Status



APPENDIX D

Staff and Parent Survey Results

fall 2010

PARENT SURVEY RESULTS

Gordon Parks Elementary School
Year Round School Survey

One major shift in many American schools is to go to a year round school schedule in order to give students more instructional time in class. Year round schools typically have 20-30 more instructional days than a traditional school. We have composed the following survey to get feedback on what our community thinks about year round schooling. Please take a minute to fill out and return the survey. We appreciate your time and opinion. A parent meeting will be scheduled after survey results are reviewed.

	Agree	Disagree	Unsure
Having more school days will help increase student achievement.	65.9%	11.9%	22.2%
Over summer break students forget a lot of information and regress in academic skills.	68.3%	23.8%	7.9%
Multiple shorter breaks throughout the year will provide time for students to receive enrichment education.	70.0%	14.6%	15.4%
Multiple shorter breaks throughout the year will provide teachers time to rejuvenate, leading to less teacher burnout.	68.8%	11.7%	19.5%
Students that are struggling in school will get more time in a year round school to catch up, possibly decreasing the need for retention.	70.4%	10.4%	19.2%
Finding programs/daycare for students during the multiple shorter breaks may be difficult for families.	61.5%	12.3%	26.2%
More school days will allow students more time in a safe, nurturing environment.	64.8%	16.8%	18.4%
More school days will allow students to eat healthy food more often.	40.0%	28.8%	31.2%
More school days will allow students more time to participate in physical exercise.	50.8%	26.6%	22.6%

Fall 2010

Staff Survey Results

Gordon Parks Elementary School
Year Round School Survey

	Agree	Disagree	Unsure
Having more school days will help increase student achievement.	88%	3%	9%
Over summer break students forget a lot of information and regress in academic skills.	97%	3%	0
Multiple shorter breaks throughout the year will provide time for students to receive enrichment education.	55%	3%	42%
Multiple shorter breaks throughout the year will provide teachers time to rejuvenate, leading to less teacher burnout.	69%	6%	25%
Students that are struggling in school will get more time in a year round school to catch up, possibly decreasing the need for retention.	73%	6%	21%
Finding programs/daycare for students during the multiple shorter breaks may be difficult for families.	73%	3%	24%
More school days will allow students more time in a safe, nurturing environment.	97%	0	3%
More school days will allow students to eat healthy food more often.	88%	3%	9%
More school days will allow students more time to participate in physical exercise.	76%	3%	21%

Annual Parent Survey - Spring 2011

Gordon Parks Elementary School

Parent Post Survey 2010-11

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	TOTAL	Strongly Disagree/Disagree	Neutral	Strongly Agree/Agree
I feel welcome at my child's school	1	3	3	11	32	50	8.0%	6.0%	86.0%
I am informed about my child's progress	1	2	5	17	28	53	5.7%	9.4%	84.9%
I know what my child's teacher expects of my child	1	2	7	13	27	50	6.0%	14.0%	80.0%
My child is safe at school	1	2	10	17	22	52	5.8%	19.2%	75.0%
My child is safe going to and from school	1	1	7	16	24	49	4.1%	14.3%	81.6%
There is adequate supervision during school	1	1	5	10	22	39	5.1%	12.8%	82.1%
There is adequate supervision before and after school	1	1	8	17	23	50	4.0%	16.0%	80.0%
The teachers show respect for the students	1	1	9	19	22	52	3.8%	17.3%	78.8%
The students show respect for other students	1	1	11	17	21	51	3.9%	21.6%	74.5%
The school meets the social needs of the students	1	1	8	18	22	50	4.0%	16.0%	80.0%
The school meets the academic needs of the students	1	1	7	20	21	50	4.0%	14.0%	82.0%
The school expects quality work of its students	1	1	6	18	23	49	4.1%	12.2%	83.7%
The school has an excellent learning environment	1	2	4	22	22	51	5.9%	7.8%	86.3%
I know how well my child is progressing in school	1	1	7	22	19	50	4.0%	14.0%	82.0%
I respect the schools' teachers	1	1	5	19	23	49	4.1%	10.2%	85.7%
The principal shows respect for the students	1	2	7	18	20	48	6.3%	14.6%	79.2%
Overall, the school preforms well academically	1	1	7	20	22	51	3.9%	13.7%	82.4%
The school succeeds at preparing children for future work	1	1	7	24	18	51	3.9%	13.7%	82.4%
The school has a good public image	1	1	7	22	19	50	4.0%	14.0%	82.0%
The school's grading practices are fair	1	1	9	20	19	50	4.0%	18.0%	78.0%
My child's teacher helps me to help my child learn at home	1	1	11	18	20	51	3.9%	21.6%	74.5%
I support my child at home	1	2	7	19	23	52	5.8%	13.5%	80.8%
I feel good about myself as a parent	1	1	7	17	24	50	4.0%	14.0%	82.0%

Fall 2011

Parent Survey – Extended School-Year

Name: _____ N=89/132 = 67% - Return Rate

Dear Parents,

Gordon Parks is again reviewing different models for extending the school year. We need to have your input so this can be as seamless as possible. We realize that although some models are excellent for student learning, they are not always convenient for parents. We are committed to finding a positive solution for our families.

Please Circle one of the following: **YES / NO** below

Your rating	Item
YES-36 **NO-52**	1. During summer vacation do you have to pay for child care or for programs for your children?
YES -34 **NO-52**	2. During winter break or spring break do you have to pay for child care for your children?
	3. If you **do not** pay for child care(from either 1 or 2 above), who cares for your children? If not, who cares for them - Family, friends, myself - Brother/Friends - Grandmother, me - Grandmother or me - I do and my husband - I do. If I ever go back to "normal" work, #1 & 2 will be yes - Parents - Family – myself included - Operation Breakthrough - ||| - Boys & Girls Club - I do - ||| - Grandparents - |||| - Me - || - I stay home from work - Daycare – just have state paid daycare - Friends & relatives - St. Marks/ state day care assistance - Siblings - Mother -|| - State of Missouri - My oldest daughter (16), my brother, or myself - It's just not an issue for my family - Daycare - Mother if she can or I lose my job every time - Myself and grandparents || - Free summer camp – Father & sister
	4. If there were breaks at non-traditional time (not summer),

YES -58 **NO-19**	would you have child care available? If no, how would you arrange care for your child? - Stay at home or find a babysitter - My mother or father - State pays - Mother - My sister - Pay for childcare or take leave from work and miss getting wages - Daycare or me - Friends - Family - Daycare - Myself or family members - Not a problem currently. But don't know what I'll do if I were working – could use some help finding care - Yes - Friends and family - Parents - Ask my sister to watch them - Quit my job – Have no choice - Grandparents - Pay for childcare or miss wages due to leave from work - Older brother watches kids
YES -50 **NO-30** Maybe -4	5. Do you see the benefits of having breaks throughout the year rather than the long break during the summer?
YES-63 **NO-21** **Maybe - 3**	6. Would you be willing to come to a meeting about extending the school year?

Your comments are very welcome!

- Yes! An extended school year helps single parents; as well as, keeps students in touch with their schedules and structured activities hence allows better retention of learned information.
- I think extending the school year is good for children and keeps them fresh
- Disabled, husband works evenings
- My daughter is in 5th grade so this wouldn't apply to her. She has to go elsewhere next year. Add a 6th Grade!
- There are two weeks each summer when my daughter attends camp and we usually schedule a our week family vacation. This is important to her. However, since she is a 5th grader, this all may be moot for her.
- It would be great to ha a year that my daughter can progress all the way through, not start, then stop during the summer.
- I am fine with extending the school year – but give kids at least 1 month off to enjoy the summer.
- I want whatever is best for their learning not convenient for me
- Reason for me saying no to #6 is that I feel like going to school for the time that they do should be good enough because kids would not attend school like they are suppose to but I would send my child to summer school that is extending the year enough.
- I believe that shorter breaks during the year benefits the children better educationally and social, due to the long months not in a "classroom setting." Because I am a parent that is

disabled and not have a full time job and my schedule is easier to rearrange. I also have to think about parents with a job that have a routine schedule that might put stress on them for care of children during year-round breaks. Hopefully with this survey the best benefits for our children can be resolved.

- I don't have a car and don't know the bus route to school
- Sometimes during the summer we have experienced a boring spell and/or a "wish I was in school" spell even during breaks of three or more days. So year round school may very well be welcomed and is surely necessary.
- Like an extended school year. Kids retain learned info so they remain in touch with structured activities & learning. Helps single parents too – as it saves child care costs

Please Return by Tuesday, November 22
Before Thanksgiving Break

SIG Grant Survey

Name: _____

Here are some options for the grant. I have divided them into categories. I want to have your feedback on them. I appreciate the time you spend on this. Please write in one of the following: **SA** – Strongly Agree, **A**- Agree, **NO** – No Opinion, **D** – Disagree, **SD** – Strongly Disagree

***** NOTE: Any changes we make will need to be absorbed into our operating budget as time moves forward so we need to be careful that we can support on-going costs.***

Technology

Your rating	Item
SA A NO D SD **10 8 4 0 0**	1. STAR has a component that uses student response systems (clickers). We could get Accelerated Math with this so it can be used in the classroom. (I don't recommend Accelerated Reader but if everyone would use it I could reconsider)
SA A NO D SD **6 11 2 2 0**	2. Multimedia Equipment: Each classroom would have a camera, video camera, tripod, and a web cam.
SA A NO D SD **10 5 3 1 0**	3. Document Reader for each classroom
SA A NO D SD **7 6 7 0 0**	4. Software or Web Access programs: Brain Pop, Video Editing or others recommended on Staff Survey. Please state your preference(s) for this: Brain Pop – Adobe – Photoshop -
SA A NO D SD **10 9 2 0 0**	5. Classroom Webpage that students could access from home. (You would have training on this)
SA A NO D SD **13 6 3 0 0**	6. Smart Boards for teachers without
	Comments or Other Suggestions: - Could money be used for trailers? Space? - Software should be kindergarten appropriate - Don't know how much students would use website – (2) Not sure how many have access from home - I'm not sure if Accelerated Math is a computer-based problem.. In the past, I think students did worksheets and then were tested for growth. I would rather get Smartboard clickers that would have a more universal use. - I think classroom camera sounds great, but not sure we all need video cameras - Didn't know some teachers didn't have Smartboards! - (Accelerated Math) I'm afraid that we might drift away from our core math program if we buy A. Math unless it was for RTI. - Video editing would serve as perfect documentation for understanding - MAC system for ease of use & less problems with glitches. - Get 3-4 cameras, etc. for the whole school to use - Elmo – Great machine – each classroom (document camera) - Does everyone need one? (document reader)

	- Multimedia not necessary for every class - Starfall for Kindergarten & 1st other grades can use it – has X & \ - Clickers are a great way to assess students quickly and an effective way to gather data. There are numerous response systems available. Not sure that connecting to a specific curriculum like Acc. Math would allow the teachers' use of the clickers for all curriculum areas. - Brain Pop - Universal clicker so we can develop common assessments/differentiated assessments

Professional Development

Your Rating					Item
SA	**A**	**NO**	**D**	**SD**	7. One-on-one technical training focused on the classroom that includes Smart Board.
11	**8**	**3**	**0**	**0**	
SA	**A**	**NO**	**D**	**SD**	8. Orton Gillingham – Summer or During the year (circle one if interested)
4	**3**	**9**	**0**	**0**	
SA	**A**	**NO**	**D**	**SD**	9. Center for Leadership and Learning (This is where Connie Kamm works) They offer support for Turn-around schools
8	**8**	**4**	**0**	**0**	
SA	**A**	**NO**	**D**	**SD**	10. CPI – Safehold training (BIST support will always be in place)
3	6	10	0	1	
SA	**A**	**NO**	**D**	**SD**	11. Project-based learning
10	8	2	0	0	
SA	**A**	**NO**	**D**	**SD**	12. Multicultural Educational training and strategies for learning
11	6	3	0	0	
SA	**A**	**NO**	**D**	**SD**	13. Teachers' College – Balanced Literacy
11	8	2	0	0	
SA	**A**	**NO**	**D**	**SD**	14. RTI
8	11	2	0	0	
SA	**A**	**NO**	**D**	**SD**	15. Brain Based Strategies for learning
9	12	2	0	0	Comments - Yes, Yes, Yes – Multicultural ed. - What is Orton Gillingham?(2) - Not sure if we want to go away from Teachers' College. Does this prepare kids for MAP? - T.C. – Advanced sessions for those who have gone to beginning sessions - Maybe we could bring Successlink trainer for whole school - What about PALS or other? Do we have to designate at this point? - Can we research Turnaround Plan. It seems so rushed. We should make informed decision. - TERC – This is equivalent to Teachers' College. We have never been and it is wonderful, weeklong & in the summer. Talk about revamping your core math instruction! - Center for L&L – Not convinced this works as well for struggling students & loads of paperwork for teachers. - More cooperative learning models - Teachers' College – 150% - With our staff turnover, and without a Literacy coach I think everyone should be trained with TC - I would love all of these! - CPI not necessary for whole staff

Resources

SA	A	NO	D	SD	
9	10	1	0	0	16. Student trade books for Science/Social Studies - nonfiction
9	11	2	0	0	17. Manipulatives or other hands-on materials to integrate math into science
					18. Other

Comments

- Classrooms have books but maybe more could be purchased for others to use (supplemental reading, SPED). Add to books we have in teacher's lounge area.
- SS curriculum/readers to supplement units
- We have math, maybe more science
- Headphones for classroom computers
- Computer lab curriculum such as "trajectory" www.globalacademics.com
- RTI resources – Possible personnel or programs needed for RTI
- More space, trailers so time with students in hallway cubbies would be more focused & less distraction – less bathroom/hallway monitoring
- KC Young Audiences – standard fixed visiting resident artists/ interns/ workshops.
- Whole school based curriculum & more meeting times to discuss lessons and tie-ins with specials
- We have plenty of manipulatives – Get them out and use them
- Manipulatives for writing – K-2
- STEM has Science Units that are excellent
- Science Textbook

Personnel

SA	A	NO	D	SD	
6	9	3	3	0	19. Instructional Coach
12	7	0	1	0	20. Technology Coordinator

Comments

- What would the instructional coach do?
- Literacy Coach with very strong TC training but willing to incorporate additional resources & strategies.
- We have too many people here already and enough dysfunction with the schedule. I would never agree to adding more
- RTI person?
- Instr. Coach – for those new to balanced literacy
- I am sure these would benefit us all as the staff is over extended
- Please, please...a tech coordinator – you have no idea what this could do for us!
- Instru. Coach – Can model for teachers
- Curriculum Director to coordinate all programs
- More paras needed for classrooms

Extended Time Model

SA 4	A 10	NO 2	D 5	SD 0	21. Extend the school day 30-60 minutes – for example one charter has both teachers and students arriving at 8:00 am and the day ends at 4:00 pm (4:30 for teachers)
SA 2	A 6	NO 1	D 7	SD 5	22. Make summer school mandatory and add on 2 weeks
SA 7	A 6	NO 2	D 3	SD 2	23. Adopt a model that limits the time students have off to decrease the decline in learning. For example, 6 weeks on - one week off – reoccurring throughout the year.
SA 5	A 5	NO 5	D 6	SD 1	24. Other – Have more time for those who need it and not have everyone here.
					Comments - Could teacher opt for 7:30 instead of staying until 4:30? - I think any of the above would work well for the students minus #22. Students are done by May. As a new mom any except #24 would be difficult for me to do. - I'd like to see the proposed schedule for #23 - #23 – Love this idea! - #23 It is possible that this would work. I need to check on daycare scenarios and see if its cost effective for me. Right now I have summer off and don't pay, but through the school year I have to pay a certain number of days - #21 – Not really – What happens is teachers work more hours for free because we all know they will be here by 20-30 minutes prior. Unfair! - Add days...add 30 minutes a day - 8-5 pm for 4 days a week? - 10 weeks on 2 weeks off (German model) - I like the idea of focused time for students in need, although I think many of our students fit into this - 10 on 3 off with 2 week intersessions (fall & spring) - With all year school parents will have difficulty providing care for students the week off. Medications could be a problem for some students also. - How would time be dispersed - When I talked to another teacher here she said her sister in Virginia worked like the model in #23. They loved the schedule (rejuvenated teachers and students) It stopped after 2 years – no growth noted. - Would everyone need to come in early if we extended the day - Would this mean we would have to pay contract services extra? (#22 summer school mandatory) - Can the two weeks be at different times (i.e., at the beginning of year 1 week)

GPES Parent Technology Survey Results 11.9.11

	Pace		Kindergarten		First		Second		Third		Fourth		Fifth	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Do you have a computer in your home?	4	2	11	4	6	2	11	5	6	2	7		5	4
2. Do you have internet access in your home?	3	3	9	6	5	3	11	5	5	3	6	1	6	3
3. Do you have a computer available to you in your work environment?	2	4	10	5	5	3	11	5	5	3	7		4	5
4. Do you have internet access available to you at your workplace?	1	5	10	5	5	3	11	5	5	3	7		4	5
5. Do you have internet access available through a smart phone?	2	4	7	8	3	5	8	8	5	3	4	3	5	4

	Games	Ed. games	Research	Browsing	Shopping	Email	Networking
6. If you have the internet, how do you use the internet?	34	31	48	46	34	49	34

Other: Business, Movies, Job Search, School, Online Class, Banking, Paying Bills

	Games	Ed. games	Research	Browsing	Music	Email	Networking
7. If you have the internet, how does your child use the internet?	45	40	19	12	29	2	4

Other:

Additional Comments: Students should be able to take home computers. Students should be able to check out computers.

GPES Staff Technology Survey Results

11.3.11

1. How would you like to be informed about technology PD opportunities?				
Email	Flyer in Mailbox	Word of Mouth	Tech. Committee	Other
19	4	2	5	0

2. How would you like to get training concerning your technology needs?					
On-site PD	Off-Site PD	Whole School	Individual	Webinars	Other
17	11	9	6	3	0

3. What do you need more help with concerning GPES technology software?								
Teacher Ease	Smart board	DS	Curriculum Mapper	Word	Excel	Power Point	None of the above	Other
3	11	7	9	1	8	5	2	3
Other: Skype, Google Docs, Pearsonsuccess.net (Investigations)								

4. What other needs or concerns do you have concerning software or hardware?						
Slow Internet Speed	Outdated Computers	Lack of Available Software	Limited Training Opportunities	Lack of Appropriate Hardware	No concerns or needs	Other
11	11	3	8	3	0	2
Other: No Sped Smart board, Internet doesn't always work						

5. What other kinds of technology hardware or software would you like in our school?							
Document Cameras	Tablets	I pods	Clickers	Classroom Laptops	School Web Page	Nothing else needed	Other
10	10	4	11	11	7	1	5
Other: I pads (1), Smart boards for all classes (2), Laptops for all teachers (2)							

6. Where would you like to see technology funds spent?				
Professional Development	Software	Hardware	Web-based Program Subscriptions	Other
6	7	7	11	0

7. How would you rate the speed of our internet band-width based on your daily usage?					
N/A	1	2	3	4	5(Fast)
0	2	9	3	2	0
8. How would you rate the mobile labs and their condition?					
N/A	1	2	3	4	5(Superior)

GPES Staff Technology Survey Results

11.3.11

3	4	3	3	0	0

9. How would you rate the stationary lab and its condition?					
N/A	1	2	3	4	5(Superior)
0	0	2	5	6	2

10. How comfortable with using the software and hardware available at GPES?					
N/A	1	2	3	4	5(Superior)
0	0	2	4	4	3

11. How would you rate your general technology knowledge?					
N/A	1	2	3	4	5(Superior)
0	2	1	3	5	3

What other technology programs would you like our school to consider purchasing for teacher or student use?

- Classroom cameras & tripods (video and still)
- Distance Learning Equipment
- Classroom Presence on Wiki or Edmoto
- Brain pop (3)
- Photoshop
- Webpage Design Software
- Study Island (Science)
- Fast Math
- Smart board software
- Video Chatting/Pen Pals (epals.com)
- Blackboard (2)
- AR Reading and Math
- Basic Facts Drill and Kill programs or sites
- Mooloos (Test taking anxiety)

Additional Comments or Concerns

- Smart board for PACE, K, Sped
- Working laptop for Senn
- Speakers for Senn's Smart board

APPENDIX E

Sample STAR Assessment Reports 2011-2012

Class: Gann

PR Distribution Summary

Percentile	Students	Percent
Below 25th	10	52.6
25th to 49th	6	31.6
50th to 74th	3	15.8
75th & Above	0	0.0
Number of Students: 19		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	1	5.3
1.0 - 1.9	2	10.5
2.0 - 2.9	5	26.3
3.0 - 3.9	7	36.8
4.0 - 4.9	3	15.8
5.0 - 5.9	1	5.3
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

School: Gordon Parks Elementary School

Reporting Period: 8/1/2011 - 7/31/2012
(2011-2012 School Year)

Class: Cuda

PR Distribution Summary

Percentile	Students	Percent
Below 25th	10	52.6
25th to 49th	5	26.3
50th to 74th	2	10.5
75th & Above	2	10.5
Number of Students: 19		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	12	63.2
1.0 - 1.9	7	36.8
2.0 - 2.9	0	0.0
3.0 - 3.9	0	0.0
4.0 - 4.9	0	0.0
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

STAR Math

Class Instructional Planning Report

Printed Saturday, December 10, 2011 10:33:18 AM

School: Gordon Parks Elementary School

Reporting Period: 11/3/2011 - 12/2/2011

Class: Bingham

Teacher: Bingham, J.

Instructional Groups	Number of Students	Scaled Score (0-1400)	
		Median	Range
Group 1	4	709	645 - 771
Group 2	5	634	600 - 644
Group 3	3	585	570 - 587
Group 4	2	483	463 - 503

Skills to Learn

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgement when designing an instructional program. Use the Math Learning Progressions to find additional information for each skill, teacher activities, and sample items.

Group 1

Students

[redacted]

Numbers and Operations

1. ● Multiply a fraction by a fraction
2. ● Multiply a mixed number by a whole number
3. ● Multiply a mixed number by a fraction
4. ● Multiply a mixed number by a mixed number
5. Determine the reciprocal of a whole number, a proper fraction, or an improper fraction

Algebra

1. Generate a table of paired numbers based on a variable expression with two operations
2. ● Determine the variable expression with one operation for a table of paired numbers
3. ● WP: Generate a table of paired numbers based on a variable expression with one operation
4. ● WP: Determine the variable expression with one operation for a table of paired numbers
5. ● Use a first quadrant graph to represent the values from a table generated in context

Geometry and Measurement

1. Convert between customary units of length using fractional amounts
2. Convert between customary units of capacity using fractional amounts
3. Convert between customary units of weight using fractional amounts
4. Convert between metric units of capacity using decimal amounts
5. Convert between metric units of mass using decimal amounts

Data Analysis, Statistics, and Probability

1. Read a double-line graph
2. Answer a question using information from a double-line graph
3. Read a stem-and-leaf plot

● Designates a core skill. Core skills identify the most critical skills to learn at each grade level.

School: Gordon Parks Elementary School

Reporting Period: 11/3/2011 - 12/2/2011

Class: Bingham

Teacher: Bingham, J.

Group 1

Data Analysis, Statistics, and Probability	
4.	Use a stem-and-leaf plot to represent data
5.	Answer a question using information from a stem-and-leaf plot

STAR Math

Class Instructional Planning Report

Printed Saturday, December 10, 2011 10:33:18 AM

School: Gordon Parks Elementary School

Reporting Period: 11/3/2011 - 12/2/2011

Class: Bingham

Teacher: Bingham, J.

Group 2

Students

[redacted]; [redacted]; [redacted]; [redacted] [redacted]

Numbers and Operations

1. ● Multiply a 3- or 4-digit whole number by a 1-digit whole number
2. ● Multiply a 2-digit whole number by a 2-digit whole number
3. Multiply a 3-digit whole number by a 2-digit whole number
4. Multiply three 1- and 2-digit whole numbers
5. ● WP: Multiply a multi-digit whole number by a 1-digit whole number

Algebra

1. Evaluate a numeric expression involving two operations
2. Solve a 1-step addition or subtraction equation using a model
3. ● Identify a missing term in a multiplication or a division number pattern
4. Extend a growing pictorial or nonnumeric pattern
5. ● Identify a missing figure in a growing pictorial or nonnumeric pattern

Geometry and Measurement

1. Convert between customary units of capacity using whole numbers
2. Convert between customary units of weight using whole numbers
3. Convert between metric units of capacity using whole numbers
4. Convert between metric units of mass using whole numbers
5. Convert between millimeters and centimeters or meters using whole numbers

Data Analysis, Statistics, and Probability

1. ● Read a double-bar graph
2. ● Use a double-bar graph to represent data
3. ● Answer a question using information from a double-bar graph
4. Answer a question using information from a table
5. List possible outcomes of a simple event

● Designates a core skill. Core skills identify the most critical skills to learn at each grade level.

[a]This student was given additional time to complete the test.

STAR Math

Class Instructional Planning Report

Printed Saturday, December 10, 2011 10:33:18 AM

School: Gordon Parks Elementary School

Reporting Period: 11/3/2011 - 12/2/2011

Class: Bingham

Teacher: Bingham, J.

Group 3

Students

[redacted]

Numbers and Operations

1. Compare 4- or 5-digit whole numbers using the symbols <, >, and =
2. Order 4- or 5-digit whole numbers in ascending or descending order
3. ● Add 3- and 4-digit whole numbers with regrouping
4. Add three 2- to 3-digit whole numbers
5. ● Subtract 3- and 4-digit whole numbers with regrouping

Algebra

1. Determine the operation needed to make a number sentence true
2. ● WP: Determine the operation needed for a given situation
3. ● WP: Determine a multiplication or division sentence for a given situation
4. Extend a number pattern
5. Determine a rule for a table of related number pairs

Geometry and Measurement

1. WP: Determine the perimeter of a rectangular shape given a grid with a reference unit
2. WP: Determine the perimeter of a shape given a model showing all side lengths
3. Determine the area of a shape composed of rectangles given a picture on a grid
4. WP: Determine the area of a rectangular shape given a picture on a grid
5. Estimate the area of a shape composed of rectangles given a reference square

Data Analysis, Statistics, and Probability

There are no recommended skills for this domain at this difficulty level.

● Designates a core skill. Core skills identify the most critical skills to learn at each grade level.

STAR Math

Class Instructional Planning Report

Printed Saturday, December 10, 2011 10:33:18 AM

School: Gordon Parks Elementary School

Reporting Period: 11/3/2011 - 12/2/2011

Class: Bingham

Teacher: Bingham, J.

Group 4

Students

[redacted]

Numbers and Operations

1. ● Represent a 3-digit number as hundreds, tens, and ones
2. ● Determine the 3-digit number represented as hundreds, tens, and ones
3. ● Recognize equivalent forms of a 3-digit number using hundreds, tens, and ones
4. Determine the value of a collection of bills and coins
5. ● Translate between a dollar sign and a cent sign

Algebra

1. Determine a missing addend in a number sentence involving 2-digit numbers
2. Determine a missing subtrahend in a number sentence involving 2-digit numbers
3. Determine equivalent addition expressions involving 2-digit numbers
4. WP: Determine a missing addend or a missing subtrahend involving 2-digit numbers
5. WP: Use an open sentence to represent a given situation

Geometry and Measurement

1. Identify figures that are the same size and shape
2. Identify a parallelogram, a trapezoid, a pentagon, a hexagon, or an octagon
3. Decompose a plane shape composed of three or more simpler shapes
4. Name a 3-dimensional geometric shape
5. Identify symmetry in a 2-dimensional shape

Data Analysis, Statistics, and Probability

1. Use a bar graph with a scale interval of 5 or 10 to represent data
2. Answer a question using information from a bar graph with a scale interval of 5 or 10
3. Read a line plot
4. Use a line plot to represent data
5. Answer a question using information from a line plot

● Designates a core skill. Core skills identify the most critical skills to learn at each grade level.

APPENDIX F

Comprehensive School Improvement Plan (CSIP)

Larger | Smaller [Reset]

Run Date: 12-16-2011
Run Time: 12:45:01
Submitted Date: 12/16/2011
Submitted UserID: MPITTALA

MO DEPT ELEMENTARY AND SECONDARY EDUCATION

EPEGS

CSIP

SCHOOL YEAR: 2010 - 2011

DISTRICT: 048-913 GORDON PARKS ELEM.

Mission Statement:

Mission of Gordon Parks Elementary

Acting on its conviction that every child has promise, Gordon Parks Elementary provides an enriched individualized academic program, particularly to educate at-risk, urban core children to reach their potential.

Local Needs: Information for a current analysis came from parent, student, and teacher yearly surveys, technology surveys, analysis of MAP and AimsWeb test scores, and information gained from various committee meetings, data teams, and our March 2010 Open Space Forum. **SWOT Analysis**: Strengths: We have implemented a two year transitional Kindergarten program for students who have been identified as needing basic foundational skills. Highly trained, dedicated staff and Board, broad community support, technology resources, great volunteers and mentors, establishment of an uninterrupted literacy block, strong BIST program, active counseling program, addition of supplemental communication arts and math programs, a strong special education team, and a dedicated staff member to lead data teams. Response to intervention program is showing positive growth in students below grade level. Parent involvement is increasing. A new parent advisory committee is on board. Weaknesses: Students are not making AYP as shown on the 2011 MAP test, however there was substantial student growth when analyzed on a growth model. There is also a need for a more clearly defined formative classroom assessments and a technology curriculum infused with NETS. We do not have a technology coordinator or technology coach on staff. Our student population is transient which influences our student turnover rate. The data can be greatly influenced by a single student due to the small student population of our school. We have had turnover in administration this year as both the Executive Director and the Principal left.Our School Board also saw a change in leadership and is presently rebuilding. Our SPED team is seeing more students with a high assignment of hours which has led to a conflict in paper work load and planning. Teachers schedules show that we are not making time requirements in CA & MA in all classrooms. UCM review suggests more strategies are needed by teachers to adequately address DOK and student engagement. Opportunities: A strong student discipline system and classroom management skills allow teachers to focus their efforts on quality instruction and curricular development. We received a donation of 110 laptops. We have identified SES providers to work with students after school. We take advantage of the e-rate program to further our technology goals. We are looking forward to Google broadband and look forward to its impact on student learning. Our RTI program has had a good base but needs to be enhanced. As our parent programs continue to grow, we will focus on the home/school connections to enhance student learning. Threats: The economy is in a decline and we receive 20% of our income from community donations and grants. We are also unsure at this time how this will affect our state and federal funding or if the funding we do receive will be able to offset the growing costs of personnel, energy and transportation. We have a high population of families who qualify for free and reduced lunch (95%) and a high minority population. The economy is placing more stress on these families which oftentimes affects the school performance of students.

Needs Assessment: No comments made.

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

1. **Objective:** By 2015, 50% of students will score proficient or advanced on Communication Arts and Math MAP tests.

MSIP Standard:

SPP Indicators:

Progress Measure:

Comments:

1. **Strategy:** Each year, review and revise common formative assessments for each unit of study in Communication Arts and Mathematics.

MSIP Standard:

Persons Responsible: Principal and Teachers

Funding Source Name: Local Funds, Basic Formula - State Monies

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

1. Action Step: Train new staff members in the Data Team process.

Date To Implement Action Step: 07/01/2011

Date of Completion: 06/30/2014

2. Action Step: Teachers will work in grade level Data Teams once a week and in vertical and department Data Teams once a month.

Date To Implement Action Step: 07/01/2011

Date of Completion: 06/30/2014

2. **Strategy:** Revise the RTI model for reading, mathematics, and behavior by January 2015.

MSIP Standard:

Persons Responsible: Principal, Teachers, Behavior Team

Funding Source Name: Title I School Improvement (a), School Improvement Grant (g) (SIG), Title I, Basic Formula - State Monies, Basic Formula - Classroom Trust Fund

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

1. Action Step: Secure a one-on-one technology for grades 2 through 5 that are connected to the netw and internet to determine the effectiveness of math and reading interventions at the various tiers.

Date To Implement Action Step: 07/01/2011

Date of Completion: 06/30/2014

2. Action Step: Classroom teachers, Supplemental Reading and Math Teachers and tutors will provide two interventions for reading and math.

Date To Implement Action Step: 07/01/2011

Date of Completion: 06/30/2014

3. Action Step: Special Education teachers and tutors will provide tier three interventions for reading a math.

Date To Implement Action Step: 07/01/2011

Date of Completion: 06/30/2014

4. Action Step: Track Care Room data through School Insight behavior log.

Date To Implement Action Step: 07/01/2011

Date of Completion: 06/30/2014

5. Action Step:	Staff will send "Notice of Concern Letter" to parents and implement a Behavior Intervention Plan (BIP) when a student reaches three Care Room visits in a trimester.
Date To Implement Action Step:	07/01/2011
Date of Completion:	06/30/2014
6. Action Step:	The Behavior Team will work with the classroom teachers to provide intervention strategies and monitor progress of students on tiers two and three.
Date To Implement Action Step:	07/01/2011
Date of Completion:	06/30/2014
7. Action Step:	Support and strengthen the model of RTI through outside program evaluation.
Date To Implement Action Step:	07/29/2012
Date of Completion:	06/30/2015
8. Action Step:	Modify the daily schedule to accommodate an all-school RTI time to differentiate instruction for all tiers.
Date To Implement Action Step:	07/30/2012
Date of Completion:	06/30/2015
9. Action Step:	Provide appropriate materials to differentiate instruction.
Date To Implement Action Step:	08/01/2012
Date of Completion:	06/28/2013
10. Action Step:	Maintain a system of benchmarking for students at least 3 time a year.
Date To Implement Action Step:	08/01/2012
Date of Completion:	06/30/2015
11. Action Step:	Provide a process and format for students to set and review personal and academic go
Date To Implement Action Step:	10/31/2012
Date of Completion:	06/26/2015

3. **Strategy:**	Each year, follow the Supplemental Educational Services guidelines as outlined in the No Child Left Behind Act.
MSIP Standard:	
Persons Responsible:	Principal
Funding Source Name:	Title I
Date to Implement Strategy:	07/01/2011
Date of Completion:	06/30/2014
Comments:	
4. **Strategy:**	Strengthen the core teaching of Mathematics.
MSIP Standard:	
Persons Responsible:	Principal/Supplemental Math Teacher
Funding Source Name:	Title I School Improvement (a), School Improvement Grant (g) (SIG), Basic Formula - State Monies, Basic Formula - Classroom Trust Fund
Date to Implement Strategy:	02/15/2012
Date of Completion:	06/30/2015
Comments:	

1. Action Step:	Schedule the state recommended 60 minutes per day of Mathematics in elementary classrooms.
Date To Implement Action Step:	07/29/2012
Date of Completion:	06/30/2015
2. Action Step:	Engage in a 3-year initiative with trainers knowledgable in the NCTM, State Standarc and core curriculum to provide embedded professional development.

Date To Implement Action Step: 07/29/2012

Date of Completion: 06/30/2015

3. Action Step: Purchase resources to enable effective teaching of mathematics.

Date To Implement Action Step: 02/15/2012

Date of Completion: 06/30/2015

5. **Strategy:** Increase instructional time for learning core subjects.

MSIP Standard:

Persons Responsible: Principal/ Teacher Team

Funding Source Name:

Date to Implement Strategy: 02/01/2012

Date of Completion: 12/21/2012

Comments:

1. Action Step: Design a year-round school calendar.

Date To Implement Action Step: 02/01/2012

Date of Completion: 06/30/2012

2. Action Step: Offer teacher incentives to continue with year-round school.

Date To Implement Action Step: 03/01/2012

Date of Completion: 06/29/2012

3. Action Step: Create a plan for pay scale adjustment for staff working an extended year

Date To Implement Action Step: 02/01/2012

Date of Completion: 05/01/2012

6. **Strategy:** Strengthen the core teaching of Communication Arts.

MSIP Standard:

Persons Responsible: Principal/ Supplemental Math Teachers

Funding Source Name: Title I School Improvement (a), School Improvement Grant (g) (SIG), Title I, Basic Formula - State Monies, Basic Formula - Classroom Trust Fund

Date to Implement Strategy: 03/01/2012

Date of Completion: 06/30/2015

Comments:

1. Action Step: Improve the core teaching skills in Readers and Writers Workshops by continuing trinin Balanced Literacy using an embedded approach so teachers can observe, model and re on their teaching.

Date To Implement Action Step: 07/29/2012

Date of Completion: 06/30/2015

2. Action Step: Train teachers in the use of Orton Gillingham's multi-sensory methods so teachers can more skilled in phonemic awareness and phonics practices.

Date To Implement Action Step: 05/21/2012

Date of Completion: 06/30/2015

3. Action Step: Allow teachers to do peer observations with feedback sessions to promote self-growth.

Date To Implement Action Step: 08/01/2012

Date of Completion: 06/30/2015

7. **Strategy:** Provide teachers the opportunity to expand their instructional strategies in order to provide differentiation in the 21st Century classroom.

MSIP Standard:

Persons Responsible: Principal/ Technology Committee

Funding Source Name:

Date to Implement Strategy: 02/01/2012

Date of Completion: 06/30/2015

Comments:

1. Action Step: Improve the instructional delivery system through professional development in Pro Based Learning.

Date To Implement Action Step: 07/29/2012

Date of Completion: 06/30/2015

2. Action Step: Support the use of technology through one-on-one coaching and whole group instruction for staff.

Date To Implement Action Step: 02/01/2012

Date of Completion: 06/30/2015

3. Action Step: Encourage the use of technology for student assessment.

Date To Implement Action Step: 02/01/2012

Date of Completion: 06/30/2015

4. Action Step: Develop classroom web pages so students have access to resources and informatic and outside the school days.

Date To Implement Action Step: 02/01/2013

Date of Completion: 06/30/2015

5. Action Step: Expand the use of Smart Boards to all classrooms.

Date To Implement Action Step: 07/29/2013

Date of Completion: 06/30/2015

6. Action Step: Provide the materials, resources, and equipment to aid differentiation (i.e., camera tripods, videoconferencing materials, etc.).

Date To Implement Action Step: 02/01/2012

Date of Completion: 06/30/2015

8. **Strategy:** Complete revisions to Mathematics and Communication Arts curriculum so they are aligned horizontally, vertically, and with State Standards.

MSIP Standard:

Persons Responsible: Principal / Curriculum Team

Funding Source Name: Local Funds, Basic Formula - State Monies, Basic Formula - Classroom Trust Fund

Date to Implement Strategy: 08/01/2011

Date of Completion: 06/28/2013

Comments:

2. **Objective:** By May 2013, 80% of students will show at least one years growth or will read on or above grade level as measured by the STAR Reading Assessment.

MSIP Standard:

SPP Indicators:

Progress Measure:

Comments:

1. **Strategy:** Each year, all classroom teachers will be trained in Balanced Literacy. Balanced Literacy components are fully implemented in each classroom.

MSIP Standard:

Persons Responsible: Principal and Teachers

Funding Source Name: Prop C, TITLE II.A, Basic Formula - State Monies, Basic Formula - Classroom Trust Fund

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

2. **Strategy:** Grades K-5 classroom teachers will use Teachers' College Reading Inventory Assessment once per trimester.

MSIP Standard:

Persons Responsible: Principal and Teachers

Funding Source Name: Local Funds, Basic Formula - State Monies

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

3. **Strategy:** Grades 1-5 classroom teachers will use the Tim Rasinski's Increasing Reading Fluency for students needing support.

MSIP Standard:

Persons Responsible: Principal and Teachers

Funding Source Name: Local Funds, Basic Formula - State Monies

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

4. **Strategy:** Grade K classroom teachers will use the Basic Animated Literacy Program by Jim Stone daily.

MSIP Standard:

Persons Responsible: Principal and Teachers

Funding Source Name: Local Funds, Basic Formula - State Monies

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

5. **Strategy:** Grades K-5 classroom teachers will use the Sitton Word Study Program daily.

MSIP Standard:

Persons Responsible: Principal and Teachers

Funding Source Name: Prop C, Title I School Improvement (a), Basic Formula - State Monies, Basic Formula - Classroom Trust Fund

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

6. **Strategy:** Each teacher will have Smartboard training pending funding.

MSIP Standard:

Persons Responsible: Principal

Funding Source Name: School Improvement Grant (g) (SIG)

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

3. **Objective:** By May 2013, 80% of students will show at least one years growth or will be on or above grade level in math as measured by the STAR Math Assessment

MSIP Standard:

SPP Indicators:

Progress Measure:

Comments:

1. **Strategy:**	Each year, all classroom teachers will be trained in the Math Investigations program.
MSIP Standard:	
Persons Responsible:	Principal
Funding Source Name:	Prop C, Title I School Improvement (a), Local Funds, Basic Formula - State Monies, Basic Formula - Classroom Trust Fund
Date to Implement Strategy:	07/01/2011
Date of Completion:	06/30/2014
Comments:	

4. **Objective:**	By September 15 of each year, all Kindergarten students will be screened and appropriate services will be determined.
MSIP Standard:	
SPP Indicators:	
Progress Measure:	

Comments:

1. **Strategy:**	Prior to the beginning of the school year, all Kindergarten students will be screened using the Brigance Kindergarten Screening.
MSIP Standard:	
Persons Responsible:	Principal
Funding Source Name:	Local Funds, Basic Formula - State Monies
Date to Implement Strategy:	07/01/2011
Date of Completion:	06/30/2014
Comments:	
2. **Strategy:**	Students who score below the 5 year-old level on the Kindergarten screening will receive supplemental instruction from the K-2 Literacy Teacher, tutors, Vision Skills instructor, or Integrated Listening Systems instructor by October 1 of each school year.
MSIP Standard:	
Persons Responsible:	Principal
Funding Source Name:	Special Education Part B Entitlement, Local Funds, Basic Formula - State Monies, Title I
Date to Implement Strategy:	07/01/2011
Date of Completion:	06/30/2014
Comments:	

5. **Objective:**	By 2015, 40% of our students will score proficient or advanced in Science.
MSIP Standard:	
SPP Indicators:	
Progress Measure:	

Comments:

1. **Strategy:**	Develop the Science curriculum using national and state standards (Core Curriculum when available).
MSIP Standard:	
Persons Responsible:	Science Implementor

Funding Source Name: School Improvement Grant (g) (SIG), Title I, Local Funds, TITLE II.A, Basic Formula - Classroom Trust Fund, Basic Formula - State Monies, Title I School Improvement (a), Prop C

Date to Implement Strategy: 02/01/2012

Date of Completion: 06/28/2013

Comments:

1. Action Step: Offer stipend pay for the development of the Science curriculum.

Date To Implement Action Step: 01/02/2012

Date of Completion: 06/28/2013

2. **Strategy:** Hire a science implementor to organize and present curriculum for teachers to further expand in the classroom.

MSIP Standard:

Persons Responsible: Principal

Funding Source Name: School Improvement Grant (g) (SIG)

Date to Implement Strategy: 03/30/2012

Date of Completion: 07/13/2012

Comments:

3. **Strategy:** Provide nonfiction books for students to use in the science curriculum.

MSIP Standard:

Persons Responsible: Science Implementor, Principal, Classroom Teachers

Funding Source Name: Prop C, Title I School Improvement (a), School Improvement Grant (g) (SIG), Title I, Local Funds, Basic Formula - State Monies, Basic Formula - Classroom Trust Fund

Date to Implement Strategy: 08/01/2012

Date of Completion: 06/28/2013

Comments:

4. **Strategy:** Provide time for teachers to plan for the integration of STEAM (Science, Technology, Engineering, Arts, Math).

MSIP Standard:

Persons Responsible: Principal

Funding Source Name: School Improvement Grant (g) (SIG), Title I, Local Funds, TITLE II.A, Basic Formula - Classroom Trust Fund, Basic Formula - State Monies, Title I School Improvement (a), Prop C

Date to Implement Strategy: 08/01/2012

Date of Completion: 06/30/2015

Comments:

5. **Strategy:** Pilot the STEAM approach in summer school (June,2012).

MSIP Standard:

Persons Responsible: Principal

Funding Source Name:

Date to Implement Strategy: 05/28/2012

Date of Completion: 06/29/2012

Comments:

1. Action Step: Develop a task force of professions who work in STEAM careers to explore possible learning opportunities for students and to acts as models of career options for studen

Date To Implement Action Step: 01/06/2012

Date of Completion: 06/30/2015

2. Action Step: Purchase resources and materials to support a hands-on STEAM Program.

Date To Implement Action Step: 03/01/2012

Date of Completion: 07/01/2013

2. **Goal:** Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

1. **Objective:** Each year, utilize MO Reap and Non-Profit Connect to recruit qualified candidates.

MSIP Standard:

SPP Indicators:

Progress Measure:

Comments:

1. **Strategy:** Use a four-stage interview process.

MSIP Standard:

Persons Responsible: Principal

Funding Source Name: Local Funds, Basic Formula - State Monies

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

1. Action Step: All candidates must pass a written interview.

Date To Implement Action Step: 07/01/2011

Date of Completion: 06/30/2014

2. Action Step: All candidates must pass a staff directed interview.

Date To Implement Action Step: 07/01/2011

Date of Completion: 06/30/2014

3. Action Step: Candidates that pass the staff directed interview will be interviewed by the administration using the Haberman Star Teacher format.

Date To Implement Action Step: 07/01/2011

Date of Completion: 06/30/2014

4. Action Step: Candidates that pass the administration interview will be required to teach a half-d and be observed by staff members.

Date To Implement Action Step: 07/01/2011

Date of Completion: 06/30/2014

2. **Objective:** By May 2012, 100% of instructional staff will be Highly Qualified as measured by the No Child Left Behind Act.

MSIP Standard:

SPP Indicators:

Progress Measure:

Comments:

1. **Strategy:** As a prerequisite to hiring, Gordon Parks School will ensure that all new hires meet the Highly Qualified requirements.

MSIP Standard:

Persons Responsible: Principal

Funding Source Name: TITLE II.A, Local Funds, Basic Formula - State Monies, Basic Formula - Classroom Trust Fund

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

2. **Strategy:** Support Special Education Staff with support services that deal with paper work, scheduling and parent communication.

MSIP Standard:

Persons Responsible:

Funding Source Name: School Improvement Grant (g) (SIG), Special Education Part B Entitlement

Date to Implement Strategy: 08/01/2012

Date of Completion: 06/30/2015

Comments:

3. **Objective:** Each school year professional development will focus on communication arts and mathematics as well as urban education, students in trauma,BIST and special needs students.

MSIP Standard:

SPP Indicators:

Progress Measure:

Comments:

1. **Strategy:** The professional development committee will develop a calendar and track professional development activities.

MSIP Standard:

Persons Responsible: Principal and PD Committee

Funding Source Name: Title I, TITLE II.A, Special Education Part B Entitlement, Local Funds, Basic Formula - State Monies, Title I School Improvement (a)

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

4. **Objective:** Principal/supervisor will conduct formal observations at least twice per year.

MSIP Standard:

SPP Indicators:

Progress Measure:

Comments:

1. **Strategy:** Teachers receiving a "Needs Improvement" mark on a formal observation will keep documentation in their portfolio to show effort towards improvement.

MSIP Standard:

Persons Responsible: Principal or Supervisor

Funding Source Name: Local Funds, Basic Formula - State Monies

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

2. **Strategy:** Teachers will do peer observations at least twice a year to support their individual Performance Plan Goals.

MSIP Standard:

Persons Responsible: Principal and Teachers

Funding Source Name: Local Funds, Basic Formula - State Monies

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2014

Comments:

5. **Objective:** Create and implement a base salary scale and a performance based bonus plan by 2013-2014 school year.

MSIP Standard:

SPP Indicators:

Progress Measure:

Comments:

1. **Strategy:** Research local salary scales and create a Gordon Parks base salary scale.

MSIP Standard:

Persons Responsible: Principal

Funding Source Name: Local Funds, Basic Formula - State Monies

Date to Implement Strategy: 07/01/2011

Date of Completion: 06/30/2013

Comments:

1. Action Step: Offer signing bonuses for teachers/staff who make a 3-year commitment to Gordon Parks.

Date To Implement Action Step: 03/01/2012

Date of Completion: 06/29/2012

2. **Strategy:** Identify and adopt a new teacher evaluation system for performance based bonuses that includes multiple measures including, but not limited to, professional development and academic, behavioral, or emotional growth of students.

MSIP Standard:

Persons Responsible: Principal and Board of Directors

Funding Source Name: Local Funds, Basic Formula - State Monies

Date to Implement Strategy: 07/01/2013

Date of Completion: 06/30/2014

Comments:

6. **Objective:** Each school year, the principal will participate in at least 30 hours of professional development including, but not limited to, charter school law, state compliance, best instructional practices, and school leadership.

MSIP Standard:

SPP Indicators:

Progress Measure:

Comments:

1. **Strategy:**	The principal will stay apprised of changes in educational laws and policies through professional readings and journals.
MSIP Standard:	
Persons Responsible:	Principal
Funding Source Name:	Local Funds, Basic Formula - State Monies
Date to Implement Strategy:	07/01/2011
Date of Completion:	06/30/2014
Comments:	
2. **Strategy:**	The principal will participate in seminars, conferences, and workshops that are geared towards improving student achievement and will discuss new instructional strategies with teachers during professional development and classroom demonstrations.
MSIP Standard:	
Persons Responsible:	Principal
Funding Source Name:	Prop C, TITLE II.A, Basic Formula - State Monies, Basic Formula - Classroom Trust Fund
Date to Implement Strategy:	07/01/2011
Date of Completion:	06/30/2014
Comments:	

3. **Goal:** Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

1. **Objective:**	Each year, provide at least three opportunities for families and community to interact with students and staff for the purpose of building positive relationships.
MSIP Standard:	
SPP Indicators:	
Progress Measure:	
Comments:	
1. **Strategy:**	Family Outreach Coordinator will plan multiple events throughout the school year and will have 70% of families attend at least one event.
MSIP Standard:	
Persons Responsible:	Principal and Teachers
Funding Source Name:	Local Funds, Basic Formula - State Monies, Title I
Date to Implement Strategy:	07/01/2011
Date of Completion:	06/30/2014
Comments:	

1. Action Step:	Hold monthly Parent Advisory Committee (PAC) meetings in order to involve parent school decisions and provide parent training classes.
Date To Implement Action Step:	07/01/2011
Date of Completion:	06/30/2014
2. Action Step:	Annually, hold at least two Family Nights to inform parents about literacy, math or activities for home use.
Date To Implement Action Step:	07/01/2011
Date of Completion:	06/30/2014

2. **Strategy:**	Send home a weekly Principal's Newsletter that outlines school events and provides suggestions for ways parents can help their student(s) at home.
MSIP Standard:	
Persons Responsible:	Principal
Funding Source Name:	Local Funds, Basic Formula - State Monies
Date to Implement Strategy:	07/01/2011
Date of Completion:	06/30/2014
Comments:	
3. **Strategy:**	Volunteer Coordinator will work with parents and community members to provide 5,000 hours of volunteer service to the school each fiscal year.
MSIP Standard:	
Persons Responsible:	Volunteer Coordinator
Funding Source Name:	Local Funds, Basic Formula - State Monies
Date to Implement Strategy:	07/01/2011
Date of Completion:	06/30/2014
Comments:	

1. Action Step:	Provide an orientation process for all mentors and volunteers.
Date To Implement Action Step:	07/01/2011
Date of Completion:	06/30/2014
2. Action Step:	Evaluate volunteers annually.
Date To Implement Action Step:	07/01/2011
Date of Completion:	06/30/2014
3. Action Step:	Annually, hold at least two Family Nights to inform parents about literacy, math art activities for home use.
Date To Implement Action Step:	07/01/2011
Date of Completion:	06/30/2014

4. **Strategy:**	Each year the Gordon Parks Service Team students will participate in at least two community service activities.
MSIP Standard:	
Persons Responsible:	Principal and Volunteer Coordinator
Funding Source Name:	Local Funds, Basic Formula - State Monies
Date to Implement Strategy:	07/01/2010
Date of Completion:	06/30/2013
Comments:	
5. **Strategy:**	Gordon Parks will expand its parent opportunities based on parent surveys each year. Parents will be given options in the surveys that compliment STEAM education.
MSIP Standard:	
Persons Responsible:	Family Outreach Coordinator
Funding Source Name:	Title I, School Improvement Grant (g) (SIG), Local Funds, Basic Formula - State Monies, Title I School Improvement (a)
Date to Implement Strategy:	08/01/2012
Date of Completion:	06/30/2015
Comments:	

1. Action Step: At least one parent meeting will deal with STEAM education each year.

Date To Implement Action Step: 08/01/2012

Date of Completion: 06/30/2015

2. Action Step: Work with Gordon Parks' community partners to secure speakers for PAC meetings.

Date To Implement Action Step: 08/01/2012

Date of Completion: 06/30/2015

6. **Strategy:** Improve communication lines with parents.

MSIP Standard:

Persons Responsible: Principal/ Family Outreach Coordinator

Funding Source Name: Prop C, Title I School Improvement (a), School Improvement Grant (g) (SIG), Title I, Local Funds, Basic Formula - State Monies, Basic Formula - Classroom Trust Fund

Date to Implement Strategy: 08/01/2012

Date of Completion: 06/30/2015

Comments:

1. Action Step: Activate parent component of School Insight's program to allow parent to view grades and email teachers.

Date To Implement Action Step: 08/01/2011

Date of Completion: 12/21/2012

2. Action Step: Develop classroom websites that provide parents and students information about curriculum, homework and resources.

Date To Implement Action Step: 08/01/2013

Date of Completion: 06/26/2015

4. **Goal:** Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

1. **Objective:** By January 2013, review board policies and procedures to identify areas of improvement and clarify the separation of powers and responsibilities for board members, administration, staff, and volunteers.

MSIP Standard:

SPP Indicators:

Progress Measure:

Comments:

1. **Strategy:** The Board of Directors will approve changes to the board policies based on recommendations by January 2013.

MSIP Standard:

Persons Responsible: Principal and Board Members

Funding Source Name: Prop C, Basic Formula - Stabilization Funds, Local Funds, Basic Formula - Classroom Trust Fund

Date to Implement Strategy: 07/01/2011

Date of Completion: 01/31/2013

Comments:

2. **Strategy:** Conduct extensive searches for leadership positions in the administration of Gordon Parks School.

MSIP Standard:

Persons Responsible: School Board

Funding Source Name: School Improvement Grant (g) (SIG), Local Funds, Basic Formula - State Monies, Basic Formula - Classroom Trust Fund

Date to Implement Strategy: 06/30/2011

Date of Completion: 06/29/2012

Comments:

3. **Strategy:** Develop a leadership team comprised of administrators and staff to to provide guidance, oversight and technical instruction in developing and maintaining a culture of successful learning at Gordon Parks.

MSIP Standard:

Persons Responsible: Principal/ Executive Director/ Board President

Funding Source Name: Special Education Part B Entitlement, School Improvement Grant (g) (SIG), Title I, Local Funds, Basic Formula - Classroom Trust Fund, Basic Formula - State Monies, Title I School Improvement (a), Prop C

Date to Implement Strategy: 03/01/2012

Date of Completion: 12/21/2012

Comments:

1. Action Step: Work with the Hope Foundation to develop and monitor a school leadership team.

Date To Implement Action Step: 08/01/2012

Date of Completion: 06/30/2015

2. Action Step: Establish the Hope Leadership Team.

Date To Implement Action Step: 08/01/2012

Date of Completion: 09/28/2012

3. Action Step: Develop Board Policies and procedures, in collaboration with school administration, th support and value teachers as part of the school's decision-making team.

Date To Implement Action Step: 06/29/2012

Date of Completion: 08/31/2012

4. Action Step: Hire an external evaluator to oversee the governance of the the SIG grant.

Date To Implement Action Step: 03/01/2012

Date of Completion: 06/30/2015

5. Action Step: Provide on-going professional development for the Executive Director that correspon his/her leadership roles.

Date To Implement Action Step: 02/01/2012

Date of Completion: 06/30/2015

6. Action Step: Build capacity for leadership on the Board by providing quality professional developm experiences for Board members

Date To Implement Action Step: 02/01/2012

Date of Completion: 06/30/2015

5. **Goal:** To identify MEP students and ensure equal opportunity to services.

1. **Objective:** To have procedures in place to determine the eligibility of MEP Students.

MSIP Standard:

SPP Indicators:

Progress Measure:

Comments:

1. **Strategy:**	Include questions in the enrollment packet to help identify migrant studnets. If necessary, the documents will be provided in their home language.
MSIP Standard:	
Persons Responsible:	Migrant Representative
Funding Source Name:	Title I School Improvement (a), Title I
Date to Implement Strategy:	08/01/2011
Date of Completion:	07/31/2015
Comments:	

1. Action Step:	Review responses to MEP questions on the enrollment packets.
Date To Implement Action Step:	04/25/2011
Date of Completion:	08/05/2011
2. Action Step:	Upon determining the student is a migant learner, the program coordinator, the Prin will contact the State Director of Migrant Education for assistance.
Date To Implement Action Step:	08/12/2011
Date of Completion:	05/31/2012

INTERIM PRINCIPAL
Lynne Beachner, Ph.D.

CO-FOUNDERS
Dorothy Curry
Sue Jarvis

GOVERNING BOARD
Karen Lundgren – President
Community Volunteer

Robert E. Gunter – Treasurer
Retired BMA Executive

Steven P. Callahan
CEO, Operation Breakthrough

Sue Jarvis
Retired Teacher

Judy Kezlan
Reading Specialist

Mary Ellen Kirtley
Retired Teacher

Elizabeth Sontheimer
Parent Representative

ADVISORY BOARD
Joan Caulfield
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Mary Waldrop
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Alan Warne
Community Volunteer

April Wasleski
Ernst & Young, LP

Levora B. Whitmore
Past President

Frank Young
Insurance Consultant

Keely J. Schneider
Development Director

December 16, 2011

COPY

VIA U.S. MAIL
Mr. Craig Rector
Coordinator
Missouri Department of Elementary and Secondary Education
Federal Grants and Resources Unit
P.O. Box 480
Jefferson City, MO 65102-0480

Re: Application for School Improvement Grant
School District: Gordon Parks Elementary School – charter school
3715 Wyoming St.
Kansas City, MO 64111

Dear Mr. Rector:

Enclosed is **one original and three copies** of the Gordon Parks Elementary School's School Improvement Grant Application for grant funding under the Cadre II, Year I LEA/district School Improvement Grant. In addition, as a convenience, the original application includes copies of the SIG Required Leading Indicators and the Competitive Priorities contained in a separate envelope. As instructed, an electronic copy of this application has also been sent via email to: webreplysig2010@dese.mo.gov.

Gordon Parks Elementary is a single school building LEA district, thus grant funds would be expended only at the building location set forth above. Gordon Parks intends to utilize the Transformation Model of Intervention in the implementation of its School Improvement Plan.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Lynne Beachner

Lynne Beachner, Ph.D.
Interim Principal
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COPY

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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Appendix A - SIG Required Leading Indicators Form

Appendix B - School Background

Appendix C - MAP and Other Assessment Data and Analyses

Appendix D - Staff and Parent Survey Results

Appendix E - Sample STAR Assessment Reports for 2011-2012

Appendix F - Comprehensive School Improvement Plan (CSIP)

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.

Gordon Parks Elementary School

LEA/District School Improvement Grant Application
December 16, 2011

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. <u>Be Bold and Innovative</u>. Gordon Parks' SIG proposal is bold because it strives to effect change at a fundamental level at the school. First, Gordon Parks proposes to extend its school year. The extended school year calendar will be explored and examined by a parent/staff committee and presented to the Board for discussion and approval. The school will also provide a signing bonus for all teachers who commit to work under the new extended-year schedule for three years. 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. 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 bonus and 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 fully developing 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 monetary request in this proposal does not supplant existing state and federal funding, as those existing funding sources are insufficient to support our school's ***current*** operating budget. 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. In other words, all of the school's current financial resources (state, federal, local and community) are focused squarely on meeting each year's annual operating budget requirements. Gordon Parks does not have the capacity alone to infuse an immediate $600,000 into the school's budget to pay for the required and permissible activities of the Transformation Model.

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, Gordon Parks proposes to offer a signing bonus to each teacher who commits to the activities outlined in our SIG application and agrees to remain at the school for three years. Even those teachers who cannot make a three-year commitment, 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.

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%	

NEW PAGE

APPENDIX G

HOPE FOUNDATION SCOPE OF WORK

HOPE Foundation

Effective teachers. Exemplary schools. Extraordinary outcomes.
Leadership is the link.

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MEMORANDUM

TO: Lynne Beachner
Gordon Parks Elementary School
3715 Wyoming, Kansas City, Missouri 64111

FROM: Amber Reeves
Professional Development
areeves@hopefoundation.org

DATE: December 7, 2011

RE: ***Intensive School Reform***

The *Intensive School Reform* Model is an integrated, customized program for schools, which **builds the structures, processes, and protocols to inform instructional improvements and sustain a collaborative culture supporting an ongoing school improvement planning process.** By first identifying the existing strengths of the professional learning community, a school leadership team is empowered to further develop their own teacher and administrator leadership capacity. By building this capacity and a culture of trust, schools are able to close implementation and achievement gaps, most significantly through collaborative creation and implementation of School Improvement Plans in Title I schools.

The HOPE Foundation proposes to work collaboratively with Gordon Parks Elementary School to provide staff development and leadership training utilizing the ***Intensive School Reform*** model organized around the ***Failure Is Not an Option®*** Six Principles:

1. Common, Mission, Vision, Values and Goals
2. Ensuring Achievement for All Students- Systems for Prevention and Intervention
3. Collaborative Teaming Focused on Teaching and Learning
4. Using Data to Guide Decision Making and Continuous Improvement
5. Gaining Active Engagement from Family and Community
6. Building Sustainable Leadership Capacity

HISTORY OF SUCCESS

In 1989, The HOPE Foundation, a Bloomington, Indiana based 501c3 non-profit organization, began convening interdisciplinary forums involving W. Edwards Deming, Peter Senge, CEOs, governors and major educational leaders. These gatherings spawned seminal publications on "professional learning communities" published by the conveners.

For almost a decade, the HOPE Foundation has expanded the application of this concept into a developmental approach, based on the award-winning publication, *Failure Is Not an Option®, Six Principles that Guide Student Achievement in High Performing Schools* (2004), more fully

documented in the newly released second edition (2010), co-published by the HOPE Foundation, the NEA and Corwin Press. HOPE's Intensive School Reform Model is the ONLY model supported by both AASA and the NEA.

As John Wilson, Executive Director of the NEA said, "The HOPE Foundation has shown – over and over again – that its collaborative model of school improvement is sustainable and effective. School transformation should be led by and done WITH educators, not to them. The NEA believes that the HOPE Foundation offers a model of proof and promise to schools striving to make the right kind of change to help students succeed."

This framework for transforming low-performing schools has succeeded in urban, suburban and rural settings throughout the United States by helping leadership teams build a framework for sharing best practices, transforming school cultures, and sustaining student success. Our decade-long record of success has been documented in an independent study by PlanNet Research and by student achievement data in persistently low-performing schools in settings as diverse as Milwaukee, WI, Pottstown, PA, Pixley, CA and the Bronx, New York.

OUTCOMES OF THE INTENSIVE SCHOOL REFORM MODEL

Increased capacity of teachers

- To improve instruction
  - Teachers learn to work collaboratively to measure and study instruction; create, implement and monitor interventions, in a continuous improvement cycle
- To become facilitators of change
  - School leadership team members are responsible for transferring knowledge to colleagues and facilitating the implementation of new practices
- To develop professional development plans that build capacity school wide for instructional improvement
  - Using protocols to study current instructional practices teachers determine the most appropriate successful practices for instructional interventions
  - Professional development plans are designed and implemented to support new instructional practices
- To monitor progress of instructional improvements using data and specific, measurable, and attainable instructional SMART goals

Commitment to change that enables sustainability

- School leadership team members engage faculty in shared learning and problem solving, leading to agreements about the instructional improvement process. This supports building commitment, rather than demanding compliance
- Teachers are put in charge of their learning

STRUCTURE OF THE INTENSIVE SCHOOL REFORM MODEL

(Attached Documents provide additional information and language that can help with any grant application).

Intensive School Reform (ISR) involves customized work with individual schools through regular on-site visits to build leadership teams and sustainable learning communities. The onsite support focuses on the specific needs identified by the school. Leadership teams develop a culture of collaboration and dedication to continuous improvement for all students.

A HOPE Faculty Consultant works with the individual School Leadership Team (SLT) to:

- First identify what professional learning community processes are successfully working in the school already
- Build additional research-based supports to strengthen collaboration focused on student achievement
- Use the Student Success Model as a structure and process to analyze multiple sources of data to address specific learning needs of the students, determine the most appropriate instruction practices moving forward, and agree on the key professional learning needed for successful implementation and progress monitoring of new practices

Structure:

- 1 HOPE Faculty Consultant
- 10 on-site days during the academic year of 2012-13
- 6 on-site days during the 2013-14 and 6 on-site days during the 2014-15 school years to produce sustainable leadership capacity
- The HOPE Faculty member works with the SLT to determine the common purpose, how to analyze data concerning student achievement, how to set an attainable goal for improvement, how to determine strategies for reaching the goal, then how to implement, evaluate, and start the cycle again until the goal is reached
- Materials that are included with Year 1, for each individual school contracted:
  - 1 copy of *Failure Is Not an Option*® 2nd Edition for each SLT member (10 maximum)
  - FNO Complete DVD Collection (includes FNO1, FNO2, FNO3, FNO4 along with supplemental CDs, worksheets, activities, and overheads)
  - Books 1-5 of the *Soul of Educational Leadership* series

Cost (includes travel expenses of the HOPE Faculty Consultant):

- **ISR fee structure for 2012-13: $80,000 per school**
- **ISR fee structure for 2013-14: $45,000 per school**
- **ISR fee structure for 2014-15: $45,000 per school**

The HOPE Foundation will honor this price for Year 1 if a contract agreement is signed by **May 1, 2012** to begin an *Intensive School Reform* Model for the 2012-13 school year. If a contract is not signed by that date, HOPE reserves the right to re-submit this proposal with a different price and/or structure.

Dates: To be determined according to the HOPE Consultant's availability and scheduling needs of the school.

Audience: The HOPE Consultant will work primarily with the SLT, comprised of 4-8 teacher-leaders and the principal. Any work pertaining to the ISR processes and protocols with additional school staff can be accommodated as needed.

HOPE Responsibilities: HOPE will provide faculty/facilitator(s) and presenters; curriculum; handouts; the ISR planning map once goals are defined, CLN online subscriptions and evaluation.

Gordon Parks Elementary School Responsibilities: Meeting facilities; food and beverage; release time for staff to attend the ISR sessions; audiovisual equipment; time for school leadership teams to meet between sessions; copying of any additional handouts; and print or video resources as required. A list of the SLT's email addresses in order to receive our monthly newsletter and CLN subscriptions.

Preparation for an *Intensive School Reform* Model: To achieve participants' buy-in and a basic understanding of the ***Failure Is Not an Option®*** Six Principles, each teacher and administrator needs to read ***Failure Is Not an Option®***, if they have not already done so. Our DVD series can also be a useful tool for the School Leadership Teams to use with their staffs, to illustrate the concepts and protocols that they will be implementing from the ISR program.

These materials are included for the School Leadership Team with the Year 1 price, and can be immediately shipped upon receipt of the contract, to facilitate this preparation. A book study with groups of administrators and teachers provides the best opportunity to explore the ideas and how they have been implemented elsewhere.

Please review the proposal and respond back to me with any questions

The HOPE Foundation looks forward to the opportunity to work with Gordon Parks Elementary School.

Gordon Parks' Professional Development

Despite the fact that Gordon Parks Elementary has not met AYP, it remains strong in many areas. As was noted in the recent visit by North Central Association Commission on Accreditation and School Improvement, "The pieces are all here, they just need to be honed and a clear focus established." This is exactly what we are trying to accomplish with the professional development component of the SIG. Gordon Parks presently uses Balanced Literacy, Investigations (Pearson), and hands-on technology. The question that needed to be asked is, "Are we implementing these with fidelity?" If the answer is "no" then the next question is, "Has there been adequate training?" In interviews with teachers there was a resounding "no" on both counts with some teachers being trained but with no "train-the-trainer" or "master/mentor" teacher program set up to support those who did not receive the training. Structure and focus is needed to support progress in these areas. The School Improvement grant gives Gordon Parks the opportunity to provide in-depth, on-going training to all faculty members that otherwise would not be possible.

Presently, ten of the 13 teachers at Gordon Parks have had at least initial training in balanced literacy. Of those five have had advanced training. We will be working with STI, a local company, to offer beginning training to new and untrained teachers and to process experienced teachers to clearly define the procedures of each step of readers and writers workshop. The information will be put into a rubric format in order to clarify expectations for performance and allow mentor teachers a basis of discussion with beginning teachers.

Investigations, our mathematics program, was adopted in 2010-11. From observations and teacher interviews, the implementation across grade levels and teachers is not consistent. Teachers were allowed to pick and choose which components they would use. A consultant was engaged but only worked with some teachers. This consultant was not a Pearson certified trainer. With the help of the grant, we will have a Pearson certified trainer work with the entire staff. Consistency across grade levels can be stressed as students learn the vocabulary and build on the processes for learning. This trainer will include an overview of the Common Core State Standards for Mathematics and stress the essentials that all teachers must teach to maintain consistency and to insure the fidelity of the series.

In technology we have several very strong teachers on staff that has been able to give some support informally to other teachers in the implementation of Smart Boards and other technology. However, again it is inconsistent and insufficient to the needs of teachers. The technology coach will be able to work individually to embed technology and web 2.0 tools appropriately throughout the curriculum.

The Hope Foundation's Intensive School Reform model customizes its work with schools while engaging teachers in a cycle of continuous improvement. The Hope Foundation was selected because of its proven record as turnaround agents and because it works with staff to set realistic goals. Their consultants assess a school's strengths and help staff determine processes, procedures, goals and assessments by leading discussions around their six principals of school reform:

1. Common Mission, Vision, Values and Goals
2. Ensuring Achievement for All Students: Systems for Prevention and Intervention
3. Collaborative Teaming Focused on Teaching and Learning
4. Using Data to Guide Decision Making and Continuous Improvement
5. Gaining Active Engagement from Family and Community, and
6. Building Sustainable Leadership Capacity.

Everything is viewed through these lenses. From their assessments and discussions an individualized plan for Gordon Parks will emerge that has buy-in from the faculty. Newly selected Master/ Mentor teachers will continue to meet periodically with the Hope Foundation and support all teachers in their efforts through a Professional Learning Communities approach. This approach changes adopted strategies into innovations that work for students. We will be able to take what we have already been doing and implement it with fidelity and with a clear focus on student learning. Teachers will no longer walk through the steps without understanding a strategy's purpose and power.

There are two new researched based strategies that are being introduced at this time – Orton Gillingham's Multisensory Techniques (OGMT) and Project-Based Learning (PBL). In observing our Balanced Literacy approach it was noted that many of the teachers on staff had not had training in phonics based strategies. Learning Abilities is a local company that will support teachers' efforts in OGMT throughout the year. This multisensory approach fits well into our philosophy of education and would be extremely beneficial as a tool in the teaching of reading.

Project-Based Learning (PBL) was also selected as an important support component to the STEAM program and to student learning. Full engagement of students in the process of learning is a must. The "drill and kill" method can no longer be the strategy of choice. We must go from a passive to an active student model. Traditionally, classrooms have been very structured. Once you ask teachers to engage students in collaboration and decision making, different skills are needed to manage behaviors and to promote in-depth learning. The Buck Institute for Education is the leader in providing proven strategies that will set classrooms up for successful learning experiences in PBL that are more aligned to the 21st century skills needed in the Common Core as well as in life.

Gordon Parks will build in a structure that allows for the consistent and on-going development of the staff. Through the adoption of:

- A Professional Learning Communities approach that keeps the focus on student learning,
- Support from the Hope Foundation to continue to assess progress toward school goals,
- On-going professional development to insure fidelity of approaches,
- A revised daily schedule and an extended year calendar that provides adequate teacher collaboration and a longer year for students,
- Additional support for teachers from coaches in Science and Technology, and
- The inclusion of active engagement strategies and phonetic approaches for students,

Gordon Parks will be solidly supported to meet AYP.