Hazelwood School District School Improvement Grant Application

Section 1003(g) of the Elementary and Secondary Education Act of 1965

Missouri Department of Elementary and Secondary Education
Box 480 Jefferson City, Missouri 65102

Application due:
December 16, 2011

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

Hazelwood School District School Improvement Grant Application

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School Improvement Grant Abstract
Hazelwood School District

This grant application is the culmination of the hard work and diligent planning of the Hazelwood School District, Hazelwood East High School, Hazelwood Southeast Middle School, Hazelwood Central Middle School and the Hazelwood community. Hazelwood School District is a suburban school district located in Saint Louis County, Missouri and in 2011 served 18,074 students overall. There are three Early Childhood Education centers, twenty elementary schools, six middle schools, and three high schools. The average racial composition for Hazelwood School District for 2010–2011 was 70.6% Black, 26.1% White, 1.8% Hispanic, 1.1% Asian, and 0.1% Indian.

With the assistance of American Institutes for Research an extensive needs analysis was conducted in November 2011. In response to the key findings that surfaced and the willingness of both the district and individual schools to embrace change, the transformation model was selected for East High School, Southeast Middle School, and Central Middle School. Both the restart and closure models were determined to not be reasonable choices. In the state of Missouri, based on Statute, charters are allowable only in the City of St. Louis and Kansas City, Missouri. This in short eliminates the restart model. Closing the schools and redistributing those students to the other two high schools would result in overcrowding.

Hazelwood School District chose the Turnaround model for the East Middle School SIG process as part of Cadre I and has decided with the focus on three separate schools in Cadre II, that the reconstitution of a high school combined with two middle schools would be very difficult to effectively staff. Since the Turnaround and Transformation models have very similar components, it was determined that the transformation model would enable the district to expedite the implementation of district reform models; implement a rigorous staff evaluation and professional development tool; provide schools with the operational flexibility needed to meet their students' and staff needs; and increase extended learning opportunities.

This innovative plan is grounded in collaborative leadership for change that focuses on the strategic use of data, powerful instructional practices that promote student engagement and specifically target individual learning needs, the integration of school specific and district-wide early warning systems, and a commitment to more effective monitoring and evaluation practices for programs and personnel. In addition, this plan forges new partnerships and incentives among teachers, instructional coaches and administrators to ensure that every teacher receives constructive observation feedback, coaching, and collaborative time to better align, deliver, and modify the curriculum and design targeted interventions that support student success every day for every student. Lastly, this plan provides new means and resources for the district and schools to communicate with and better support parents in building and sustaining the academic and post secondary success of all Hazelwood students.

Section I. - Lea/District and Program Contact Information

DIRECTIONS

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

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

DEPARTMENT'S APPROVAL - FOR DESE USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector		2-29-12	$ 1,228,297

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME			COUNTY-DISTRICT CODE
Hazelwood School District			096-088
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	**ADDRESS**	**CITY, STATE, ZIP**	
Dr. Stephen Price	15955 New Halls Ferry	Florissant, MO 63033	
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**	
sprice@hazelwoodschools.org	314-953-5000	314-953-5999	
NAME OF GRANT CONTACT	**ADDRESS**	**CITY, STATE, ZIP**	
Ty McNichols	15955 New Halls Ferry	Florissant, MO 63033	
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**	
tmcnchls@hazelwoodschools.org	314-953-5033	314-953-5999	
NAME OF LEA TURNAROUND OFFICER (if known)	**ADDRESS**	**CITY, STATE, ZIP**	
Ty McNichols	15955 New Halls Ferry	Florissant, MO 63033	
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**	
tmcnchls@hazelwoodschools.org	314-953-5033	314-953-5999	

SECTION II. - ASSURANCES

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

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

The LEA/District must assure that it will—

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

Section III. – Waivers

SECTION III. - WAIVERS

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

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

☒ Extending the period of availability of school improvement funds.

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

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

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

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
Cheryl L. Latham	15 Dec 11
SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)	DATE
Stan Price	Dec. 15, 2011

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

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

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	0	0	0	0	0	0		0
1200 Supplemental Instruction (Title I) *1003(g) SIG*	84,150	0	13,500	330,000	202,500	0		630,150
2100 Non-Instructional Support Services *1003(g) SIG*	65,500	34,810	34,280	100,000	0	0		234,590
2200 Professional Development *1003(g) SIG*	214,390	0	54,740	14,000	4,000	0		287,130
2600 Planning and Evaluation *1003(g) SIG*	0	0	0	0	0	0		0
3000 Community Services *1003(g) SIG*	8,020	3,000	1,595	0	11,500	0		24,115
Program Costs Subtotal *1003(g) SIG*	372,060	37,810	104,115	444,000	218,000	0		1,175,985
Indirect Costs								52,312
Administrative Costs *1003(g) SIG*	0	0	0	0	0	0		0
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	0	0	0	0	0	0		0
GRAND TOTAL *1003(g) SIG*	372,060	37,810	104,115	444,000	218,000	0		1,228,297

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction						
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Other Staff						
Instructional Coach	3					
Reading Recovery Teacher Leader						
School/Home Coordinator			1			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	3	0	1	0	0	0

SECTION V. - SCHOOLS TO BE SERVED

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

					INTERVENTION (TIER I AND II ONLY)			
SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
Hazelwood East High	1060		X					X
Central Middle	2070		X					X
Southeast Middle	2170		X					X

Notes:

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

Section VI. LEA/District/Building Strategies, Activities, and Budget

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Hazelwood School District

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR ONE STRATEGIES AND ACTIVITIES TEMPLATE

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

LEA/DISTRICT/BUILDING NAME **Hazelwood School District**	COUNTY-DISTRICT - BUILDING CODE **096-088**

Budget	Related Strategies and Activities
1100 Instruction	• The integration and implementation of the district initiatives: ○ Assessment Literacy, Professional Learning Communities, System Thinking Tools, and Culturally Relevant Instruction. • Vertically align all core curricula with the common core and state standards that support critical thinking skills.
1100 Instruction *1003(g) SIG*	
1200 Supplemental Instruction (Title I)	• **Southeast Middle School** • Communication Arts Materials for Revised Curriculum (Title I, $15,000, G1:O2:S2:AS3)
1200 Supplemental Instruction (Title I) *1003(g) SIG*	• **East High School** • Avente Credit Recovery ($20,750, G1:O1:S3:AS3) • After School Tutoring ($15,750, G1:O1:S3:AS2) • Read 180 and Systems 44 Reading Intervention Program: License Fees, Materials, technology ($180,000, G1:O2:S1:AS3) • **Central Middle School** • Read 180 and Systems 44 Reading Intervention Program: License Fees, Materials, technology (Pre-Implementation, $180,000, G1:O1:S4:AS1,2) • Purchase of Plugged Into Reading Curriculum (Pre-Implementation, $150,000 G1:O1:S4:AS1,2) • Materials for Math Curriculum Revision (Pre-Implementation, $5,000, G1:O2:S1:AS1) • Literacy Curriculum Revision, Salaries, Benefits and Materials ($5,600, G1:O1:S1:AS3) • Extended School Year Salaries and Benefits ($20,450, G3:O1:S1:AS3, G3:O1:S2:AS3) • Extended School Year Materials ($5,000, G3:O1:S1:AS3, G3:O1:S2:AS3) • **Southeast Middle School** • Communication Arts and Math Curriculum Revision: Regular and Extended Year ($24,600, G1:O1:S1:AS3, G1:O1:S2:AS1, G1:O2:S1:AS3, G1:O1:S2:AS1) • Extended School Year Salaries ($23,000, G1:O1:S2:AS3, G1:O2:S2:AS1)

2100 Non-Instructional Support Services	• **HSD** • Design Early Warning System ($3,050, G3:O5:S1:AS2) [EHS $1500, CMS $775, SEMS $775] • Early Warning System Materials and Supplies ($3,050, G3:O5:S1:AS2) [EHS $1500, CMS $775, SEMS $775] • **East High School** • Building Facilitator (2 FTE) Salaries and Benefits ($61,700, G1:O6:S1:AS7) • Dean of Students (1 FTE) Salary and Benefits ($68,250, G3:02:S2:AS2)
2100 Non-Instructional Support Services *1003(g) SIG*	• **East High School** • Progress Monitoring Specialist / Data Coach (1 FTE) Salary and Benefits ($85,700, G1:O1:S1:AS1) • Student Advocate (Home School Coordinator) (1 FTE) Salary and Benefits ($42,100, G1:O6:S1:AS6) • Fresh Start Academy Transportation ($50,000, G1:O1:S2:AS4) • **Central Middle School** • Extended School Year Food Service salaries and Benefits ($3,145, G3:O1:S1:AS3, G3:O1:S2:AS3) • Extended School Year Transportation ($30,000, G3:O1:S1:AS3, G3:O1:S2:AS3) • **Southeast Middle School** • Bullying Prevention Program ($5,000, G3:O6:S1:AS3) • Extended School Year Food Service and Transportation ($18,145, G1:O1:S2:AS3, G1:O2:S2:AS1)
2200 Professional Development	• **HSD** • Assessment Literacy Summer Institute ($29,400, G1:O1:S2:AS4) [EHS $11760, CMS $8820, SEMS $8820] • Assessment Literacy Model Teacher Observations ($10,300, G1:O1:S2:AS5) [EHS $4120, CMS $3090, SEMS $3090] • Assessment Literacy Monthly Professional Development ($25,200, G1:O1:S2:AS6) [EHS $10800, CMS$7560, SEMS $7560]

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2200 Professional Development *1003(g) SIG*	• **East High School** • Instructional Coaches (2 FTE) Salaries and Benefits ($178,400, G2:O2:S2:AS1) • Substitutes for Missouri Connections Professional Development ($3,100, G3:O1:S1:AS1) • Substitutes for Vertical Teaming with Middle Schools for Student Placement ($3,100, G3:O1:S1:AS1) • Substitutes for Vertical Teaming with Middle Schools for Curriculum Alignment ($3,100, G3:O1:S1:AS1) • Professional Development Collaboration with University of Missouri-St. Louis ($5,000 G2:O1:S1:AS7) • **Central Middle School** • High Quality Professional Development on Literacy (Pre-Implementation, $3,000. G1:O1:S1:AS1) • Salaries for High Quality Professional Development Planning ($2,700, G2:O1:S1:AS3) • **Southeast Middle School** • Summer Academy 2012 Planning & Materials (Pre- Implementation: $5,940, G2:O4:S2) • Summer Academy 2013 Planning & Materials ($6,940, G2:O4:S2) • Summer Academy Salaries ($72,850, G2:O4:S1:AS4,5)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	
3000 Parent Involvement	• The Hazelwood School District Communication Office, along with our partners will provide support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan
3000 Parent Involvement *1003(g) SIG*	• **HSD** • MOSPRA/CSD Activities ($3,000, G4:O6:S1:AS1) [EHS $1000, CMS $1000, SEMS $1000] • **East High School** • Spartan University Salaries and Materials ($3,050, G4:O1:S1:AS2) • **Central Middle School** • Materials and Supplies for Parent Involvement Activities ($2,500, G4:O1:S1:AS3,4) • **Southeast Middle School** • Parent Action Teams ($5,350, G4:O7:S1:AS1) • Parent Presentations ($4,940, G4:O7:S1:AS4,15) • Parent Resource Center ($8,275, G4:O7:S1:AS:15)
Administrative Costs	
Administrative Costs *1003(g) SIG*	

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

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

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	0	0	0	0	0	0		0
1200 Supplemental Instruction (Title I) *1003(g) SIG*	0	0	0	160,000	175,000	0		335,000
2100 Non-Instructional Support Services *1003(g) SIG*	0	0	0	5,000	0	0		5,000
2200 Professional Development *1003(g) SIG*	2,520	0	420	4,000	2,000	0		8,940
2600 Planning and Evaluation *1003(g) SIG*	0	0	0	0	0	0		0
3000 Community Services *1003(g) SIG*	0	0	0	0	0	0		0
Program Costs Subtotal *1003(g) SIG*	2,520	0	420	169,000	177,000	0		348,940
Indirect Costs								0
Administrative Costs *1003(g) SIG*	0	0	0	0	0	0		0
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	0	0	0	0	0	0		0
GRAND TOTAL *1003(g) SIG*	2,520	0	420	169,000	177,000	0		348,940

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

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

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	0	0	0	0	0	0		0
1200 Supplemental Instruction (Title I) *1003(g) SIG*	84,150	0	13,500	170,000	27,500	0		295,150
2100 Non-Instructional Support Services *1003(g) SIG*	65,500	34,810	34,280	95,000	0	0		229,590
2200 Professional Development *1003(g) SIG*	211,870	0	54,320	7,000	2,000	0		275,190
2600 Planning and Evaluation *1003(g) SIG*	0	0	0	0	0	0		0
3000 Community Services *1003(g) SIG*	8,020	5,000	1,050	3,000	11,500	0		28,570
Program Costs Subtotal *1003(g) SIG*	369,540	39,810	103,150	275,000	41,000	0		828,500
Indirect Costs								0
Administrative Costs *1003(g) SIG*	0	0	0	0	0	0		0
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	0	0	0	0	0	0		0
GRAND TOTAL *1003(g) SIG*	369,540	39,810	103,150	275,000	41,000	0		828,500

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

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

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction	0	0				
Preschool	0	0				
Class Size Reduction	0					
Neglected/Delinquent Institution Supplemental Instruction	0	0		0		
Other Staff						
Instructional Coach	3					
Reading Recovery Teacher Leader	0					
School/Home Coordinator			1			
Language Translator			0			
Guidance Counselor				0		
Transition Case Manager					0	
Turnaround Officer						0
TOTAL	3	0	1	0	0	0

Pre-implementation

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

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

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

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

LEA/DISTRICT/BUILDING NAME
Hazelwood School District

COUNTY-DISTRICT - BUILDING CODE
096-088

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	9,583,080	108,868	3,329,691	126,560	408,877			13,577,076
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)	131,685		64,428	44,000				240,113
1200 Supplemental Instruction(Title I) *1003(a) SIG*				160,000	175,000			335,000
2100 Non-Instructional Support Services	704,225	373,329	391,598		5,553			1,474,705
2100 Non-Instructional Support Services *1003(g) SIG*				5,000				5,000
2200 Professional Development	160,583	420	45,986	27,442	1,000			235,431
2200 Professional Development *1003(g) SIG*	2,520		420	4,000	2,000			8,940
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(a) SIG*								
3000 Community Services		5,000	900					5,900
3000 Community Services *1003(a) SIG*								
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	10,579,573	492,617	3,832,603	198,002	415,430			15,518,225
***1003(g) SIG* Subtotal**	2,520		420	169,000	177,000			348,940
Grand Total	10,582,093	492,617	3,833,023	367,002	592,430			15,867,165

Year One

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Hazelwood School District	096-088

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	9,583,080	108,868	3,329,691	126,560	408,877			13,577,076
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)	131,685		64,428	44,000				240,113
1200 Supplemental Instruction(Title I) *1003(g) SIG*	84,150		13,500	170,000	27,500			295,150
2100 Non-Instructional Support Services	701,625	373,329	391,148		4,553			1,470,655
2100 Non-Instructional Support Services *1003(g) SIG*	65,500	34,810	34,280	95,000				229,590
2200 Professional Development	217,963		55,186	24,792				297,941
2200 Professional Development *1003(g) SIG*	211,870		54,320	7,000	2,000			275,190
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services		5,000	900					5,900
3000 Community Services *1003(g) SIG*	8,020	5,000	1,050	3,000	11,500			28,570
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	10,634,353	492,197	3,841,353	195,352	413,430			15,576,685
***1003(g) SIG* Subtotal**	369,540	39,810	103,150	275,000	41,000			828,500
Grand Total	11,003,893	532,007	3,944,503	470,352	454,430			16,405,185

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Year Two

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Hazelwood School District	096-088

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	9,583,080	108,868	3,329,691	126,560	408,877			13,577,076
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)	131,685		64,428	44,000				240,113
1200 Supplemental Instruction(Title I) *1003(g) SIG*	67,350		10,700	81,100	50,300			209,450
2100 Non-Instructional Support Services	701,625	373,329	391,148		4,553			1,470,655
2100 Non-Instructional Support Services *1003(g) SIG*	66,950	35,710	35,830	145,000				283,490
2200 Professional Development	170,083	420	46,786	27,442	1,000			245,731
2200 Professional Development *1003(g) SIG*	187,570		50,450	7,000	1,500			246,520
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services		5,000	900					5,900
3000 Community Services *1003(g) SIG*	8,020	3,000	1,595		9,500			22,115
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	10,586,473	492,617	3,832,953	198,002	414,430			15,524,475
***1003(g) SIG* Subtotal**	329,890	38,710	98,575	233,100	61,300			761,575
Grand Total	10,916,363	531,327	3,931,528	431,102	475,730			16,286,050

NEW PAGE

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Hazelwood School District	096-088

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	9,583,080	108,868	3,329,691	126,560	408,877			13,577,076
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)	131,685		64,428	44,000				240,113
1200 Supplemental Instruction(Title I) *1003(g) SIG*	64,500		10,450	21,000	19,300			115,250
2100 Non-Instructional Support Services	701,625	373,329	391,148		4,553			1,470,655
2100 Non-Instructional Support Services *1003(g) SIG*	69,000	36,660	40,830	145,000	3,000			294,490
2200 Professional Development	175,763		48,936	27,442				252,141
2200 Professional Development *1003(g) SIG*	169,700		48,100	5,000				222,800
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services		5,000	900					5,900
3000 Community Services *1003(g) SIG*	3,420	3,000	845		9,500			16,765
Administrative Costs								
Administrative Costs								
Program Costs Subtotal (Not including *1003(g) SIG*)	10,592,151	492,617	3,835,103	198,002	413,430			15,530,885
***1003(g) SIG* Subtotal**	306,620	39,660	100,225	171,000	31,800			649,305
Grand Total	10,898,773	532,277	3,935,328	369,002	445,230			16,180,190

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Hazelwood School District	096-088

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
6100 Subtotal	**$0**
6150: Non-Certificated Salaries	
6150 Subtotal	**$0**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	
6200 Subtotal	**$0**
6300: Purchased Services	0
6300 Subtotal	**0**
6400: Materials/Supplies	
6400 Subtotal	**$0**
6100-6400 Subtotal	**$0**
Indirect Cost Optional (Restricted Rate: _____% X Subtotal)	**$0**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$0**

NEW PAGE

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR ONE STRATEGIES AND ACTIVITIES TEMPLATE

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
East High School	**096-088 1060**

Budget	Related Strategies and Activities
1100 Instruction	• The integration and implementation of the district initiatives: o Assessment Literacy, Professional Learning Communities, System Thinking Tools, and Culturally Relevant Instruction. • Vertically align all core curricula with the common core and state standards that support critical thinking skills.
1100 Instruction *1003(g) SIG*	
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG*	• Avente Credit Recovery ($20,750, G1:O1:S3:AS3) • After School Tutoring ($15,750, G1:O1:S3:AS2) • Read 180 and Systems 44 Reading Intervention Program: License Fees, Materials, technology ($180,000, G1:O2:S1:AS3)
2100 Non-Instructional Support Services	• Building Facilitator (2 FTE) Salaries and Benefits ($61,700, G1:O6:S1:AS7) • Dean of Students (1 FTE) Salary and Benefits ($68,250, G3:02:S2:AS2)
2100 Non-Instructional Support Services *1003(g) SIG*	• Progress Monitoring Specialist (1 FTE) Salary and Benefits ($85,700, G1:O1:S1:AS1) • Student Advocate (1 FTE) Salary and Benefits ($42,100, G1:O6:S1:AS6) • Fresh Start Academy Transportation ($50,000, G1:O1:S2:AS4)
2200 Professional Development	• Assessment Literacy Summer Institute • Assessment Literacy Model Teacher Observations • Assessment Literacy Monthly Professional Development

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2200 Professional Development *1003(g) SIG*	• Instructional Coaches (2 FTE) Salaries and Benefits ($178,400, G2:O2:S2:AS1) • Substitutes for Missouri Connections Professional Development ($3,100, G3:O1:S1:AS1) • Substitutes for Vertical Teaming with Middle Schools for Student Placement ($3,100, G3:O1:S1:AS1) • Substitutes for Vertical Teaming with Middle Schools for Curriculum Alignment ($3,100, G3:O1:S1:AS1) • Professional Development Collaboration with University of Missouri-St. Louis ($5,000 G2:O1:S1:AS7)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	
3000 Parent Involvement	• The Hazelwood School District Communication Office, along with our partners will provide support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan
3000 Parent Involvement *1003(g)*	• Spartan University Salaries and Materials ($3,050, G4:O1:S1:AS2) • MOSPRA/CSD Activities ($1,000, G4:O6:S1:AS1)
Administrative Costs	
Administrative Costs *1003(g)*	

Pre-implementation

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
East High School	096-088 1060

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	4,448,245	64,052	1,517,256	68,818	250,915	0	0	6,349,286
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services	364,181	152,522	178,858	0	3,553	0	0	699,114
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development	143,063	0	43,286	4,850	0	0	0	191,199
2200 Professional Development *1003(g) SIG*								
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*								
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	4,955,489	216,574	1,739,400	73,668	254,468	0	0	7,239,599
***1003(g) SIG* Subtotal**	0	0	0	0	0	0		0
Grand Total	4,955,489	216,574	1,739,400	73,668	254,468	0	0	7,239,599

NEW PAGE

Year One

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
East High School	096-088 1060

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	4,448,245	64,052	1,517,256	68,818	250,915	0	0	6,349,286
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*	27,000	0	4,500	165,000	20,000	0		0 216,500
2100 Non-Instructional	364,181	152,522	178,858	0	3,553	0	0	699,114
2100 Non-Instructional Support Services	65,500	29,350	33,450	50,000	0	0		178,300
2200 Professional Development	143,063	0	43,286	4,850	0	0	0	191,199
2200 Professional Development *1003(g) SIG*	144,550	0	43,150	5,000	0	0		192,700
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*	900	0	150	0	3,000	0		4,050
Administrative Costs								
Administrative Costs								
Program Costs Subtotal (Not including *1003(g) SIG*)	4,955,489	216,574	1,739,400	73,668	254,468	0	0	7,239,599
***1003(g) SIG* Subtotal**	237,950	29,350	81,250	220,000	23,000	0		591,550
Grand Total	5,193,439	245,924	1,820,650	293,668	277,468	0	0	7,831,149

Year Two

NEW PAGE

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
East High School	096-088 1060

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	4,448,245	64,052	1,517,256	68,818	250,915	0	0	6,349,286
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*	27,000	0	4,500	78,100	29,900	0		139,400
2100 Non-Instructional	364,181	152,522	178,858	0	3,553	0	0	699,114
2100 Non-Instructional Support Services	66,950	30,250	35,000	100,000	0	0		232,200
2200 Professional Development	143,063	0	43,286	4,850	0	0	0	191,199
2200 Professional Development *1003(g) SIG*	148,650	0	43,850	5,000	0	0		197,500
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*	900	0	150	0	2,000	0		3,050
Administrative Costs								
Administrative Costs								
Program Costs Subtotal (Not including *1003(g) SIG*)	4,955,489	216,574	1,739,400	73,668	254,468	0	0	7,239,599
***1003(g) SIG* Subtotal**	243,500	30,250	83,500	183,000	31,900	0		572,150
Grand Total	5,198,989	246,824	1,822,900	256,668	286,368	0	0	7,811,749

NEW PAGE

Year Three

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
East High School	096-088 1060

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	4,448,245	64,052	1,517,256	68,818	250,915	0	0	6,349,286
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*	27,000	0	4,500	18,000	9,900	0		59,400
2100 Non-Instructional	364,181	152,522	178,858	0	3,553	0	0	699,114
2100 Non-Instructional Support Services *1003(g) SIG*	69,000	31,200	40,400	100,000	0	0		240,600
2200 Professional Development	143,063	0	43,286	4,850	0	0	0	191,199
2200 Professional Development *1003(g) SIG*	148,650	0	44,550	5,000	0	0		198,200
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*	900	0	150	0	2000	0		3,050
Administrative Costs								
Administrative Costs								
Program Costs Subtotal (Not including *1003(g) SIG*)	4,955,489	216,574	1,739,400	73,668	254,468	0	0	7,239,599
***1003(g) SIG* Subtotal**	~~245,500~~ 245,550	31,200	89,600	123,000	11,900	0		501,250
Grand Total	5,200,989	247,774	1,829,000	196,668	266,368			7,740,849

NEW PAGE

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
East High School	096-088 1060

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
• Avente Credit Recovery time and effort (4 days/week, 2 hrs/day, $24/hr) x 4	$13,500
• After School Tutoring time and effort (4 days/week, 2 hrs/day, $24/hr) x 4	$13,500
• Progress Monitoring Specialist Salary (1 FTE, Teacher Scale)	$65,500
• Instructional Coach Salaries (2 FTE, Teacher Scale + 10 days)	$136,000
• Substitutes for Missouri Connections PD (31 @ $90/day)	$2,850
• Substitutes for Vertical Teaming with Middle Schools for Student Placement (31 @ $90/day)	$2,850
• Substitutes for Vertical Teaming with Middle Schools for Curriculum Alignment (31 @ $90/day)	$2,850
• Spartan University Salaries (36 hours each, $25/hr) x 4	$900
6100 Subtotal	**$237,950**
6150: Non-Certificated Salaries	
• Student Advocate Salary (1 FTE, $19.20/hr)	$29,350
6150 Subtotal	**$29,350**
6200: Employee Benefits *(optional categories)* Certified Retirement (14.5%)- $34,263 Non-Cert Retirement (6.86%)- $2,100 Medicare (1.45%)- $3,950 FICA (6.2%)- $2,550 Workman's Comp- $1,835 Health (4 FTE, $8550 ea)- $34200 Dental (4 FTE, $475)- $1900 Vision (4 FTE, $45 ea)- $180 Life (4 FTE, $68 ea)- $272	
6200 Subtotal	**$81,250**
6300: Purchased Services	
• Purchase of Read 180 (120 student licenses, associated books and materials) and Systems 44 (20 student licenses, associated books and materials) Reading Intervention Programs, includes associated PD and technology support from Scholastic)	$160,000
• Aventa Credit Recovery	$5,000
• Transportation for Fresh Start Academy	$50,000
• Professional Development Collaboration with University of Missouri-St. Louis	$5,000
• MOSPRA/CSD Activities	$1,000
6300 Subtotal	**$221,000**
6400: Materials/Supplies	
• Purchase of Computers and Peripherals for Read 180 and Systems 44 Reading Intervention Programs (20 Dell Desktop Computers, 20 headphones, microphones, 10 computer tables)	$20,000
• Spartan University Supplies	$2,000
6400 Subtotal	**$22,000**
6100-6400 Subtotal	**$591,550**
Indirect Cost Optional (Restricted Rate: 4.46 % X Subtotal)	**$26,338**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$617,888**

NEW PAGE

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
East High School	**096-088 1060**

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	4,448,245	64,052	1,517,256	68,818	250,915	0	0	6,349,286
1200 Supplemental Instruction(Title I)	0	0	0	0	0	0	0	0
2100 Non-Instructional Support Services	364,181	152,522	178,858	0	3,553	0	0	699,114
2200 Professional Development	143,063	0	43,286	4,850	0	0	0	191,199
2600 Planning and Evaluation	0	0	0	0	0	0	0	0
3000 Community Services	0	0	0	0	0	0	0	0
Administrative Costs	624,716	289,081	288,352	38,515	34,047	0	0	1,274,711
Program Costs Subtotal	4,955,489	216,574	1,739,400	73,668	254,468	0	0	7,239,599
Grand Total	5,580,205	505,655	2,027,752	112,183	288,515	0	0	8,514,310

NEW PAGE

Central Middle School

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR ONE STRATEGIES AND ACTIVITIES TEMPLATE

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Central Middle School	**096-088 2070**

Budget	Related Strategies and Activities
1100 Instruction	• The integration and implementation of the district initiatives: o Assessment Literacy, Professional Learning Communities, System Thinking Tools, and Culturally Relevant Instruction. • Vertically align all core curricula with the common core and state standards that support critical thinking skills.
1100 Instruction *1003(g) SIG*	
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG*	• Read 180 and Systems 44 Reading Intervention Program: License Fees, Materials, technology (Pre-Implementation, $180,000, G1:O1:S4:AS1,2) • Purchase of Plugged Into Reading Curriculum (Pre-Implementation, $150,000 G1:O1:S4:AS1,2) • Materials for Math Curriculum Revision (Pre-Implementation, $5,000, G1:O2:S1:AS1) • Literacy Curriculum Revision, Salaries, Benefits and Materials ($5,600, G1:O1:S1:AS3) • Extended School Year Salaries and Benefits ($20,450, G3:O1:S1:AS3, G3:O1:S2:AS3) • Extended School Year Materials ($5,000, G3:O1:S1:AS3, G3:O1:S2:AS3)
2100 Non-Instructional Support Services	• **HSD** • Design Early Warning System ($3,050, G3:O5:S1:AS2) [EHS $1500, CMS $775, SEMS $775] • Early Warning System Materials and Supplies ($3,050, G3:O5:S1:AS2) [EHS $1500, CMS $775, SEMS $775]
2100 Non-Instructional Support Services *1003(g) SIG*	• Extended School Year Food Service salaries and Benefits ($3,145, G3:O1:S1:AS3, G3:O1:S2:AS3) • Extended School Year Transportation ($30,000, G3:O1:S1:AS3, G3:O1:S2:AS3)
2200 Professional Development	• **Central Middle School** • High Quality Professional Development on Literacy (Pre-Implementation, $3,000. G1:O1:S1:AS1) • Salaries for High Quality Professional Development Planning ($2,700, G2:O1:S1:AS3)

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2200 Professional Development *1003(g) SIG*	• High Quality Professional Development on Literacy (Pre-Implementation, $3,000. G1:O1:S1:AS1) • Salaries for High Quality Professional Development Planning ($2,700, G2:O1:S1:AS3)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	
3000 Parent Involvement	
3000 Parent Involvement *1003(g)SIG*	• Materials and Supplies for Parent Involvement Activities ($2,500, G4:O1:S1:AS3,4) • MOSPRA/CSD Activities ($1,000, G4:O6:S1:AS1)
Administrative Costs	
Administrative Costs *1003(g) SIG*	

Pre-implementation

NEW PAGE

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Central Middle School	096-088 2070

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	2,651,477	29,521	927,708	26.272	81,070	0	0	3,716,048
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*	0	0	0	160,000	175,000	0		335,000
2100 Non-Instructional Support Services	170,258	119,317	107,741	0	0	0	0	397,316
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development	2520	420	0	2,650	1000	0	0	2,650
2200 Professional Development *1003(g) SIG*				2,000	1,000			3,000
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*								
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	2,824,255	149,258	1,035,449	28,922	82,070	0	0	4,116,014
***1003(g) SIG* Subtotal**	0	0	0	162,000	176,000	0		338,000
Grand Total	2,824,255	149,258	1,035,449	190,922	258,070	0	0	4,454,014

NEW PAGE

Year One

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Central Middle School	096-088 2070

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	2,651,477	29,521	927,708	26.272	81,070	0	0	3,716,048
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(a) SIG*	20,350	0	3,200	0	7,500	0		31,050
2100 Non-Instructional Support Services	170,258	119,317	107,741	0	0	0	0	397,316
2100 Non-Instructional Support Services *1003(g) SIG*	0	2,730	415	30,000	0	0		33,145
2200 Professional Development	0	0	0	2,650	0	0	0	2,650
2200 Professional Development *1003(a) SIG*	2,300	0	400	0	0	0		2,700
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(a) SIG*								
3000 Community Services								
3000 Community Services *1003(a) SIG*	0	0	0	0	3,500	0		3,500
Administrative Costs								
Administrative Costs								
Program Costs Subtotal (Not including *1003(g) SIG*)	2,821,735	148,838	1,035,449	28,022	81,070	0	0	4,116,014
***1003(g) SIG* Subtotal**	22,650	2,730	4,015	30,000	11,000	0		70,395
Grand Total	2,844,385	151,568	1,039,464	58,922	92,070	0	0	4,186,409

NEW PAGE

Year Two

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Central Middle School	096-088 2070

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	2,651,477	29,521	927,708	26.272	81,070	0	0	3,716,048
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*	20,350	0	3,200	3,000	17,400	0		43,950
2100 Non-Instructional	170,258	119,317	107,741	0	0	0	0	397,316
2100 Non-Instructional Support Services	0	2,730	415	30,000	0	0		33,145
2200 Professional Development	2520	420	0	2,650	1000	0	0	2,650
2200 Professional Development *1003(g) SIG*	5,150	0	650	0	500	0		6,300
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*	0	0	0	0	2,500	0		2,500
Administrative Costs								
Administrative Costs								
Program Costs Subtotal (Not including *1003(g) SIG*)	2,824,255	149,258	1,035,449	28,922	82,070	0	0	4,116,014
***1003(g) SIG* Subtotal**	25,500	2,730	4,265	33,000	20,400	0		85,895
Grand Total	2,849,755	151,988	1,039,714	61,922	102,470	0	0	4,201,909

Year Three

NEW PAGE

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Central Middle School	096-088 2070

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	2,651,477	29,521	927,708	26.272	81,070	0	0	3,716,048
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*	17,500	0	2,950	3,000	9,400	0		32,850
2100 Non-Instructional	170,258	119,317	107,741	0	0	0	0	397,316
2100 Non-Instructional Support Services	0	2,730	415	30,000	3,000	0		36,145
2200 Professional Development	0	0	0	2,650	0	0	0	2,650
2200 Professional Development *1003(g) SIG*	2,300	0	400	0	0	0		2,700
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*	0	0	0	0	2,500	0		2,500
Administrative Costs								
Administrative Costs								
Program Costs Subtotal (Not including *1003(g) SIG*)	2,821,735	148,838	1,035,449	28,922	81,070	0	0	4,116,014
***1003(g) SIG* Subtotal**	19,800	2,730	3,765	33,000	14,900	0		74,195
Grand Total	2,841,535	151,568	1,039,214	61,922	95,970	0	0	4,190,209

NEW PAGE

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

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

LEA/DISTRICT/BUILDING NAME Central Middle School					COUNTY-DISTRICT - BUILDING CODE 096-088 2070			
Year One 2012-13	**6100 Certificated Salaries**	**6150 Non-Certificated Salaries**	**6200 Employee Benefits**	**6300 Purchased Services**	**6400 Materials/ Supplies**	**6500 Capital Outlay**	**6600 Other**	**TOTAL**
1100 Instruction	2,651,477	29,521	927,708	26.272	81,070	0	0	3,716,048
1200 Supplemental Instruction(Title I)	0	0	0	0	0	0	0	0
2100 Non-Instructional Support Services	170,258	119,317	107,741	0	0	0	0	397,316
2200 Professional Development	0	0	0	2,650	0	0	0	2,650
2600 Planning and Evaluation	0	0	0	0	0	0	0	0
3000 Community Services	0	0	0	0	0	0	0	0
Administrative Costs	378,559	85,943	142,333	9,100	0	0	0	615,935
Program Costs Subtotal	2,821,735	148,838	1,035,449	29,922	81,070	0	0	4,116,014
Grand Total	3,200,294	234,781	1,177,782	38,022	81,070	0	0	4,731,949

NEW PAGE

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Central Middle School	096-088 2070

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
6100 Subtotal	**$0**
6150: Non-Certificated Salaries	
6150 Subtotal	**$0**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	
6200 Subtotal	**$0**
6300: Purchased Services	
• Purchase of Read 180 (120 student licenses, associated books and materials) and Systems 44 (20 student licenses, associated books and materials) Reading Intervention Programs, includes associated PD and technology support from Scholastic)	$160,000
• Literacy Curriculum Resources	$2,000
6300 Subtotal	**$162,000**
6400: Materials/Supplies	
• Purchase of Computers and Peripherals for Read 180 and Systems 44 Reading Intervention Programs (20 Dell Desktop Computers, 20 headphones, microphones, 10 computer tables)	$20,000
• Plugged Into Reading Materials (Teacher Resource Materials, Print Books, Recorded Books for 12 classrooms)	$150,000
• Materials for Revised Mathematics Curriculum	$5,000
• Materials for Revised Literacy Curriculum	$1,000
6400 Subtotal	**$176,000**
6100-6400 Subtotal	**$338,000**
Indirect Cost Optional (Restricted Rate: 4.46 % X Subtotal)	**$15,074**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$353,074**

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Central Middle School	096-088 2070

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
• Literacy Curriculum Development Salaries (9 staff, 20 hours each, $14/hr	$2,850
• Extended School Year Salaries (16 staff, 10 days, 4.5 hrs/day, $24-$26/hr)	$17,500
• Substitutes for High Quality Professional Development Planning	$2,300
6100 Subtotal	**$22,650**
6150: Non-Certificated Salaries	
• Food Service Salaries for Extended School Year	$2,730
6150 Subtotal	**$2,730**
6200: Employee Benefits *(optional categories)* Certified Retirement (14.5%)- $2970 Non-Cert Retirement (6.86%)- $200 Medicare (1.45%)-$380 FICA (6.2%)- $325 Workman's Comp- $140	
6200 Subtotal	**$4,015**
6300: Purchased Services	
• Extended School Year Transportation	$30,000
• MOSPRA/CSD Activities	$1,000
6300 Subtotal	**$31,000**
6400: Materials/Supplies	
• Literacy Curriculum Resources (Specific materials TBD during planning)	$2,500
• Extended School Year Materials (Specific materials TBD during planning)	$5,000
• Materials and Supplies for Parent Involvement Activities (Specific materials TBD during planning)	$2,500
6400 Subtotal	**10,000**
6100-6400 Subtotal	**$70,395**
Indirect Cost Optional (Restricted Rate: 4.46 % X Subtotal)	**$3,095**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$73,490**

NEW PAGE

Southeast Middle School

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR ONE STRATEGIES AND ACTIVITIES TEMPLATE

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Southeast Middle School	**096-088 2170**

Budget	Related Strategies and Activities
1100 Instruction	• The integration and implementation of the district initiatives: ○ Assessment Literacy, Professional Learning Communities, System Thinking Tools, and Culturally Relevant Instruction. • Vertically align all core curricula with the common core and state standards that support critical thinking skills.
1100 Instruction *1003(g) SIG*	
1200 Supplemental Instruction (Title I)	• Communication Arts Materials for Revised Curriculum (Title I, $15,000, G1:O2:S2:AS3)
1200 Supplemental Instruction (Title I) *1003(g) SIG*	• Communication Arts and Math Curriculum Revision: Regular and Extended Year ($24,600, G1:O1:S1:AS3, G1:O1:S2:AS1, G1:O2:S1:AS3, G1:O1:S2:AS1) • Extended School Year Salaries ($23,000, G1:O1:S2:AS3, G1:O2:S2:AS1)
2100 Non-Instructional Support Services	• **HSD** • Design Early Warning System ($3,050, G3:O5:S1:AS2) [EHS $1500, CMS $775, SEMS $775] • Early Warning System Materials and Supplies ($3,050, G3:O5:S1:AS2) [EHS $1500, CMS $775, SEMS $775]
2100 Non-Instructional Support Services *1003(g) SIG*	• Bullying Prevention Program ($5,000, G3:O6:S1:AS3) • Extended School Year Food Service and Transportation ($18,145, G1:O1:S2:AS3, G1:O2:S2:AS1)
2200 Professional Development	• **HSD** • Assessment Literacy Summer Institute ($29,400, G1:O1:S2:AS4) [EHS $11760, CMS $8820, SEMS $8820] • Assessment Literacy Model Teacher Observations ($10,300, G1:O1:S2:AS5) [EHS $4120, CMS $3090, SEMS $3090] Assessment Literacy Monthly Professional Development ($25,200, G1:O1:S2:AS6) [EHS $10800, CMS$7560, SEMS $7560]
2200 Professional Development *1003(g) SIG*	• Summer Academy 2012 Planning & Materials (Pre- Implementation: $5,940, G2:O4:S2) • Summer Academy 2013 Planning & Materials ($6,940, G2:O4:S2) • Summer Academy Salaries ($72,850, G2:O4:S1:AS4,5)
2600 Planning and Evaluation	

2600 Planning and Evaluation *1003(g) SIG*	NEW PAGE
3000 Parent Involvement	○ The Hazelwood School District Communication Office, along with our partners will provide support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan
3000 Parent Involvement *1003(g) SIG*	• Parent Action Teams ($5,350, G4:O7:S1:AS1) • Parent Presentations ($4,940, G4:O7:S1:AS4,15) • Parent Resource Center ($8,275, G4:O7:S1:AS:15) • MOSPRA/CSD Activities ($1,000, G4:O6:S1:AS1)
Administrative Costs	
Administrative Costs *1003(g)*	

NEW PAGE

Pre-implementation

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Southeast Middle School	096-088 2170

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	2,483,358	15,295	884,727	31,470	76,892	0	0	3,491,742
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)	131,685	0	64,428	44,000	0	0	0	240,113
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional	167,186	101,490	104,549	0	1,000	0	0	374,225
2100 Non-Instructional Support Services *1003(g) SIG*				5,000				5,000
2200 Professional Development	15,000	0	2,700	19,942	0	0	0	37,642
2200 Professional Development *1003(g) SIG*	2,520	0	420	2,000	1,000	0		5,940
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services	0	5,000	900	0	0	0	0	5900
3000 Community Services *1003(g) SIG*								
Administrative Costs								
Administrative Costs								
Program Costs Subtotal (Not including *1003(g) SIG*)	2,797,229	121,785	1,057,304	95,412	77,892	0	0	4,149,622
***1003(g) SIG* Subtotal**	2,520	0	420	7,000	1,000	0		10,940
Grand Total	2,799,749	121,785	1,057,724	102,412	78,892	0	0	4,160,562

NEW PAGE

Year One

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Southeast Middle School	096-088 2170

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	2,483,358	15,295	884,727	31,470	76,892	0	0	3,491,742
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)	131,685	0	64,428	44,000	0	0	0	240,113
1200 Supplemental Instruction(Title I) *1003(g) SIG*	36,800	0	5,800	5,000	0	0		47,600
2100 Non-Instructional Support Services	167,186	101,490	104,549	0	1,000	0	0	374,225
2100 Non-Instructional Support Services		2,730	415	15,000	0	0		18,145
2200 Professional Development	15,000	0	2,700	19,942	0	0	0	37,642
2200 Professional Development *1003(g) SIG*	65,020	0	10,770	2,000	2,000	0		79,790
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services	0	5,000	900	0	0	0	0	5900
3000 Community Services *1003(g) SIG*	7,120	3,420	1,025	0	8,000	0		19,565
Administrative Costs								
Administrative Costs								
Program Costs Subtotal (Not including *1003(g) SIG*)	2,806,229	121,785	1,057,304	95,412	77,892	0	0	4,149,622
***1003(g) SIG* Subtotal**	108,940	6,150	18,010	22,000	10,000	0		165,100
Grand Total	2,915,169	127,935	1,075,314	117,412	87,892	0	0	4,314,722

NEW PAGE

Year Two

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Southeast Middle School	096-088 2170

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	2,483,358	15,295	884,727	31,470	76,892	0	0	3,491,742
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)	131,685	0	64,428	44,000	0	0	0	240,113
1200 Supplemental Instruction(Title I) *1003(g) SIG*	20,000	0	3,000	0	3,000	0		26,000
2100 Non-Instructional Support Services	167,186	101,490	104,549	0	1,000	0	0	374,225
2100 Non-Instructional Support Services *1003(g) SIG*	0	2,730	415	15,000	0	0		18,145
2200 Professional Development	15,000	0	2,700	19,942	0	0	0	37,642
2200 Professional Development *1003(g) SIG*	33,770		5,595	2,000	1,000			42,365
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services	0	5,000	900	0	0	0	0	5900
3000 Community Services *1003(g) SIG*	7,120	3,000	1,445	0	5,000	0		16,565
Administrative Costs								
Administrative Costs								
Program Costs Subtotal (Not including *1003(g) SIG*)	2,806,229	121,785	1,057,304	95,412	77,892	0	0	4,149,622
***1003(g) SIG* Subtotal**	60,890	5,730	10,455	17,000	9,000	0		103,075
Grand Total	2,745,339	127,515	1,067,759	112,412	86,892	0		4,252,697

NEW PAGE

Year Three

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

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Southeast Middle School	096-088 2170

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	2,483,358	15,295	884,727	31,470	76,892	0	0	3,491,742
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction(Title I)	131,685	0	64,428	44,000	0	0	0	240,113
1200 Supplemental Instruction(Title I) *1003(a) SIG*	20,000	0	3,000	0	2,000	0		25,000
2100 Non-Instructional Support Services	167,186	101,490	104,549	0	1,000	0	0	374,225
2100 Non-Instructional Support Services *1003(g) SIG*	0	2,730	415	15,000	0	0		18,145
2200 Professional Development	15,000	0	2,700	19,942	0	0	0	37,642
2200 Professional Development *1003(a) SIG*	18,750	0	3,150	0	0	0		21,900
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(a) SIG*								
3000 Community Services	0	5,000	900	0	0	0	0	5900
3000 Community Services *1003(a) SIG*	2,520	3,000	695	0	5,000	0		11,215
Administrative Costs								
Administrative Costs								
Program Costs Subtotal (Not including *1003(g) SIG*)	2,806,229	121,785	1,057,304	95,412	77,892	0	0	4,149,622
***1003(g) SIG* Subtotal**	41,270	5,730	7,260	15,000	7,000	0		76,260
Grand Total	2,847,499	127,515	1,064,564	110,412	84,892	0	0	4,225,882

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

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

LEA/DISTRICT/BUILDING NAME Southeast Middle School					COUNTY-DISTRICT - BUILDING CODE 096-088 2170			
Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	2,483,358	15,295	884,727	31,470	76,892	0	0	3,491,742
1200 Supplemental Instruction(Title I)	131,685	0	64,428	44,000	0	0	0	240,113
2100 Non-Instructional Support Services	167,186	101,490	104,549	0	1,000	0	0	374,225
2200 Professional Development	15,000	0	2,700	19,942	0	0	0	37,642
2600 Planning and Evaluation	0	0	0	0	0	0	0	0
3000 Community Services	0	5,000	900	0	0	0	0	5900
Administrative Costs	387,813	113,891	157,254	10,600	4,000	0	0	673,558
Program Costs Subtotal	2,797,229	121,785	1,057,304	95,412	77,892	0	0	4,149,622
Grand Total	3,185,042	235,676	1,214,558	106,012	81,892	0	0	4,823,180

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Southeast Middle School	096-088 2170

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries • Summer Academy Planning (9 staff, 20 hours, $14/hr)	$2,520
6100 Subtotal	**$2,520**
6150: Non-Certificated Salaries	
6150 Subtotal	**$0**
6200: Employee Benefits *(optional categories)* Certified Retirement (14.5%)- $370 Medicare (1.45%)-$40 Workman's Comp- $10	
6200 Subtotal	**$420**
6300: Purchased Services • Bullying Prevention Program (to supplement current program from HSD) • Summer Academy Consultant Fees	$5,000 $2,000
6300 Subtotal	**$7,000**
6400: Materials/Supplies • Professional Development Supplies (Specific materials TBD during planning)	$1,000
6400 Subtotal	**$1,000**
6100-6400 Subtotal	**$10,940**
Indirect Cost Optional (Restricted Rate: 4.46 % X Subtotal)	**$487**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$11,427**

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Southeast Middle School	096-088 2170

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
• Curriculum Revision Salaries- Math, Communication Arts, extended School Year (24 staff, 50 hours/each, $14/hr	$16,800
• Extended School Year Salaries (20 staff, 20 days, 2hrs/day, $24-26/ hr)	$20,000
• Summer Academy Salaries (75 staff, 10 days, $14/hr)	$62,500
• Summer Academy Planning (9 staff, 20 hours, $14/hr)	$2,520
• Family Action Team Salaries (9 staff, 36 hours, $14/hr)	$4,600
• Parent Presentation Salaries (9 staff, 20 hours, $14/hr)	$2,520
6100 Subtotal	**$108,940**
6150: Non-Certificated Salaries	
• Extended School Year Salaries- Food Service	$2,730
• Parent Resource Center Staffing- (2 nights/week, 2 Saturdays/month, 360 hours, $7.50/hr)	$3,420
6150 Subtotal	**$6150**
6200: Employee Benefits *(optional categories)* Certified Retirement (14.5%)- $15700 Non-Cert Retirement (6.86%)- $175 Medicare (1.45%)- $1650 FICA (6.2%)- $350 Workman's Comp- $135	
6200 Subtotal	**$18010**
6300: Purchased Services	
• Curriculum Expert	$5,000
• Extended School Year Transportation	$15,000
• Summer Academy Consultant Fee	$2,000
• MOSPRA/CSD Activities	$1,000
6300 Subtotal	**$23,000**
6400: Materials/Supplies	
• Professional Development Supplies (Specific materials TBD during planning)	$2,000
• Community Resource Center Supplies (Specific materials TBD during planning)	$5,000
• Parent Presentation Supplies (Specific materials TBD during planning)	$2,000
6400 Subtotal	**$9,000**
6100-6400 Subtotal	**$165,100**
Indirect Cost Optional (Restricted Rate: 4.46 % X Subtotal)	**$7,318**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$172,418**

East High School

VII A(1)1. Needs Analysis

With the assistance of American Institutes for Research, a needs analysis, as described below, was conducted in early November 2011. Hazelwood East High School is located in St. Louis County, Missouri, and is one of three high schools in the Hazelwood School District. Hazelwood East High School serves approximately 1,480 secondary students, Grades 9–12. None of the students are English Language Learners, and approximately 15% are students with disabilities. In 2011, Hazelwood School District served 18,074 students overall. There are three Early Childhood Education centers, twenty elementary schools, six middle schools, and three high schools. The average racial composition at Hazelwood East High School for 2010–2011 was 97% Black and 3% White, Asian, Hispanic, and Indian.

In response to the key findings that surfaced and the willingness of both the district and school to embrace change, the transformation model was selected for Hazelwood East High School. Both the restart and closure models were determined to not be reasonable choices. In the state of Missouri, based on Statute, charters are allowable only in the City of St. Louis and Kansas City, Missouri. This in short eliminates the restart model. Closing the school and redistributing those students to the other two high schools would result in overcrowding.

Hazelwood School District chose the Turnaround model for the East Middle School SIG process as part of Cadre I and has decided with the focus on three separate schools, that the reconstitution of a high school combined with two middle schools would be very difficult to effectively staff. Since the Turnaround and Transformation models have very similar components, it was determined that the transformation model would enable the district to expedite the implementation of district reform models; implement a rigorous staff evaluation and professional development tool; provide schools with the operational flexibility needed to meet their students' and staff needs; and increase extended learning opportunities.

"ELEVATE East" is the focus of the Hazelwood East High School transformation plan. In alignment with the needs analysis, this plan aims to create a climate of academic excellence, to implement all strategies

with fidelity and monitor and evaluate their effectiveness, and to meet the 100% achievement target for all students by 2015.

ELEVATE East stands for Encouraging Lifelong Empowerment via Academic Transformational Excellence. ELEVATE East describes the plan to transform Hazelwood East High School into an academically high-functioning high school where every student experiences educational success and where staff, parents, and community members are proud to be associated. This plan symbolizes the commitment of the Hazelwood East High School staff to elevate expectations and dramatically improve the culture of teaching and learning to ensure that every graduate possesses the skills to be a lifelong learner.

VII A(1)1a. Needs Analysis and Key Findings

The needs analysis included a thorough evaluation of all the domains and involved multiple perspectives of key stakeholders for Hazelwood School District and Hazelwood East High School. The first domain, Student Performance, was analyzed and evaluated using achievement data from Missouri Department of Elementary and Secondary Education and an extant document review. The following domains—Curriculum Development and Learning Management; Professional Development; Safe, Secure, and Engaging Environment; Information Technology and Data Management; Parent and Community Involvement; Human Resources and Leadership and Governance—were evaluated using an extant document review and district, administrator, and teacher interviews. Fiscal and Budget systems of the Hazelwood School District were determined to not affect the choice of intervention model or negatively affect student learning outcomes.

Key Findings of the Needs Analysis

Following is a description of the key findings that emerged from the needs analysis described below (see Methods Used to Analyze Data and Identify Key Findings), and that were used to drive the development of Hazelwood East High School's transformation plan. Each key finding is presented with a brief summary of the evidence from the needs analysis that supports it.

Key Finding 1.

In 2011, 50.5% of secondary students at Hazelwood East High School achieved proficiency in Communication Arts and 34.9% achieved proficiency in Mathematics. These scores fall short of the 2011 district proficiency targets of 75.5% and 72.2%, respectively. From 2009–2011, Communication Arts scores have remained flat while scores in Mathematics have shown a small but steady increase. In addition, there is a significant achievement gap between the races and students with disabilities. (Goal 1: Student Performance)

This finding is supported by the Hazelwood East High School 2010–2011 School Accountability Report. In 2011, district achievement targets were 75.5% in Communication Arts and 72.2% in Mathematics. Although Hazelwood East High School's 2011 proficiency scores represents a 12.7% increase in Mathematics, this growth falls far short of the 2011 annual proficiency targets.

The data also reveal that despite a 40.3% increase in Communication Arts scores in 2009, Communication Arts scores have remained flat in the past three years. In 2009, 52.5% of Hazelwood East High School's students achieved proficiency in Communication Arts. In 2010, 50.2% achieved proficiency and in 2011, 50.5%. Mathematics proficiency scores in the same three-year period have increased from 15% in 2009 to 24.2% in 2010 and 34.9% in 2011.

In addition, the data reveal an achievement gap among White, Black, and Hispanic students in Communication Arts. In 2010, 77.8% and in 2011, 100% of White students achieved proficiency in Communication Arts. On the same measure, 49.5% and 49.7% of Black students achieved proficiency in 2010 and 2011, respectively. In 2011, 50% of Hispanic students achieved proficiency in Communication Arts. The data also reveal an achievement gap between students with Individual Education Plans (IEPs) and their peers in both Communication Arts and Mathematics. In 2010, 20.8% and in 2011, 26.3% of students with IEPs achieved proficiency in Communication Arts. In 2011, 13.1% and in 2011, 9.7% of students with IEPs achieved proficiency in Mathematics. The average racial composition at Hazelwood East High School for 2010 and 2011

was 97% Black and 3% White, Asian, Hispanic, and Indian. Approximately 15% are students with IEPs.

Previous school improvement plans included aggressive targets for student achievement, but focused too heavily on the development and implementation of strategies. There was no ongoing evaluation of the effectiveness and no consistent monitoring. Moreover, because Hazelwood East High School's graduation rate of 79% has remained the same since 2008 (85% for the state of Missouri), the lack of proficiency in Communication Arts and Mathematics raises significant concern for the preparedness of students for postsecondary education or the modern workforce.

Key Finding 2.

Students are missing instructional time due to disciplinary referrals and out-of-school suspensions (180 incidents of 10 or more days in 2010–2011). In addition, tardies (521 referrals in 2010–2011), and truancy (329 referrals in 2010–2011)) as well as overall attendance are affecting student engagement and ownership of their learning. (Goal 1: Student Performance; Goal 3: Facilities, Support, Instructional Resources)

This finding is supported by the Hazelwood East High School 2010–2011 School Accountability Report Card, Safe Schools and Healthy Schools Report from 2009–2011 and Hazelwood East High School Behavior Reports from 2009–2011. In 2010 and 2011, the Hazelwood School District suspension rate for 10 or more days was 4.6%. The suspension rate for 10 or more days for Hazelwood East High School was 6.1% in 2010 and 12.2% in 2011. In addition, according to the 2011 Safe Schools Healthy Schools Report , 25% of Hazelwood East High School students reported that they had missed or cut school in a one-month period during the 2010–2011 school year. Although this is a decrease from 31.5% in 2008–2009, the data highlight the need to increase student engagement and maximize the amount of instructional time students receive.

Data from the Missouri School wide Positive Behavior Support System (PBS), which was implemented at Hazelwood East High School in 2008–2009, reveals that discipline referrals are declining. Detailed behavior reports show that for the same time period, August–October, discipline referrals have decreased from 1,321

referrals in 2008 to 850 referrals in 2011. Combined tardies and truancies for the same time period are also declining, from 1,108 in 2008 to 709 in 2011. While this represents improvement, the loss of instructional time continues to adversely affect student engagement and ownership of their learning.

The data also reveal that the average attendance rate for Hazelwood East High School has remained at 90% from 2008 through 2011. The average Hazelwood School District attendance rate was 94% for the same four-year period. Despite individual efforts by school administrators, counselors, and teachers, there is no coherent system currently in place to address these concerns.

Key Finding 3.

Opportunities for teacher professional growth are encouraged, but more district coaching support is needed in guiding teachers as they develop their personal growth plan and implement strategies from professional development opportunities. (Goal 2: Highly Qualified Staff)

Support for this key finding came from the Hazelwood East High School Profile and Program Organizer, the 2011–2012 Hazelwood East High School Accountability Plan, and the Interview Report. All interview respondents agreed that school and district administration strongly support professional growth of teachers. Every teacher has a professional growth plan for his or her own learning, and teacher respondents expressed interest in more targeted professional development on the following topics: student engagement, differentiated instruction for lower achieving students, and rigor.

The 2011–2012 Hazelwood East High School Accountability Plan includes strategies for the development of common formative assessments in professional learning communities (PLCs) and their implementation in core content areas. The plan also includes training on how to work in collaborative teams. Currently, there are two full-time instructional coaches and three part-time learning coaches available for teacher support. However, these coaches and other learning support team members are overextended, which negatively affects the accessibility of these resources for teachers.

Restructuring how professional resources are used at Hazelwood East High School will increase opportunities for individualized and targeted job-embedded professional development. In addition, a deeper commitment to monitoring the use of these supports and their impact on student learning outcomes and professional growth measures will improve overall teacher effectiveness.

Key Finding 4.

The level of implementation of pedagogical strategies acquired through PD and PLC sessions is inconsistent; an accountability tool is not yet in place to monitor the fidelity with which strategies are implemented and to evaluate the effectiveness of the implementation.

(Goal 2: Highly Qualified Staff; Goal 5: Governance)

Support for this finding came from Hazelwood East High School's Professional Development Calendar for Fall 2011, the Hazelwood East High School Profile and Program Organizer and the Interview Report. All interview respondents agreed that the administration strongly supports professional growth of teachers. Interview respondents noted that teachers are expected to incorporate the concepts and skills learned in professional development sessions into their teaching practices.

Current professional development topics include assessment literacy, defined as increasing teacher understanding of assessment to improve student learning, data-driven inquiry, and training for professional learning communities (PLCs). The Response to Intervention program was recently implemented in Hazelwood East High School's Foundations of Algebra and English classes in an effort to implement scientifically based interventions that address the causes of student failure and use assessments to monitor student progress in both academic and behavioral areas. Teacher respondents stated that the use of student data was important to planning instruction and monitoring learning goals. One teacher commented that the faculty understands the value of student data, but needs to look at it more often.

The use of an accountability tool is needed to systematically monitor the outcomes of professional development as well as the alignment and implementation of professional development-specific strategies and

the impact and effectiveness of those strategies on student learning outcomes.

Key Finding 5.

Academic programs, interventions, and supports are available to meet the needs of all students to enhance academic success, but student participation is not mandatory, and it is unclear if these programs are effective. (Goal 1: Student Performance; 3: Facilities, Support, Instructional Resources)

This finding came out of data from the Hazelwood East High School Profile and Program Organizer and the Interview Report. Both teachers and administrator interview respondents stated that students in need of academic support are identified in a variety of ways, including grades, student work, and overall lack of mastery of learning goals. Students are referred to the afterschool tutoring program and/or an Extra Help period held during the school day. Both support programs are available to all students, but student participation is perceived to be inconsistent and the effectiveness of the programs is unclear. Furthermore, student attendance, progress, and outcomes from these programs are not formally tracked, and records are not kept. Nor is there any direct alignment between what happens in these programs and the instruction that takes place during the day.

Key Finding 6.

The level of parent and community involvement is perceived to be low. However, a tool for tracking parent/community/school communication is not currently in place. (Goal 4: Parent and Community Involvement; Goal 5: Governance)

This finding was based on data from the Hazelwood East High School Profile and Program Organizer and the Missouri School Improvement Program Cycle 4 Advance Questionnaire Frequency Distribution Report, dated Fall 2010. Parent and Community Outreach programs at Hazelwood East High School include the Curriculum Showcase and the Parent, Teachers, Students Association. Both programs work to promote understanding of the school's curricula, to increase parent involvement, and to improve student performance. Additional opportunities for parent involvement include the annual Open House and biannual parent-teacher

conferences.

Less than 5% of Hazelwood East High School parents participated in the parent survey. Of those respondents, the majority reported that they work outside the home and 85% reported they have volunteered once or not at all. Parent respondents stated that they encourage their children to read and reported that their children read an hour or more a day. With respect to school performance, parent respondents gave the school a "C" average overall. It is important to keep in mind that less than 5% of Hazelwood East High School parents responded to this survey so these responses cannot be relied upon to be representative of the community. However, opportunities to increase school engagement with parents are clearly needed.

Moreover, while parent and community participation is perceived to be low, a tool for tracking parent and community involvement at the school is not currently in place at Hazelwood East High School. Nor is there a means to track communication between the school and parents with respect to the amount, frequency, and purpose of the communication.

Positive Key Findings.

Three positive key findings also emerged from the needs analysis. These findings, indicating what is being done well in the school and the district, are as follows:

1. Hazelwood East High School and Hazelwood School District have a demonstrated commitment for supporting teachers' professional development and growth. (Interview Report)

2. Parents reported having high expectations for their children's academic performance and postsecondary success. (Missouri School Improvement Program Cycle 4 Advance Questionnaire Frequency Distribution Report, dated Fall 2010)

3. Hazelwood School District has a strategic partnership with *Teach for America*, which attracts new talent and brings bold, innovative thinking into the classrooms. (District Interviews)

VII A(1) 1b. Methods Used to Collect Data for the Needs Analysis

The needs analysis involved the collection of three types of comprehensive data and the perspectives of multiple school and district stakeholders. Methods for collection included the following:

Student Performance Data. The first type of data collected was Hazelwood East High School student achievement data. Available data were accessed via the Missouri Department of Elementary and Secondary Education School Statistics Website. Missouri Assessment performance scores for Communication Arts and Mathematics, Scholastic Reading Inventory levels, and other school-generated student data such as monthly eValuate scores were analyzed.

Administrator Interviews and Teacher Interviews. American Institutes for Research conducted multiple administrator, district staff, and teacher interviews in early November 2011. Interviews examined the following domains of the needs analysis: Student Performance; Curriculum Development and Learning Management; Information Technology and Data Management; Professional Development; and Safe, Secure, and Engaging Environment. Two district staff members, one school administrator, four teachers, including both new and veteran teachers, and an instructional coach participated in the interviews. See Appendix C.

Interview data were analyzed for content. The domains and the topics under each domain structured the analysis (see Table 1). The analysis focused on presenting majority as well as minority opinions of the respondents and presenting viewpoints of both district and school administrators and teachers. For each topic addressed, all responses were read, coded, and synthesized. A single report for all interviews was written and used in the development of the school improvement grant application.

Table 1. Topics Examined for Each Domain

Domain	Dimensions
Instructional Planning	Curriculum Alignment Administrative Expectations
Instruction	Space Instructional Resources
Academic Support for Non-proficient Students	Identifying and Referring Students for Intervention Student Exposure to Academic Support Perceived Effectiveness of Academic Support
Professional Learning	Administrative Support for Professional Growth Professional Development Topics On-Site Coaches
School Climate	Teacher Collaboration School Goals Recent Changes in School Climate and Culture

Document Review. The extant document review included 14 documents, among them the Hazelwood East High School 2010–2011 Accountability Report Card, Hazelwood East High School Professional Development Fall 2011 Calendar, and Missouri School Improvement Program Cycle 4 Advance Questionnaire Frequency Distribution Report, dated Fall 2010. School-level documents included, for example, the 2011–2012 Accountability Plan and the Safe Schools and Healthy Schools Report. The school also provided summary data on school discipline and attendance for the 2011–2012 school year to date, and the principal filled out a School Profile and Programs Organizer for review at the needs assessment meeting.

The document review addressed the following domains: Student Performance; Curriculum Development and Learning Management; Professional Development; Safe, Secure, and Engaging Environment; and Information Technology and Data Management. See Table 2 for a complete list of data sources that the American Institutes for Research gathered for the Needs Analysis conducted in November 2011.

Table 2. Data Sources Analyzed for the Needs Analysis

Goal	Data Sources Analyzed
Goal 1: Student Performance	School report card School Profile (completed by principal) Programs Organizer (completed by principal) Most current MAP data School Accountability Plan Most current SRI data and eValuate data
Goal 2: Highly Qualified Staff	School report card School Profile (completed by principal) Programs Organizer (completed by principal) School Accountability Plan
Goal 3: Facilities, Support, and Instructional Resources	School report card School Profile (completed by principal) Programs Organizer (completed by principal) School Accountability Plan Safe and Healthy School report Discipline summary data from the beginning of the school year to October 31, 2011 Attendance summary data from the beginning of the school year to October 31, 2011
Goal 4: Parent and Community Involvement	School report card School Profile (completed by principal) Programs Organizer (completed by principal) School Accountability Plan Safe and Healthy School report

Of note: An additional interview was conducted with the Hazelwood East High School principal to assess Leadership and Governance structures. A summary of that evaluation can be found in the following section. Moreover, Hazelwood School District's Fiscal and Budget systems were determined to not affect the choice of intervention model or negatively impact student learning. Fiscal and budget data were reviewed for the needs analysis but not included in the identification of key findings, described below.

Methods Used to Analyze Data and Identify Key Findings of Needs Analysis

Data collected from the needs analysis were presented to the school at a Hazelwood School District SIG Needs Assessment meeting on November 9, 2011. The data review process, developed by American Institutes for Research, ensures full participation of all stakeholders in the design of school improvement plans. The

Hazelwood East High School SIG Steering Committee, consisting of the Principal, Associate Principal, three teachers, two Instructional Coaches, two parents, two Learning Facilitators, two Learning Coaches, and two Assistant Superintendents, were present for the needs analysis. Appendix B lists all stakeholders who were in attendance at the Hazelwood School District SIG Needs Assessment meeting.

During this meeting, stakeholders read the data reports, and through a facilitated and collaborative group process, identified key findings that emerged from the data. Stakeholders worked in representative teams (i.e., a school administrator, a district staff member, a teacher, and a parent or community member) to draw out data points and categorize their findings under the goals consistent with the School Improvement Grant.

Once findings were posted, each team, through further discussion and collaboration, generated key findings that synthesized several of the findings and triangulated to more than one data report. These key findings had to identify issues, challenges, or strengths that were systemic to the school and if addressed, would likely improve school and student achievement. Once developed, the key findings were presented to the whole group and refined to ensure consensus and understanding.

It was through this collaborative needs analysis process that the six key findings emerged. Because this process requires considerable analysis, thought, and discussion, all key stakeholders gained both an in-depth understanding of the data collected from the needs assessment and the key findings used in the development of this school improvement plan.

Feedback from participants at the end of the needs analysis process included the following comments:

"I think a lot of the topics we discussed this morning are very emotional for us. It's easy to make a lot of assumptions. What I liked about this process is that we were grounded in reality. We had to find the data."

"I learned that even though parents agree that we have the resources and facilities in place, many of them said that if they could, they would send their child to another school. I wonder what that means for our students and what that means for us. We have work to do."

"This morning was hard. It made me think about and consider different perspectives. I liked it,

though."

Leadership and Governance and Human Resources Analysis

As reported in district and school leadership interviews, Hazelwood East High School has experienced an influx of new staff, including 16 teachers who were hired for the 2011–2012 school year. The school principal began her tenure in 2010–2011. A school leadership team was started with representatives from different disciplines that same year. The team met twice a month, but due to immediate daily needs, focused on problem solving and less on instruction, professional development, and student achievement. In 2011–2012, a problem-solving committee was added to address teacher concerns and redefine the focus on the leadership team.

Fiscal and Budget Analysis

Hazelwood School District's Fiscal and Budget systems were determined to not affect the choice of intervention model or negatively impact student learning. The district has the capacity to implement federal large-scale grants as evidenced by its management of an annual $250 million budget, which includes an annual $5 million federal program budget and a three-year $6 million federal Safe Schools/Healthy Student Grant. In addition, the district has demonstrated its success in implementing school improvement grants; Hazelwood East Middle School received a $5.3 million school improvement grant as part of Cadre I.

VII A(1) 1c. Summary of Selected Intervention Model

In summary, the transformation model was chosen for Hazelwood East High School and Hazelwood School District as the best model to dramatically improve student performance and elevate and transform Hazelwood East High School. Both the restart and closure models were determined to not be reasonable choices. In the state of Missouri, based on Statute, charters are allowable only in the City of St. Louis and Kansas City, Missouri. This in short eliminates the restart model. Closing the school and redistributing those students to the other two high schools would result in overcrowding.

Hazelwood School District chose the Turnaround model for the East Middle School SIG process as part of Cadre I and has decided with the focus on three separate schools, that the reconstitution of a high school combined with two middle schools would be very difficult to effectively staff. Since the Turnaround and Transformation models have very similar components, it was determined that the transformation model would enable the district to expedite the implementation of district reform models; implement a rigorous staff evaluation and professional development tool; provide schools with the operational flexibility needed to meet their students' and staff needs; and increase extended learning opportunities.

VII A(1)2. District Capacity

While Hazelwood East High School's 2011 proficiency scores represents a 12.7% increase in Mathematics, Hazelwood East High School and Hazelwood School District have not yet effectively implemented the requirements of school improvement plans in a way that has had significant impact on student achievement. As noted in Key Finding 1, previous plans included aggressive targets for student achievement, but focused too heavily on the development and implementation of strategies. There was no ongoing evaluation of the effectiveness and no consistent monitoring.

As a result of the needs analysis and collaborative action planning process, all key stakeholders participated in and galvanized around the development of the plan presented here in this SIG application. District and school leadership, teachers as well as family and community members have demonstrated their support for the integrated and comprehensive approach of "ELEVATE East." Hazelwood School District, in partnership with Hazelwood East High School, will work to ensure that the 100% achievement target will be met by all students in 2015.

To that end, the Hazelwood School District has the capacity to use school improvement funds to provide adequate resources and related support to Hazelwood East High School (Tier II) in order to implement, fully and effectively, the required activities of the school transformation model. The District's Accountability Plan will be differentiated to meet Hazelwood East High School's and each Hazelwood School District site's unique

needs. Ongoing planning, implementation, monitoring, and evaluation of the required activities are key components of the 2012–2013 Hazelwood School District Accountability Plan.

The Hazelwood School District has the capacity to implement federal large-scale grants as evidenced by its management of an annual $250 million budget, which includes an annual $5 million federal program budget and a three-year $6 million federal Safe Schools/Healthy Student Grant. The district has demonstrated its success in implementing school improvement grants; Hazelwood East Middle School received a $5.3 million school improvement grant as part of Cadre I. Because Hazelwood School District has focused its work in the last five years, the management of all federal, state, and district funding has been used toward research-based initiatives for all schools, with extra resources going to schools in need of additional support. The Hazelwood School District has also engaged in a system wide analysis to revise its strategies for recruiting, hiring, mentoring, evaluating, and retaining high-quality administrators and teachers.

Multiple initiatives have been implemented to improve achievement in the district. Table 3 lists the initiatives that have been implemented.

Table 3. School Improvement Initiatives Implemented by Hazelwood School District

Accountability Plan
Common Assessments
Culturally Responsive Teaching and Learning
Data-Driven Decision Making for Results
Data Teams
Grade Level: Grade Level, Team, or Department Data Teams
Building: Professional Development Committee
District: Data and Assessment Meeting
Standards-Based Curriculum
Focus on Student Engagement
High-Quality Teachers
Recruitment
Hiring
Induction
Mentoring
Teacher Evaluation

Instruction Focused on Using Best Practices
Marzano's *Classroom Instruction That Works*
Webb's *Depth of Knowledge* (DOK)
Lesson Design
Positive Behavior Intervention Support (PBIS)
Professional Learning Communities (PLCs)
Response to Intervention (RTI)
Walkthroughs

Successful School Improvement Initiatives

Recent school improvement initiatives Hazelwood School District has successfully implemented in its low-achieving schools and positively affected student achievement are detailed below:

Initially begun in partnership with High School that Works, Hazelwood East High School has since restructured the academic mentoring program to dramatically increase the number of support hours students receive. Beginning in 2011–2012 school year, academic mentors meet with 15 students for 30 minutes every other day, as opposed to twice a month in previous years. Academic mentors follow students for all four years, offering guidance in course selection, career exploration, study habits, and academic concerns. The goal of the program is to ensure every student builds a supportive and trusting relationship with an adult at Hazelwood East High School.

Hazelwood East High School implemented the Missouri School wide Positive Behavior Support System (PBS) in 2008–2009. Data from the past three years reveals that discipline referrals are declining. Detailed behavior reports show for the same time period, August–October, discipline referrals have decreased from 1,321 referrals in 2008 to 850 referrals in 2011. Combined tardies and truancies, for the same time period, are also declining, from 1,108 in 2008 to 709 in 2011. Hazelwood East High School is committed to continually decreasing time out of the classroom and increasing student engagement.

In addition, to start building a climate of success, Hazelwood East High School successfully implemented the first academic Honors Board and Senior Awards Assembly in 2010–2011. Previous honors boards had only honored sports achievements, and a senior awards assembly, including parents and community

members, was new. In recognition of academic achievement, department awards and a Spartan of the Year title were awarded to students in Grades 9–12. Both programs have become a source of pride as Hazelwood East High School continues to transform itself into a high-functioning high school in which all students experience academic success.

Hazelwood East High School created a college and career center in the 2010–2011 school year. Under the guidance of a College and Career Advisor, this center offers access to college, university, and trade school resources, laptop computers for research, and opportunities for individual support and whole-class instruction. Unlike previous years, college readiness at Hazelwood East High School begins in freshman year.

Recent school improvement initiatives Hazelwood School District has implemented in its low-achieving schools that have met with minimal success or insufficient impact on student achievement include the following:

The afterschool tutoring program and Extra Help period held during the day are voluntary. Students in need of academic support are identified by teachers in a variety of ways, including grades, student work, and overall lack of mastery of learning goals. Unfortunately, progress data for individual students as well as overall evaluation data of the effectiveness of these programs are not available. A redesign of these programs, including mandatory participation and targeted interventions for high needs students, is included in this transformation plan.

Similarly, the Literacy Plan, designed in partnership with High Schools that Work, did not successfully implement measures of student progress or academic growth. In 2010–2011, students were required to read up to 30 books outside of school time, but systems were not in place to monitor and track student success. Nor did the initiative involve any comprehension or extension work.

As noted in the needs analysis, a school leadership team was started with representatives from different disciplines in the 2010–2011 school year. A representative governance structure had not previously been in place at Hazelwood East High School. Led by the principal, the school leadership team met twice a month, but

due to immediate daily needs, focused more on problem solving and less on instruction, professional development, and student achievement. In 2011–2012, a problem-solving committee was added to address teacher concerns and redefine the focus on the leadership team. A dedicated school leadership team to monitor the progress of this school improvement plan is included in the ELEVATE East transformation plan.

Thus, because past school improvement initiatives have met with inconsistent and minimal results, there remains a definitive and urgent need for more dramatic yet focused transformation. Hazelwood School District and Hazelwood East High School, as well as key stakeholders, are committed to implementing the comprehensive transformation plan represented here in this SIG application and described below.

VII A(1) 2b. Written Plan for Hazelwood East High School Transformation

"ELEVATE East" is the focus of the Hazelwood East High School transformation plan. In alignment with the needs analysis, this plan aims to create a climate of academic excellence, to implement all strategies with fidelity and monitor and evaluate their effectiveness, and to meet the 100% achievement target for all students by 2015.

ELEVATE East stands for Encouraging Lifelong Empowerment via Academic Transformational Excellence. ELEVATE East describes the plan to transform Hazelwood East High School into an academically high-functioning high school where every student experiences educational success and that staff, parents, and community members are proud to be associated. This plan symbolizes the commitment of the Hazelwood East High School staff to elevate expectations and dramatically improve the culture of teaching and learning to ensure that every graduate possesses the skills to be a lifelong learner.

The Hazelwood East High School plan for transformation was written in collaboration with key stakeholders over multiple work sessions at the Early Learning Center and District Administration Building, and in communication thereafter. (See VII H(8) Consultation with and Involvement of Stakeholders). This detailed plan includes the five overarching goals, measurable objectives, strategies, and action steps for the transformation model, and outlines the required and permissible activities included therein. Hazelwood East

High School Action Planning Worksheets can be found in Appendix C.

The Hazelwood East High School plan for transformation is written in a format consistent with the requirements of Missouri's planning, budget, and reporting system. The Hazelwood School District has the capacity to use school improvement funds to provide adequate resources and related support to Hazelwood East High School, a Tier II school, in order to implement, fully and effectively, the required activities of the school transformation model. A description of the plan follows:

Goal 1: Student Performance

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

Objective 1*: By the end of the 2014–2015 school year, the four-year cohort graduation rate at Hazelwood East High School will increase from 79.4% to 92%.*

As described next, Hazelwood East High School will implement three priority strategies in support of this objective:

1. Implement an Early Warning System Tool to monitor student progress toward graduation

2. Design and implement the ELEVATE East Fresh Start Academy to assist students off-track to graduate

3. Restructure the afterschool tutoring, Extra Help, and credit recovery programs.

In response to Key Finding 1 and the need for consistent monitoring of student progress toward achievement goals, the first priority is for Hazelwood East High School to utilize the National High School Center's Early Warning System Tool to **monitor student progress toward graduation** in Grades 9–12. This tool and monitoring process uses student-level data, including attendance, grade point average, credit accumulation, course failures, and behavior, to identify students who show early signs of being at risk for dropping out or not

graduating on time. The system also tracks student participation in academic supports and interventions and monitors their progress throughout the course of the school year.

A designated full-time Progress Monitoring Specialist will support the identification of high risk students and the creation of targeted interventions based upon early warning data. Data will be reviewed regularly by the Progress Monitoring Specialist, shared with members of the Early Warning Team, composed of administrators, teachers, and other support staff, and discussed at length in PLCs. Together, they will identify specific interventions that are needed or to report on the progress of intervention strategies for specific high need students. In response to Key Finding 6, this early warning data and progress reports will be shared with parents in quarterly conferences to ensure that all key stakeholders are working together to elevate Hazelwood East High School students. Periodic and annual reviews of early warning data will also be conducted by school and district administrators and the school leadership team.

The second priority is to design and implement the **ELEVATE East Fresh Start Academy** for freshman and sophomore students who at the end of each semester are identified by the Early Warning System Tool as being off-track for graduation. A team of building and district leaders will review and research existing local and national programs for comparable school-within-a-school models and alternative schools, including but not limited to Pattonville Positive Leadership Academy and Fern Ridge in Missouri, Phoenix Academy in Queens, New York, the STRIVE Program in Hudson, Wisconsin, and alternative education programs in San Benito County, California. Studies show that successful models reduce the number of failed courses and discipline referrals and increase the number of on-time graduations.

Based on identified best practices, this team will design the ELEVATE East Fresh Start Academy to provide double-core content courses with more individualized instruction and a flexible daily schedule. The team will also create a measurement tool to track and evaluate student progress at mid-quarter and end of each quarter. Student enrollment will be on a rolling basis and will include exit criteria. ELEVATE East Fresh Start Academy will be piloted in the 2013–2014 school year for 60–80 students. Select teachers will be trained to teach in the academy. A partnership with University of Missouri-St. Louis (UMSL) will also allow for additional support to

students.

In addition, in response to Key Finding 5, the third priority is to **restructure the afterschool tutoring, Extra Help, and credit recovery programs** to ensure targeted interventions are in place for all students who do not meet specific proficiency criteria based on state assessment data or are identified as at risk by early warning data. Currently, all three programs are available to Hazelwood East High School students, but student participation is not mandatory and the effectiveness of the programs is unclear. Under the guidance of the Progress-Monitoring Specialist and assistant principal, mandatory student attendance, student performance, and indicators of progress from afterschool tutoring, Extra Help, and credit recovery programs will be tracked and aligned to student results on common formative assessments and course grades. Enrollment in Aventa K12 credit recovery program will also be expanded to include both juniors and seniors.

Data from all three programs will be reviewed at mid-quarter and end of the quarter, analyzed and discussed in PLCs, and used to create targeted interventions for specific high-need students and also to evaluate the effectiveness of the interventions. Particular attention will be paid to students with IEPs. In addition, in response to Key Finding 6, school administration and teachers will communicate to parents both the purpose and importance of the restructured support programs as well as student progress and learning outcomes.

- *Pre-Implementation Strategies and Action Steps for this objective include:*
- *Planning for the implementation of the Early Warning System Tool*
- *Hiring a Progress-Monitoring Specialist to lead and monitor this initiative, among others*
- *Creating an Early Warning Team*

Objective 2: *By 2015, 100% of Hazelwood East High School students will score proficient or advanced on the Communication Arts and Mathematics End of Course exams, representing a 49.5% increase in Communication Arts scores from a baseline of 50.5% proficiency in 2010–2011 and a 65.1% increase in Mathematics scores from a baseline of 34.9% proficiency in 2010–2011.*

In order to support this objective, Hazelwood East High School will engage in three key strategies:

- Increase the number of instructional minutes that students receive in Communication Arts and Mathematics
- Implement a comprehensive data-driven inquiry tracking system
- Align Communication Arts and Mathematics curricula with Common Core Standards.

In response to Key Finding 1, a scheduling committee, led by the principal, will research potential nontraditional hybrid master course and bell schedules that will directly **increase the number of instructional minutes that students receive in Communication Arts and Mathematics** at Hazelwood East High School. A block schedule is currently in place, but given student proficiency scores, more instructional time is needed and desired. To that end, the scheduling committee is tasked with researching, planning, and assisting with implementation of a hybrid schedule that ensures that ninth grade students receive mathematics instruction every day and tenth grade students receive Communication Arts every day. Read 180/System 44 and Ascend Math programs will also be researched and incorporated into the hybrid schedule to further meet the needs of low-performing students. Due to frequent schedule changes in the past, the new hybrid schedule will be implemented by the 2013–2014 school year and student achievement data, attendance, and behavior data will be monitored and used to evaluate the impact and effectiveness of the new schedule.

A second key strategy is the implementation of a **comprehensive data-driven inquiry tracking system** to monitor student progress on current state standards (and later Common Core standards). Building on the strategic partnership between the Hazelwood School District and *Teach for America*, Hazelwood East High School will provide targeted professional development for teachers in utilizing a highly effective, technology-based data-tracking system based on the tools used by previous and current *Teach for America* teachers at Hazelwood East High School. This training will include the academic impact and diversity competencies models as well as planning standards-based instruction. Current *Teach for America* teachers, along with the Progress-Monitoring Specialist, will support teachers in implementation.

Through standards-based monitoring charts, this tracking system enables teachers to assess individual student mastery of specific learning standards on a frequent and regular basis. Supported by the Progress-Monitoring Specialist, teachers will analyze and review data individually and in PLCs to adjust instruction to better meet student learning needs and create targeted interventions for specific students. In addition, all students will develop student reflection portfolios as a means to further reflect upon and monitor their progress toward their own individual learning goals. All teachers, school and district administrators, and the school leadership team will conduct frequent and annual reviews and comparisons of tracker-data to student performance on state assessment measures. Aligned with Hazelwood School District's Assessment Literacy initiative, and in response to Key Finding 1, this key strategy ensures that assessment practices are used to improve and maximize student learning outcomes.

The third key strategy engages teachers in **aligning Communication Arts and Mathematics curricula to the Common Core Standards** and integrating Common Core standards into other content areas standards, for example English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.. Teachers will review current curricula, remove superfluous content, and supplement the curricula with additional content and resources to ensure that the Communication Arts and Mathematics curricula taught at Hazelwood East High School is rigorous, clear, evidence-based, and consistent with the Common Core Standards in preparing all students for postsecondary education. By the end of the 2013–2014 school year, the revised curricula, including new curricula guides, lesson plans, and common formative assessments will be fully implemented and monitored by classroom observations and teacher evaluations. Tracker-data and annual student performance data from state assessments, including Item Benchmark Descriptors, will also be analyzed to ensure alignment and to evaluate how effectively the Common Core Standards are being taught in classrooms.

Pre-Implementation Strategies and Action Steps for this objective include:

- *Designing the targeted professional development for teachers to use the data-tracker tool*
- *Creating a plan to support teachers in the Common Core curriculum alignment work*

Objective 3: *The average daily attendance rate (ADA) at Hazelwood East High School will increase from 90% to 95% by the end of the 2014–2015 school year.*

In response to Key Finding 2, a data-driven attendance awareness program, along with school wide attendance competitions and quarterly awards, will engage the entire school community in improving student attendance. Daily attendance rates will be posted and parents will receive an email notification, in addition to the phone call they currently receive, when their child is not in school. Academic Mentoring teachers will hold quarterly conferences with parents of students identified through Student Information System (SIS) or Early Warning data to address the concern of absenteeism. Parent, student, and school contracts will be signed at the conclusion of the meeting. In addition, a full-time student advocate will work directly with students and their families to address and resolve chronic truancy-related issues. Two additional building facilitators will also assist with hallway transition times to ensure students arrive promptly and safely to their next class.

Pre-Implementation Strategies and Action Steps for this objective include:

Planning for the addition of a full-time student advocate; and

Two additional building facilitators

Goal 2: Highly Qualified Staff

Recruit, attract, develop, and retain highly qualified staff to carry out LEA/district mission, goals, and objectives.

Objective 1: *By the end of the 2013–2014 school year, 100% of current and new teachers at Hazelwood East High School will meet state and federal requirements for highly qualified teachers.*

- As required by the transformation model, Hazelwood East High School, in partnership with Hazelwood School District, will ensure the success of this objective in two ways:
- Attract and recruit highly qualified teachers
- Select the most highly qualified teachers to teach at Hazelwood East High School.

Given the urgency of this transformation plan, Hazelwood East High School will work vigorously to **attract and recruit highly qualified teachers**. Teachers, upon learning of the full requirements of this school improvement plan, will have the option to re-commit to Hazelwood East High School or to transfer in accordance with district policy. New job postings will be communicated through job fairs and all communication media. The principal will work directly with the Assistant Superintendent for Human Resources to develop interview tools and posting timelines. In addition, school administrators have entered into a partnership with the Dean of Learning at the UMSL to recruit highly qualified graduates of their teacher preparation program. UMSL is in the process of restructuring their student teacher program to reflect a community student teacher model. Hazelwood East High School in partnership with UMSL will pilot this innovative program beginning August 2012. An opportunity for joint professional development will be also offered to both pre-service and in-service teachers. Annual reviews of candidate interviews, new hires, and teacher summative evaluations will determine the effectiveness of these recruiting efforts.

In addition, in order to **select the most highly qualified teachers**, an effective interview tool will be developed that clearly illuminates an applicant's content knowledge, understanding of culturally relevant teaching practices, and passion for and commitment to high expectations for all learners. All applicants will be required to teach a brief lesson to further assess their competency in academic rigor, student engagement, and behavior management. Evaluation data for new hires will be reviewed to ensure the selection process is effective.

Pre-Implementation Strategies and Action Steps for this objective include:

- *Informing all Hazelwood East High Staff of the transformation plan and allowing staff who do not wish to remain at East to transfer*
- *Posting open positions and attending job fairs to attract the most highly qualified teachers*
- *Collaborating with UMSL in the creation of a new community student teacher model and the development of joint professional development opportunities for pre-service and in-service teachers*
- *Developing an effective interview tool and requiring applicants to teach a sample lesson.*

Objective 2: *By the end of 2013–2014 school year, 100% of teachers at Hazelwood East High School will effectively implement strategies learned during professional development and PLC sessions to meet the needs of all students as evidenced by walkthrough data, lesson-plan protocols, evaluation protocols, and student-achievement data.*

In response to Key Finding 4, Hazelwood East High School will utilize four integrated strategies:

- Focus PLC meetings on best practices, student exemplars, and strategies for differentiation
- Increase accessibility of professional support to teachers
- Train all teachers in Assessment Literacy in all content areas
- Train all teachers in the development and implementation of Common Formative Assessments.

As a district wide initiative, all teachers at Hazelwood East High School will meet in **PLCs** for a minimum of 270 minutes every two weeks to **focus on best practices, student exemplars, and strategies for differentiation**. A needs assessment will be conducted and analyzed within each department. PLC teachers will gather current vetted research on best practices and in response to the needs assessment, develop a PLC protocol that addresses ongoing curriculum, instruction, and assessment needs as well as race and equity concerns and the individual needs of students with IEPs. As described in Goal 1, student data from the data-tracking system and common formative assessments will drive PLC discussions and inform interventions, student learning needs, and differentiated instructional strategies. Every department will submit a quarterly report documenting

progress toward established department goals. Administrators will actively monitor this progress by collecting and reviewing PLC agendas, meeting minutes, and other support documents. Both administrators and PLC teachers will evaluate the implementation and effectiveness of the PLC protocol.

In order to provide more targeted job-embedded professional development, Hazelwood East High School plans to restructure the Learning Support Team to **increase the accessibility of professional support to teachers** as the second integrated strategy. Described in Key Finding 4, additional instructional coaches per core content areas are needed to provide 270 minutes of weekly one-on-one coaching that addresses the implementation of high-yield pedagogical strategies. First-year teachers will also benefit from Learning Coaches who will provide job-embedded support that focuses on instructional strategies, classroom management, and professional rigor. A schedule of walkthrough observations and a tool to track coaching meetings and interventions will be used to monitor the accessibility, use, and effectiveness of these professional supports. Moreover, data from common formative assessments, teacher evaluations, and professional growth models will be used to evaluate teacher professional growth and resultant student learning outcomes.

The third integrated strategy is to **train all content area teachers in Assessment Literacy**, a district wide initiative that uses *assessment for learning* to drive instruction and inform student learning outcomes. To that end, teachers will participate in Assessment Literacy professional development at both the school and district level, and lesson plans will be written to demonstrate the use of Assessment Literacy in instruction. Student work will be reviewed in PLCs and teachers will make adjustments to instruction accordingly. In addition, administrators will develop a system to monitor the use of Assessment Literacy.

To further support this work, the fourth strategy is to **train all teachers in the development and implementation of Common Formative Assessments**. Common Formative Assessments will be written in PLCs and during district professional development sessions and submitted to the Principal and PLC Facilitator for review. Using the data-tracking system as described in Goal 1, teachers will analyze all common formative assessment data on a frequent and regular basis. Summaries of student learning outcomes, interventions, and reflections will be submitted by teachers and reviewed by the school leadership team.

Pre-Implementation Strategies and Action Steps for this objective include hiring additional Instructional Coaches in Math and Communication Arts to support Hazelwood East High School teachers in their professional growth.

Objective 3: *By the end of 2013–2014 school year, 100% of certified staff at Hazelwood East High School will be rated as proficient or distinguished on the district professional development evaluation tool.*

To elevate teaching and learning at Hazelwood East High School, two core strategies will be used:

- Serve as a pilot school for the new district evaluation tool
- Full participation in New Teacher programs.

As required by the transformation model, Hazelwood School District will develop rigorous, transparent, and equitable evaluation systems for teachers and administrators that take into account student growth data and teacher leadership capacity. Hazelwood East High School will **serve as a pilot school for the new district evaluation tool** that will be fully implemented in the 2013–2014 school year. All teachers and administrators will be well informed of the new evaluation tool and the use of multiple measures prior to its implementation. Observation data and the instructional coaching tool will be used by administrators to identify individual teacher strengths and areas of improvement. Marginal ratings and below on the new evaluation tool will lead to a mandatory professional improvement plan and partnership with Instructional and Learning Coaches.

In addition, in response to Key Finding 3, all new staff members at Hazelwood East High School, regardless of prior years of experience, will **fully participate in New Teacher programs** at the building and district level. A calendar of New Teacher meetings and trainings will be provided to all new hires and attendance will be tracked. In order to ELEVATE East, all staff members must be supported in working at their fullest potential so as to encourage the same lifelong empowerment to students.

Goal 3: Facilities, Support, and Instructional Resources

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Objective 1: *By the end of the 2014–2015 school year, 100% of the Hazelwood East High School student body will participate in academic, behavioral, and/or postsecondary career planning intervention and support programs that are regularly monitored for effectiveness.*

In order to support this objective, Hazelwood East High School will enact three key strategies:

- Collaborate with middle school counselors to guide incoming student placement
- Mentor students in exploration, creation, and achievement of career pathways
- Participate in vertical team planning and professional development for both high school and middle school feeder staff.

To further enhance teaching and learning and ensure the successful transition of students into high school, Hazelwood East High School will **collaborate with middle school counselors** to guide incoming student placement. The high school counseling staff will implement, assess, and review a pre-high school Interest Inventory for all eighth grade students during the registration period and use the results to ensure proper placement of incoming students. Ninth grade Communication Arts and Mathematics teachers will participate in vertical team meetings with middle school teachers to further assist and facilitate student placement. The Assistant Principal for ninth grade, along with the Progress-Monitoring Specialist and teachers, will regularly monitor student placement and grades to evaluate proper placement and to ensure student success.

In response to Key Finding 5, a second key strategy ensures that Hazelwood East High School will **mentor students in the exploration, creation, and achievement of career pathways**. To further support this effort, all Hazelwood East High School teachers will be trained in academic mentoring and the use of the Missouri Connections tool to guide students in career planning and relevant course selection throughout their high school years. By the end of first semester, all sophomore students will identify and create a career plan and portfolio

based on the Career Clusters and Missouri Connections Interest Inventory. Academic Mentors, who meet with students for 30 minutes every other day, will advise students to enroll in courses that enhance success in their career paths and support them in achieving their goals. Both student academic progress and updated career portfolios will be used to evaluate this initiative.

Moreover, in line with the district's systems-thinking approach, Hazelwood East High School will collaborate with feeder middle schools and ensure all **teachers participate in vertical team planning and professional development for both high school and middle school feeder staff**. Together, teachers will analyze the vertical alignment of middle and high school core subject programs and conduct PLC sessions on raising student academic performance and graduation rates. District leadership will offer joint professional development sessions on vertical team planning and other supports that ensure successful student transition to high school and build an infrastructure for ongoing student success across the district. Hazelwood East High School administrators will monitor the implementation of vertical team planning and instructional strategies and use student learning outcomes to evaluate their effectiveness.

Pre-Implementation Strategies and Action Steps for this objective include:

- *Planning for high school and middle school counselors to collaborate on incoming student placements; and*
- *Planning for vertical team meetings between ninth grade Communication Arts and Mathematics teachers and middle school teachers.*

Objective 2: *Hazelwood East High School will reduce the number of discipline referrals, including but not limited to behavior, tardies, and truancy, by 25% per year beginning with the 2012–2013 school year.*

Hazelwood East High School will ensure the success of this objective in two ways:

- Implement the National High School Center's Early Warning System Tool

- Review and revise current policies and procedures for behavior, tardy, and truancy referrals.

In response to Key Finding 1, and as described previously in greater detail under Goal 1, Hazelwood East High School will **implement the National High School Center's Early Warning System Tool** . This tool and monitoring process uses student-level data, including attendance, grade point average, credit accumulation, course failures, and behavior, to identify students who show early signs of being at risk for dropping out or not graduating on time. The system also tracks student participation in academic supports and interventions and monitors their progress throughout the course of the school year. Data from the Missouri School wide Positive Behavior Support System (PBS), which was implemented at Hazelwood East High School in 2008–2009, will be imported into the tool. Given the need for consistent monitoring of student progress toward academic and behavioral goals, this is a top priority for Hazelwood East High School.

Given Key Finding 2 and the reduction in referrals due to discipline, tardiness, and truancy from 2009 to 2011, Hazelwood East High School will continue to build on this success by **reviewing and revising current policies and procedures for behavior, tardy, and truancy referrals.** A designated full-time Dean of Students will facilitate this review and work to dramatically decrease the number of both in and out of school suspensions. Behavioral, attendance, and academic contracts will be created to support students identified as high risk in any or all three areas. This critical increase in instructional time elevates teaching and learning for all students.

Moreover, a young men and women's evening mentoring program will be created through partnerships with business and community members. This mentoring program will provide social-emotional support and include individual mentoring time as well as weekly or biweekly field trips, all of which encourage students to make positive choices. Early warning data and student progress reports will be shared with parents, as noted in Key Finding 6, to ensure that all key stakeholders are working together to ELEVATE Hazelwood East High School students. An annual review of revised policies and procedures for behavior, tardy, and truancy referrals will also be conducted by school and district administrators and the school leadership team.

Pre-Implementation Strategies and Action Steps for this objective include:

- *Planning for the implementation of the Early Warning Systems Tool*
- *Hiring a Progress-Monitoring Specialist to lead and monitor this initiative, among others*
- *Creating an Early Warning Team*
- *Hiring a full-time Dean of Students to facilitate the review of current disciplinary policies and procedures and to reduce the number of in- and out-of-school suspensions.*

Goal 4: Parent and Community Involvement

Promote, facilitate, and enhance parent, student, and community involvement in LEA/district educational programs.

Objective 1: *By the end of the 2014–2015 school year, 90% Hazelwood East High School parents will participate in at least two parental involvement activities per year.*

In response to Key Finding 6, two core strategies will further engage parent and community stakeholders:

- Design and initiate a comprehensive Spartan U program for parents
- Create Spartan U Activity Card to track parent and community involvement.

To ELEVATE East, Hazelwood East High School will design and initiate a comprehensive **Spartan U program for parents**, including such activities as parent conferences, library nights, and parent academies, among others. The College and Career Counselor will conduct a needs assessment to gauge the needs of students, families, and the community and determine what programs and type of events would be most valuable. Based on those needs, and in partnership with UMSL, school administrators, teachers, and parents will plan and lead sessions for Spartan U, beginning August 2012. Local businesses and community organizations will be invited to host and sponsor events as well. School administrators will create a robust communication and distribution plan that ensures parents and community members are well informed of all Spartan U activities. Attendance at events will be tracked, as described next, and a quarterly evaluation report will be presented to

the school leadership team. In addition, an annual survey to Hazelwood East High School families and community will evaluate the effectiveness of the program and identify possible events and topics for the following school year.

In addition, Hazelwood East High School will create a Spartan U Activity Card to **track parent and community involvement**. As noted in Key Finding 6, parent and community engagement is perceived to be low, but a tool for tracking parent and community involvement is not currently in place. Under the guidance of Hazelwood East High School's Learning Facilitator, the use of barcode software to track parent attendance will be researched and used in the design of the Spartan U Activity Card. Partnerships with local businesses and community organizations will yield a variety of donated products and services to be used as incentives for attendance and participation in the Spartan U programs. At the end of each quarter, attendance data and parent and community feedback will be analyzed by the Progress-Monitoring Specialist and the school leadership team. An annual parent survey will further evaluate the effectiveness of the Spartan U program and the Spartan U Activity Card.

Pre-Implementation Strategies and Action Steps for this objective include:

- *Conducting a needs assessment of students, family, and community to determine the types of programs that will be most valuable to offer through Spartan U*
- *Recruiting teachers, parents, and UMSL partners to design sessions for Spartan U*
- *Seeking partnerships with local businesses and community organizations to support Spartan U*
- *Creating a communication and distribution plan to promote Spartan U activities*
- *Researching barcode software to track parent attendance.*

Objective 2: *By June 2015, Hazelwood East High School will have established a multi-pronged communication plan that provides students, parents, and community members with information, especially including progress on the School Improvement plan.*

Two critical strategies will help ELEVATE East and transform Hazelwood East High School into a school that staff, parents, and community members are proud to be associated:

- Establish a designated communication committee and communication plan
- Create the East Side Council, composed of parents, community, and staff members from the entire East High School feeder system, to increase communication throughout the community.

In response to Key Finding 6, the first critical strategy is to establish a designated communication committee that will **design and implement a comprehensive communication plan**. Building upon the success of the Academic Honors Board, a regular school mailer will be designed and distributed that recognizes student success, provides progress updates on the transformation plan, and includes information about ongoing school events. Student contributions will be welcomed and encouraged. Similarly, all forms of social media will be explored and used to highlight positive information about Hazelwood East High School and community. The number of visits to social media outlets, along with the number of mailings in circulation, will be monitored by the communication committee and school administrators. The school leadership team will review quarterly reports to evaluate the impact and effectiveness of the communication committee and the implementation of a comprehensive communication plan.

Furthermore, an **East Side Council**, composed of parents, community, and staff members from the entire East High School feeder system, will be created to increase communication throughout the community. The school leadership team and parent representatives will identify and recruit members for the council. Once formed, the East Side Council will develop and implement annual goals and action steps that will engage all relevant stakeholders and unify the entire East High School feeder system in elevating and transforming Hazelwood East High School. Biannual process checks in the form of community forums will be hosted by the East Side Council to inform parent and community members of the ongoing work and to gather feedback on the effectiveness of school communication.

Pre-Implementation Strategies and Action Steps for this objective include:

- *Forming a communication committee*
- *Identifying, designing, and creating methods of communication via social media*
- *Recruiting members for the East Side Council*
- *Developing and implementing annual goals for the East Side Council.*

Goal 5: Governance

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

Objective 1: *The Hazelwood East High School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide Hazelwood East High School through the transformation process.*

Hazelwood East High School, in collaboration with the Hazelwood School District, will implement three priority strategies in support of this objective:

- Establish a school leadership team
- Design a governance structure for transformation strategy implementation and evaluation, and create a format for communication to relevant stakeholders
- Create and implement a governance board to monitor progress of the transformation plan

Establishing a school leadership team focused solely on the transformation plan is the third priority strategy in support of this objective. School administrators will identify and recruit members for the leadership team who strongly support the vision, mission, and implementation of the transformation plan and are representative of the school staff. The leadership team will meet weekly to monitor the effectiveness of the grant and determine course corrections. Led by the principal, the team will analyze data, examine leading and lagging indicators, problem-solve areas of concern, and provide recommendations and feedback to the governance board. The team also communicates weekly progress to teachers, parents, and community members

and works to ensure that all key stakeholders are working together to elevate and transform Hazelwood East High School into an academically high-functioning high school where every student experiences educational success and that staff, parents, and community members are proud to be associated.

The Hazelwood East High School and Hazelwood School District administrative teams will **collaboratively design a governance structure** that clearly defines procedures for transformation strategy implementation and evaluation, and will create a format for communication to relevant stakeholders. Possible models for this priority strategy include Breaking Ranks or the model currently implemented at Hazelwood East Middle School. The principal will implement this governance board by August 2012. In addition, in response to Key Finding 6, the role of parent and community groups, such as the Parent Teacher Student Association, will be reviewed and revised to ensure these groups have an active role in relevant decision-making processes at Hazelwood East High School. The selected site governance model will be monitored through a constructive dissent process and evaluated through student assessment data, quarterly and annual transformation progress reports, and an annual survey to stakeholders.

The second priority strategy is for Hazelwood East High School administrative team to **create a governance board to monitor progress of this transformation plan**. Key stakeholders will be identified, including parents, community members, students, teachers, and district administrators, and contacted to become members of the Hazelwood East High School transformation governance board. This board is tasked with implementing the governance structure and maintaining communication with the school and the community regarding the transformation process and progress toward school improvement goals. School administrators will evaluate the effectiveness of the board through an annual survey distributed to parents, community members, school, and district staff.

Pre-Implementation Strategy and Action Step for this objective include:

Researching governance structures

Recruiting and training members for the school leadership team and governance board.

An organizational chart for Hazelwood East High School can be found in Appendix D.

Alignment of Plan to Key Findings of Needs Analysis and Progress Measures

The focus of Hazelwood East High School's transformation plan, "ELEVATE East," is based on the prioritized key findings that emerged from the needs analysis and the school planning meetings. Table 4 details the alignment between the key findings of the needs analysis and the objectives, strategies, and concrete action steps that will dramatically improve student achievement:

Table 4. Alignment of Plan to Key Findings and Progress Measures

Implementation Objective of School Improvement Plan	Missouri Goal Alignment					Progress Measures * *Leading Indicator*
	1	2	3	4	5	
By the end of the 2014–2015 school year, the four-year cohort graduation rate at Hazelwood East High School will increase from 79.4% to 92%.	♦					Graduation rate Dropout rate * Early Warning System Tool data Spartan Fresh Start Academy completion rate Tutoring and Intervention participation and attendance rates
By 2015, 100% of Hazelwood East High School students will score proficient or advanced on the Communication Arts and Mathematics End of Course exams, representing a 49.5% increase in Communication Arts scores from a baseline of 50.5% proficiency in 2010–2011 and a 65.1% increase in Mathematics scores from a baseline of 34.9% proficiency in 2010–2011.	♦					End of Course annual exam scores Tracker-system data Revised curricula guides Lesson plans Classroom observations Common formative assessment data
The average daily attendance rate (ADA) at Hazelwood East High School will increase	♦					Student attendance rate * Early Warning System Tool

from 90% to 95% by the end of the 2014–2015 school year.						data Student Advocate meeting notes
By the end of 2013–2014 school year, 100% of current and new teachers at Hazelwood East High School will meet state and federal requirements for highly qualified teachers.		♦				Distribution of teachers by performance level * Teacher attendance rate* UMSL student teacher program data
By the end of 2013–2014 school year, 80% of certified staff at Hazelwood East High School will be rated as proficient or distinguished on the district professional development evaluation tool.		♦				Distribution of teachers by performance level * Teacher attendance rate * District policy
By the end of the 2014–2015 school year, 100% of the Hazelwood East High School student body will participate in academic, behavioral, and/or postsecondary career planning intervention and support programs that are regularly monitored for effectiveness.			♦			Student placement records Career portfolios End of Course annual exam scores Graduation rate Dropout rate * Vertically aligned curricula for middle school and high school Vertical Plan meeting agenda and meeting notes
Hazelwood East High School will reduce the number of discipline referrals, including but not limited to behavior, tardies, and truancy, by 25% per year beginning with the 2012–2013 school year.			♦			BPS Behavior Reports Early Warning System Tool data Discipline incidents* Truancy rate*
The Hazelwood East High School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide Hazelwood East High School through the transformation process.					♦	Student achievement data reports Quarterly and annual transformation progress reports Agenda and meeting minutes Annual survey

Implementation Objective of School Improvement Plan	**Missouri Goal Alignment**					**Progress Measures** ** Leading Indicator*
	1	**2**	**3**	**4**	**5**	
By the end of the 2014–2015 school year, the four-year cohort graduation rate at Hazelwood East High School will increase from 79.4% to 92%.	♦					Graduation rate Early Warning System Tool data Spartan Fresh Start Academy completion rate

						Tutoring and Intervention participation and attendance rates
The average daily attendance rate (ADA) at Hazelwood East High School will increase from 90% to 95% by the end of the 2014–2015 school year.	♦					Student attendance rate * Early Warning System Tool data Student Advocate meeting notes
Hazelwood East High School will reduce the number of discipline referrals, including but not limited to behavior, tardies, and truancy, by 25% per year beginning with the 2012–2013 school year.			♦			BPS Behavior Reports Early Warning System Tool data Discipline incidents* Truancy rate*

Implementation Objective of School Improvement Plan	**Missouri Goal Alignment**					**Progress Measures** ** Leading Indicator*
	1	**2**	**3**	**4**	**5**	
By the end of 2013–2014 school year, 100% of teachers at Hazelwood East High School will effectively implement strategies learned during professional development and PLC sessions to meet the needs of all students as evidenced by walkthrough data, lesson plan protocols, evaluation protocols, and student achievement data.		♦				PLC agendas and meeting notes Walkthrough observations Instructional Coaching tracking tool reports Lesson plans and curriculum planning documents Common formative assessment data Distribution of teachers by performance level *
By the end of 2013–2014 school year, 80% of certified staff at Hazelwood East High School will be rated as proficient or distinguished on the district professional development evaluation tool.		♦				Distribution of teachers by performance level * Teacher attendance rate * District policy

Implementation Objective of School Improvement Plan	**Missouri Goal Alignment**					**Progress Measures** ** Leading Indicator*
	1	**2**	**3**	**4**	**5**	
By the end of 2013–2014 school year, 100% of teachers at Hazelwood East High School will effectively implement strategies learned during professional development and PLC sessions to		♦				PLC agendas and meeting notes Walkthrough observations Instructional Coaching tracking tool reports

meet the needs of all students as evidenced by walkthrough data, lesson plan protocols, evaluation protocols, and student achievement data.						Lesson plans and curriculum planning documents Common formative assessment data Distribution of teachers by performance level *
By the end of 2013–2014 school year, 100% of certified staff at Hazelwood East High School will be rated as proficient or distinguished on the district professional development evaluation tool.		♦				Distribution of teachers by performance level * Teacher attendance rate * District policy
The Hazelwood East High School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide Hazelwood East High School through the transformation process.					♦	Student achievement data reports Quarterly and annual transformation progress reports Agenda and meeting minutes Annual survey

Implementation Objective of School Improvement Plan	**Missouri Goal Alignment**					**Progress Measures** * *Leading Indicator*
	1	**2**	**3**	**4**	**5**	
By the end of the 2014–2015 school year, the four-year cohort graduation rate at Hazelwood East High School will increase from 79.4% to 92%.	♦					Graduation rate Early Warning System Tool data Spartan Fresh Start Academy completion rate Tutoring and Intervention participation and attendance rates
By 2015, 100% of Hazelwood East High School students will score proficient or advanced on the Communication Arts and Mathematics End of Course exams, representing a 49.5% increase in Communication Arts scores from a baseline of 50.5% proficiency in 2010–2011 and a 65.1% increase in Mathematics scores from a baseline of 34.9% proficiency in 2010–2011.	♦					End of Course annual exam scores Tracker-system data Revised curricula guides Lesson plans Classroom observations Common formative assessment data
By the end of the 2014–2015 school year, 100% of the Hazelwood East High School student body will participate in academic, behavioral, and/or postsecondary career planning intervention and support programs			♦			Student placement records Career portfolios End of Course annual exam scores Graduation rate

that are regularly monitored for effectiveness.						Dropout rate * Vertically aligned curricula for middle school and high school Vertical Plan meeting agenda and meeting notes
Implementation Objective of School Improvement Plan	**Missouri Goal Alignment**					**Progress Measures**
	1	**2**	**3**	**4**	**5**	** Leading Indicator*
By the end of the 2014–2015 school year, the four-year cohort graduation rate at Hazelwood East High School will increase from 79.4% to 92%.	♦					Graduation rate * Early Warning System Tool data Spartan Fresh Start Academy completion rate Tutoring and Intervention participation and attendance rates
The average daily attendance rate (ADA) at Hazelwood East High School will increase from 90% to 95% by the end of the 2014–2015 school year.	♦					Student attendance rate * Early Warning System Tool data Student Advocate meeting notes
Hazelwood East High School will reduce the number of discipline referrals, including but not limited to behavior, tardies, and truancy, by 25% per year beginning with the 2012–2013 school year.			♦			BPS Behavior Reports Early Warning System Tool data Discipline incidents* Truancy rate*
By the end of the 2014–2015 school year, 90% Hazelwood East High School parents will participate in at least two parental involvement activities per year.				♦		Parent attendance at Spartan U Parent and community surveys
By June 2015, Hazelwood East High School will have established a multi-pronged communication plan that provides students, parents, and community members with information, especially including progress on the School Improvement plan.				♦		School mailer circulation Social media hits East Side Council meeting notes
The Hazelwood East High School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide Hazelwood East High School through the transformation process.					♦	Student achievement data reports Quarterly and annual transformation progress reports Agenda and meeting minutes Annual survey

Evaluation of Plan and Progress toward Measurable Objectives

"ELEVATE East" is the focus of the Hazelwood East High School transformation plan. In alignment with the needs analysis, this plan aims to create a climate of academic excellence, to implement all strategies with fidelity and monitor and evaluate their effectiveness, and to meet the 100% achievement target for all students by 2015.

To that end, Hazelwood East High School evaluation procedures will include frequent and regular monitoring, analysis of data, and ongoing evaluations of the strategy implementation, as outlined in this transformation plan. These evaluation plans and monitoring procedures are clearly articulated in the Hazelwood East High School Action Planning Worksheets (see Appendix C). An external evaluator will also be contracted by the Hazelwood School District for more sophisticated data collection and analysis around key initiatives, as described in Section VII.

All monitoring and evaluation will focus on the five school improvement goals:

Student Performance. Under the guidance of the Progress-Monitoring Specialist, **early warning system** data will be monitored, analyzed, and discussed to identify specific interventions that are needed and to report on the progress of intervention strategies for specific high need students. Mandatory student attendance, student performance, and indicators of progress for all **academic interventions** will also be tracked and aligned to student results on common formative assessments and course grades. The implementation of a **comprehensive data-driven inquiry tracking system** will enable all teachers to monitor student progress on current state standards (and later Common Core standards). Data from all three sources will be reviewed at mid-quarter and end of the quarter, analyzed and discussed in PLCs, and used to evaluate student outcomes. All Hazelwood East High School students will develop student reflection portfolios to reflect upon and monitor their progress toward their own individual learning and career goals.

Periodic and annual reviews of early warning data, including attendance and PBS data, will also be conducted by school and district administrators and the school leadership team. Teachers, school and district administrators, and the school leadership team will conduct annual reviews and comparisons of tracker-data to

student performance on state assessment measures. Tracker-data and annual student performance data from state assessments, including Item Benchmark Descriptors, will also be analyzed to ensure alignment with Common Core Standards and to evaluate how effectively the Common Core Standards are being taught in classrooms.

Highly Effective Teachers. In addition to Hazelwood School District engaging an external evaluator and Taskforce to monitor the impact of the new teacher and administrator **evaluation tool**, Hazelwood East High School will conduct annual reviews of candidate interviews, new hires, and teacher summative evaluations to determine the effectiveness of **recruiting efforts**. Hazelwood East High School will also evaluate the **implementation of strategies** discussed in PLCs and addressed in school-based professional development. School administrators will collect and review PLC agendas, meeting minutes, and other support documents. In addition, a schedule of walkthrough observations and a tool to track coaching meetings and interventions will be used to monitor the accessibility, use, and effectiveness of these professional supports. Data from common formative assessments, teacher evaluations, and professional growth models will be used to evaluate teacher professional growth and resultant **student learning outcomes**.

Facilities, Support, and Instructional Resources. As described earlier, under the guidance of the Progress-Monitoring Specialist, **early warning system** data will be monitored, analyzed, and discussed to identify specific interventions that are needed or to report on the progress of intervention strategies for specific high need students. In addition, periodic and annual reviews of PBS data as well as revised **policies and procedures for behavior, tardy, and truancy referrals** will be conducted by school and district administrators and the school leadership team. To ensure smooth **transition into high school**, middle and high school administrators will monitor the implementation of vertical team planning and instructional strategies and use student learning outcomes to evaluate their effectiveness. Incoming **student placement** will also be monitored and evaluated.

Parent and Community Involvement. As noted in Key Finding 6, **parent attendance** at all Spartan U events will be tracked and a quarterly evaluation report will be presented to the school leadership team. In

addition, an annual survey to Hazelwood East High School families and the community will evaluate the effectiveness of the program and identify possible events and topics for the following school year. The school leadership team will review quarterly reports to evaluate the impact and effectiveness of the communication committee and the implementation of a comprehensive **communications plan**. In addition, biannual process checks in the form of community forums will be hosted by the East Side Council to inform parent and community members of the ongoing work and to gather feedback on the effectiveness of school communication.

Governance. Governance board and school leadership team, with the support of an external evaluator, will monitor and evaluate the **overall progress of the transformation plan**. The selected site governance model will be monitored through a constructive dissent process and evaluated through student assessment data, quarterly and annual transformation progress reports, and an annual survey to stakeholders. School administrators will also evaluate the effectiveness of the board through an annual survey distributed to parents, community members, school and district staff. The school leadership team will meet weekly to monitor the effectiveness of the grant, determine course corrections, and communicate progress to all key stakeholders.

Required and Permissible Activities for Transformation Model

"ELEVATE East" is the focus of the Hazelwood East High School transformation plan. In alignment with the needs analysis, this plan aims to create a climate of academic excellence, to implement all strategies with fidelity and monitor and evaluate their effectiveness, and to meet the 100% achievement target for all students by 2015.

Developing and Increasing Teacher and School Leader Effectiveness. Hazelwood School District and Hazelwood East High School have and/or will implement each of the following activities **required** of the transformation model and one of the ***permissible*** activities: