Table 5. Required Activities of the Transformation Model

Activities of Transformation Model	School Plan
Required activities related to developing and increasing teacher and school leader effectiveness.	
(A) Replace the principal who led the school prior to commencement of the transformation model;	Not applicable due to current building principal being employed less than two years.
(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that— (*1*) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (*2*) Are designed and developed with teacher and principal involvement;	Goal 2, Objective, 3, Strategy 1: Hazelwood East High School will use an evaluation tool to develop and retain effective teachers and remove ineffective teachers. As outlined in the District Strategies table, the Hazelwood School District will, in collaboration with the Educator Evaluation Taskforce, the Hazelwood NEA, and an outside organization, develop an evaluation system that consists of multiple measures, including student performance, along with the district initiatives to examine teacher performance.
(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;	Goal 2, Objective 3, Strategy 1: Hazelwood East High School will use an evaluation tool to develop and retain effective teachers and remove ineffective teachers. As outlined in the District Strategies table, the Hazelwood School District will support this activity by creating incentives for the recruitment and retention of highly effective teachers. Potential incentives include: additional professional development opportunities, flexible scheduling, increased salary for additional time, and additional leadership opportunities.
(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Goal 2, Objective 2, Strategy 1: Teachers will meet in PLCs for at least 270 minutes every two weeks to collaborate on effective teaching practices, exemplars, and differentiated strategies. Goal 2, Objective 3, Strategy 1: Hazelwood East High School will use an evaluation tool to develop and retain effective teachers and remove ineffective teachers.
(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	Goal 2, Objective 1, Strategy 2: Select the best available teachers to hire for East High School. Goal 2, Objective 2, Strategy 2: Restructure the Learning Support Team to provide a more effective program to be more readily available to teachers at Hazelwood East High School. As outlined in the District Strategies table, the Hazelwood

	School District will support this activity by creating incentives for the recruitment and retention of highly effective teachers. Potential incentives include: additional professional development opportunities, flexible scheduling, increased salary for additional time, and additional leadership opportunities
Permissible activities related to developing and increasing teacher and school leader effectiveness.	
(B) Instituting a system for measuring changes in instructional practices resulting from professional development;	Goal 2, Objective 2, Strategy 2: Restructure the Learning Support Team to provide a more effective program to be more readily available to teachers at Hazelwood East High School. Goal 2, Objective 3, Strategy 1: Hazelwood East High School will use an evaluation tool to develop and retain effective teachers and remove ineffective teachers.
(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	As outlined in the district roles and responsibilities table, the Assistant Superintendent of Human Resources will provide support for the school principal to make necessary staff adjustments and develop a plan to recruit and hire effective teachers.

Comprehensive Instructional Reform Strategies. Hazelwood School District and Hazelwood East High School have and/or will implement each of the following activities **required** of the transformation model and four of the ***permissible*** activities:

Activities of Transformation Model	School Needs Identified During the Needs Analysis
Required activities related to comprehensive instructional reform strategies.	
(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and	Goal 1, Objective 2, Strategy 2: Hazelwood East High School will implement a comprehensive data-driven inquiry tracking system to monitor student proficiency on curriculum standards in all courses. Goal 1, Objective 2, Strategy 3: Hazelwood East High School teachers will develop and implement clearly articulated Communication Arts and Mathematics curricula that are aligned to Common Core Standards.
(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Goal 1, Objective 2, Strategy 2: Hazelwood East High School will implement a comprehensive data-driven inquiry tracking system to monitor student proficiency on curriculum standards in all courses. Goal 2, Objective 2, Strategy 4: All teachers will receive training in order to develop and implement Common

	Formative Assessments.
Permissible activities related to comprehensive instructional reform strategies.	
(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;	Goal 1, Objective 2, Strategy 3: Hazelwood East High School teachers will develop and implement clearly articulated Communication Arts and Mathematics curricula that are aligned to Common Core Standards. Goal 2, Objective 2, Strategy 3: All teachers will receive training in and implement Assessment Literacy across all content areas by the 2014–2015 school year.
(E) In secondary schools— (*1*) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;	As of the 2011–2012 school year, seven courses are currently being offered at HEHS that are classified as Advanced Coursework.
(*2*) Improving student transition from middle to high school through summer transition programs or freshman academies;	Goal 1, Objective 1, Strategy 2: Hazelwood East High School will design and implement the Spartan Fresh Start Academy to assist off-track students graduate on time.
(*3*) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills;	Goal 1, Objective 1, Strategy 3: Hazelwood East High School will restructure the afterschool tutoring, Extra Help, and Credit Recovery programs to increase the impact on student achievement.
(*4*) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	Goal 1, Objective 1, Strategy 1 and Goal 3, Objective 2, Strategy 1: Hazelwood East High School will implement an Early Warning System tool.

Increasing Learning Time and Creating Community-Oriented Schools. Hazelwood School District and Hazelwood East High School have and/or will implement each of the following activities **required** of the transformation model and three of the ***permissible*** activities:

Table 6. Permissible Activities of the Transformation Model

Activities of Transformation Model	School Plan
Required activities related to increasing learning time and creating community-oriented schools.	
(A) Establish schedules and strategies that provide increased learning time (as defined in this notice);	Goal 1, Objective 2, Strategy 1: Hazelwood East High School will increase the number of student-teacher contact minutes in Communication Arts and Mathematics courses.
(B) Provide ongoing mechanisms for family and community engagement.	Goal 4, Objective 1, Strategy 1: HEHS will initiate the Spartan U program to include activities such as parent conferences, library nights, and parent academies held throughout the school year. Goal 4, Objective 2, Strategy 1: Establish a Communication Committee to plan and implement the sharing of positive information about what is going on at EHS.
Permissible activities related to increasing learning time and creating community-oriented schools.	
(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;	Goal 4, Objective 1, Strategy 1: HEHS will initiate the Spartan U program to include activities such as parent conferences, library nights, and parent academies held throughout the school year. Goal 4, Objective 2, Strategy 2: Create the East Side Council that is composed of parents, community members, and staff members from the entire East High School feeder system to increase levels of communication throughout the community.
(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships among students, faculty, and other school staff;	Goal 1, Objective 1, Strategy 3: Hazelwood East High School will restructure the afterschool tutoring, Extra Help, and Credit Recovery programs to increase the impact on student achievement.
(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.	Goal 3, Objective 2, Strategy 2: SIG Leadership Team will review and revise current policies and procedures regarding behavior management, tardies, and truancy.

Operational Flexibility and Sustained Supports. Hazelwood School District and Hazelwood East High School have and/or will implement each of the following activities **required** of the transformation model and none of the ***permissible*** activities:

Activities of Transformation Model	School Plan
Required activities related to increasing learning time and creating community-oriented schools.	
(A) Give the school sufficient operational	Goal 5, Objective 1, Strategy 1: The HEHS administrative

flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;	team in collaboration with district administration will design a governance structure that clearly defines procedures for transformation strategy implementation and evaluation and creates a format for communication to relevant stakeholders regarding decisions made during the transformation process. As outlined in the district roles and responsibilities table, the district Turnaround Officer, Assistant Superintendent of Human Resources, and Learning Support Team members will provide support to ensure that HEHS has sufficient operational flexibility to effectively implement the transformation model.
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Goal 5, Objective 1, Strategy 2: The HEHS administrative team in collaboration with district administration will create and implement a governance board of key stakeholders to monitor the progress of the transformation process, participate in making school wide decisions associated with the transformation plan, and maintain communication with families and the community. As outlined in the district roles and responsibilities table, the district will provide ongoing assistance and support to HEHS throughout the transformation process via the efforts of the District Turnaround Officer and the Learning Support Teams.

VII A(1) 2c. District Support for Hazelwood East High School Transformation Plan

"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 accomplish this over the next three years, the Hazelwood School District is committed to leading school improvement efforts and working hand in hand with Hazelwood East High School to fully support and implement all transformation initiatives. Detailed Action Plan for Hazelwood School District can be found in Appendix A.

Table 7 outlines the strategies the Hazelwood School District will use to fully support and implement this plan throughout the duration of the grant.

Table 7. Hazelwood School District Strategies to Support Transformation

SIG Goal	Key Strategies for Hazelwood School District	Responsible District Staff	Implementation Timeline			
			Pre Impl	YR 1	YR 2	YR 3
Goal 1: Student Performance	Objectives 1&2, Strategy 1: The Hazelwood School District will vertically align all core curricula with the common core and state standards that support critical-thinking skills.	District Learning Support Teams Assistant Superintendents, Learning Facilitators, Learning Coaches PD Director, Director of Federal Programs	X	X	X	X
	Objectives 1&2, Strategy 2: The Hazelwood School District will develop and implement assessment for learning strategies based on the work of Rick Stiggins and The Assessment Training Institute (ATI).	District Learning Support Teams; School Leadership Teams; District Assessment Literacy Steering Committee	X	X	X	X
	Objective 1&2, Strategy 3: The Hazelwood School District will develop and implement culturally responsive teaching and racial awareness strategies based on the work of Glenn Singleton.	District Learning Support Teams; School Leadership Teams; District Race and Equity Steering Committee	X	X	X	X
	Objective 1&2, Strategy 4: The Hazelwood Schools District will implement PLCs with the integration of Assessment Literacy and Race and Equity through a Systems-Thinking approach based on the work of Peter Senge to promote collaboration and to transform staff and student learning.	District Professional Learning Committee; District Learning Support Teams; School Leadership Teams	X	X	X	X
	Objective 3, Strategy 1: The Hazelwood School District will design and implement an early warning tool for monitoring student attendance using the components of systems thinking to analyze the data.	District Learning Support Teams; School Leadership Teams	X	X	X	X
Goal 2: Highly	Objective 4, Strategy 1: Hazelwood School District will develop an evaluation system	Assistant Superintendent	X	X	X	X

SIG Goal	Key Strategies for Hazelwood School District	Responsible District Staff	Implementation Timeline			
			Pre Impl	YR 1	YR 2	YR 3
Qualified Staff	that consists of multiple measures along with the district initiatives to examine teacher performance. Included in these measureable criteria will be student performance	of Human Resources; Learning Leadership Team (LLT)				
	Objective 4, Strategy 2: The Hazelwood School District Assistant Superintendent of Human Resources, in collaboration with the Turnaround Officer and the School Principals, will expedite the removal, reassignment, or administrative transfer of teachers at the Hazelwood SIG schools who are deemed by the evaluation process to be ineffective.	Building Principals; Assistant Superintendent of Human Resources; SIG Turnaround Officer; Learning Leadership Team (LLT)		X	X	X
	Objective 4, Strategy 3: The Hazelwood School District will create incentives for the recruitment of highly effective teachers. Potential incentives include: additional professional development opportunities, flexible scheduling, increased salary for additional time, and additional leadership opportunities.	America Institutes of Research; West Wind Education Policy, Inc.; Hazelwood Educator Evaluation Taskforce; Assistant Superintendent of Human Resources; Hazelwood NEA	X	X	X	X
Goal 3: Facilities, Support, and Instructional Resources	Objective 5, Strategy 1: The Hazelwood School District will develop an early warning implementation tool to determine the monthly progress and effectiveness of SIG schools programs and initiatives (monitoring plan).	School Leadership Teams; District Turnaround Officer; District Learning Support Teams	X	X	X	X
Goal 4: Parent and Community Involvement	Objective 6, Strategy 1: Hazelwood School District Communication Office, Learning Support Team, MOSPRA (Missouri School Public Relations Associations), and CSD (Cooperating School District), will meet twice this April 2012 and twice again in July 2012 with the leadership teams of EHS, SEMS, and CMS to provide expertise, resources, and professionally develop those	Turnaround Office; Communication Office; Learning Support Team; School Leadership Teams	X	X	X	X

SIG Goal	Key Strategies for Hazelwood School District	Responsible District Staff	Implementation Timeline			
			Pre Impl	YR 1	YR 2	YR 3
	teams on the development of a comprehensive communication and parent support/involvement plan. These groups will meet quarterly with the school teams to support the implementation, evaluation, and necessary modification of the plan. The plan should integrate and coordinate with the SIG school activities of the Legislative Advocacy, PTSA Council, Key Communicators, Student Advisory, and Clergy Coalition groups To support the planning process the district will conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges.					
	Objective 6, Strategy 2: Continue the HSD Legislative Advocacy Committee that was formed to better engage various members of our community in the development of a legislative platform. Meetings are held about six times per year. HSD staff members share information on pending legislation and work with committee members to develop a stance on the legislation. A focus will be on engaging our SIG school communities with a goal of four parents per school on the committee.	Turnaround Office; Communication Office; Learning Support Team; School Leadership Teams		X	X	
	Objective 6, Strategy 3: Further engage and develop the HSD strategies of the Key Communicators and PTSA Council that were formed to communicate and engage with priority members of our district. These members were charged with communicating important information to their individual building PTSA and/or other community organizations. A focus will be on engaging our SIG school communities with a goal of four parents from each school represented on each.	Turnaround Office; Communication Office; Learning Support Team; School Leadership Teams		X	X	

SIG Goal	Key Strategies for Hazelwood School District	Responsible District Staff	Implementation Timeline			
			Pre Impl	YR 1	YR 2	YR 3
	Objective 6, Strategy 4: Further engage and develop the HSD Student Advisory Committee that was formed to communicate and engage with district high school students. These members were charged with communicating important information to their individual student bodies and organizations. A focus will be on engaging our SIG school student communities to support the communication and mentoring process. This committee will have representation on, and have the opportunity to report their concerns to Key Communicators, PTSA Council, the Clergy Coalition, and the Legislative Advocacy Committee.	Turnaround Office; Communication Office; Learning Support Team; School Leadership Teams		X	X	
	Objective 6, Strategy 5: Flex time will be provided by the Hazelwood School District to allow individual buildings the time and design freedom to create a variety of strategies to connect with their parents and community.	Turnaround Office; Communication Office; Learning Support Team; School Leadership Teams	X			
	Objective 7, Strategy 1: A mentoring program for each SIG school will be developed in partnership with HSD Clergy Coalition, local businesses, and universities.	Communication Office; Finance Office; Turnaround Office; Learning Support Team; School Leadership Teams	X	X	X	X
Goal 5: Governance	Objective 8, Strategy 1: By March 2012, the Learning Leadership Team (district administration) will designate a Turnaround Officer to oversee and facilitate the transformation process.	Learning Leadership Team (Superintendent and cabinet)	X			
	Objective 8, Strategy 2: The District learning support team will meet with building leadership teams every month on-site to monitor and evaluate the early warning system as it relates to student achievement, classroom instruction,	District Learning Support Teams; Site Leadership Teams; Turnaround Officer	X	X	X	X

SIG Goal	Key Strategies for Hazelwood School District	Responsible District Staff	Implementation Timeline			
			Pre Impl	YR 1	YR 2	YR 3
	parent/community involvement, and alignment to the school's mission, vision and values. The Hazelwood District Learning Support Team will monitor the site governance early warning system monthly and then collaboratively design support strategies with the SIG building leadership teams to meet the learning needs of staff and students.					
	Objective 8, Strategy 3: The Hazelwood District Learning Support Team will develop a progress-monitoring presentation template for SIG schools to use for their quarterly and end-of-year presentations.	Turnaround Officer; District Leadership Support Team; Building Leadership Teams	X	X	X	X

Hazelwood School District staff responsibilities and expectations are further delineated in Table 8.

Table 8. Roles and Responsibilities of District Personnel

District Learning Support Team Members	Turnaround Officer Responsibilities
Assist in the alignment of all core curricula to the Common Core and state standards. Develop assessment for learning strategies for district wide implementation. Develop culturally responsive teaching and racial awareness strategies for district wide implementation Assist with implementation of Professional Learning Communities. Assist in the implementation of an Early Warning System for SIG schools. Assist in the development of a monitoring plan to determine monthly progress and effectiveness of SIG initiatives. Meet with SIG school leadership teams to provide expertise, resources, and professional development for the creation of a communication and parent support/involvement plan. Participate in Legislative Advocacy Committee, Key Communicators, PTSA Council, and Student Advisory Committee meetings with focus of engaging SIG	Coordinate the evaluation of all implementation strategies by external providers or committees. Assist in the revision of school evaluation frameworks. Provide support for School Principal to make necessary staff adjustments for ineffective teachers. Develop with the School Principal, a plan to recruit and hire effective teachers. Ensure Data Dashboard is operational. Conduct weekly on-site visits. Monitor Principal effectiveness. Provide coaching for Principal. Monitor and evaluate transformation implementation based on site visits, reports from external providers, and student growth data. Prepare progress and monitoring reports for the School Board. Allocate necessary resources. Monitor site governance model.

school communities. Coordinate with local organizations, businesses, and/or universities to create mentoring programs for SIG schools. Monitor and evaluate transformation implementation based on site visits, reports from external providers, and student growth data. Develop a progress-monitoring presentation template for SIG quarterly and end-of-year reports/presentation.	Provide flex time to individual buildings for parent and community involvement activities.
Assistant Superintendent of Human Resources	**District Learning Coaches and Facilitators**
With the assistance of Learning Leadership Team members, develop incentives for the recruitment and retention of highly effective teachers. Provide support for School Principal to make necessary staff adjustments for ineffective teachers With the School Principal, develop a plan to recruit and hire effective teachers. Assist in the development of teacher evaluation system that consists of multiple measures to examine teacher performance.	Assist in the alignment of all core curricula to the Common Core and state standards.
Hazelwood NEA	**Director of Federal Programs**
Assist in the design, pilot testing, implementation, and communication involved in the new district teacher evaluation system. Provide critical communication between school and teachers. Serve as the primary voice for teachers' interests while thoughtfully supporting the Transformation Plan.	Assist in the alignment of all core curricula to the Common Core and state standards.
District Professional Development Coordinator	
Assist in the alignment of all core curricula to the Common Core and state standards.	

VII B(2). District Lack of Capacity

Hazelwood District is applying to serve Hazelwood East High School, a Tier II school. No other schools within the district are designated as Tier I, Tier II, or Tier III schools.

SECTION VII C – LEA/DISTRICT ACTIONS

"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.

VII C (3) 1 Plan Consistent with Final Requirements

The school improvement plans for both Hazelwood School District and Hazelwood Central and Southeast Middle Schools and Hazelwood East High School are comprehensive, well aligned and consistent with the final requirements established by the Missouri Department of Elementary and Secondary Education. Hazelwood School District has the capacity to use school improvement funds to provide adequate resources and related support to all three SIG schools (Tier II) in order to implement, fully and effectively, this transformation plan. Hazelwood School District's action plan can be found in Appendix A. 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 2014–15, 100 percent of Hazelwood School District's Central and Southeast middle school students will meet standards, as measured by the Missouri State Program (MAP) in Communication Arts and Mathematics.*

Objective 2: *By 2014–15, 100 percent of Hazelwood School District's East High School students will meet standards, as measured by the Missouri End of Course (EOC) assessments in Communication Arts, Mathematics, and ACT.*

In order to ensure the success of both objectives, Hazelwood School District will employ four key strategies:

- Vertically align all core curricula with the Common Core standards.
- Develop and implement assessment for learning strategies.
- Develop and implement culturally responsive teaching and racial awareness strategies.

Implement Professional Learning Communities (PLCs) —with the integration of Assessment Literacy and Race and Equity through a Systems Thinking approach—to promote collaboration and to transform staff and student learning.

Professional development is critical to the effective implementation of the **Common Core Standards**, the first key strategy. Beginning in January 2012, as a pre-implementation strategy, all middle and high school content-area teachers will engage in professional development that provides an overview of the Common Core Standards and addresses topics that include, but are not limited to, deepening of content knowledge, connecting the content and practice standards, introducing standards and materials to the grade level or course, and the district implementation timeline. The integration of content-area standards (i.e., English language arts and literacy in history/social studies, science, and technical subjects) and use of instructional resources will also be explored to ensure that the curricula are rigorous, clear, evidence-based, and consistent with the Common Core Standards in preparing all students for post-secondary education.

Content-area committees, composed of teacher leaders and district professional development staff, will lead this work during the 2012 summer and be responsible for planning and presenting district professional development and the job-embedded professional development that will occur during the 2012–13 school year in PLCs and other school-based professional development. Full implementation of the newly aligned curricula district wide will begin the 2014–15 school year, with the district providing ongoing job-embedded support to teachers.

The second key strategy is to accelerate the district's implementation of the Assessment Literacy strand of strategic work by **implementing, with fidelity, a balanced assessment plan incorporating the principles of**

Student-Involved Assessment For Learning in all SIG classrooms beginning with the 2012–13 school year. This work is based on the research of Rick Stiggins and the Assessment Training Institute (ATI), which substantiates that when used with skill, assessment can not only measure but can also increase student achievement (Stiggins et al., 2005).

Under the direction of a new superintendent, the Hazelwood School District was reorganized in 2010–11. The new district vision for improving student performance includes the following strands of strategic work: Professional Learning Communities (PLCs), Assessment Literacy, and Race and Equity through a Systems Thinking approach. To date, the Assessment Literacy Steering Committee has attended the ATI 2011 Summer Conference and has hosted monthly meetings for interested school staff in fall 2011. Over 150 teachers have participated.

As a pre-implementation strategy, the Hazelwood School District will identify model teachers in all SIG schools who are piloting Assessment Literacy by February 2012. Model teachers will be trained by ATI in March 2012 and will serve as lead learners to scale up all three SIG schools. With support from the district Learning Support Teams, professional development, including release time to observe and/or model for colleagues, will be offered to model teachers throughout the 2012–13 school year.

The third key strategy involves the Hazelwood School District developing and implementing **racial awareness and culturally responsive strategies** and accelerating the implementation in all SIG classrooms. Based on the research of Glenn Singleton, the Hazelwood School District will utilize the Courageous Conversations protocol tool to effectively dialogue around elements of race. Led by the Race and Equity Steering Committee, the implementation of this protocol, along with Systems Thinking tools, will enable district and school staff to make connections between the impact of institutional racism and their work as educators. It is the district's goal and belief that this approach will reduce the achievement gap and many of the predictable outcomes that have been associated with race.

By January 2013, model teachers will be identified in all SIG schools, and diverse building-level Race and Equity Teams will be created. Model teachers will serve as lead learners to scale up all three SIG schools.

Together with the district Race and Equity Steering Committee, these school teams will develop culturally responsive professional development modules designed to improve classroom instruction and heighten racial awareness. In addition, district-level Learning Support Teams will support this work and provide job-embedded professional development to model teachers throughout the 2013-14 school year.

Accelerating the **implementation of PLCs** in SIG schools is the fourth key strategy. Educational research done by Reeves, Fullan, Hattie, DuFour, Singleton, and many more has identified teacher collaboration as the most impactful school improvement tool available to educators today. Based on the flat or declining academic performance of our schools, the Hazelwood School District created a Professional Learning Community Task Force of over 200 staff members and parents in July 2010 to learn about effective PLC skills/processes and to create a new Hazelwood School District mission, vision, and set of values based on that learning.

The mission, vision, and values were developed collaboratively by the task force through feedback from staff and community surveys and blogs. The PLC steering committee has designed a conversation protocol for the purpose of structuring productive professional conversations. Professional development was provided by the district in summer 2011 and continues in the current school year.

Throughout the next three years, and in concert with Data and Assessment PD, members of the Assessment Literacy and Race and Equity pilot, will work with building-level PLCs to support their learning around the integration of these strategies and skills. Because of the leverage points and lessons learned through the SIG school scale-up afforded us, whole-district implementation of these strands will be much quicker and smoother.

The work of PLCs will be consistently monitored by outside evaluators and school/district teams using the following tools:

- Fidelity walkthrough data
- Bimonthly LST progress report documents
- Implementation walkthrough progress reports
- Common assessment data
- Revised curriculum documents

- PLC collection logs and support documents

Objective 3: *By 2014–15, 100 percent of Hazelwood SIG schools, East High, Central Middle and Southeast Middle schools' attendance rate will meet the state standard of 95 percent.*

As described in detail in Goal 3, an **early warning system tool** will be implemented to monitor and track student attendance, particularly for those students who show early signs of being at risk for dropping out or not graduating on time. The Hazelwood School District has an existing accountability system used by all schools to monitor their student achievement improvement initiatives. SIG schools will incorporate their early warning system into this existing process to provide a more comprehensive and timely assessment of the level of implementation progress on key SIG initiatives.

The early warning system will provide SIG schools with a strategic focus, accelerating the implementation of key district initiatives, PLCs, Assessment Literacy, Systems Thinking, and Race and Equity, which will close the achievement gap for our neediest students. Each building leadership and Learning Support Team will use the early warning assessment tool with support from the District LST and Turnaround Officer to monitor monthly the integration of the improvement strands into their daily instructional and leadership practice.

Goal 2: Highly Qualified Staff

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

Objective 4: *The Hazelwood School District will vigorously and effectively recruit, attract, develop, and retain highly qualified staff to carry out the District and School mission, vision and goals.*

Three core strategies support this objective:

- Develop an evaluation system that uses multiple measures to determine teacher effectiveness.
- Expedite removal, reassignment, or transfer of teachers deemed ineffective by the evaluation process.

- Create incentives for recruitment of highly effective teachers.

To achieve this objective, the Hazelwood School District will develop a **new evaluation system that uses multiple measures** to evaluate and retain the best teachers and leaders. A Hazelwood Educators Effectiveness Taskforce (HEET) has been created that includes a cross-section of educational stakeholders (classroom teachers, professional development leaders, building and district administrators, teacher association representatives, and board of education members) and external educational partners/consultants.

HEET has been tasked with the design and implementation of a rigorous and transparent evaluation system for teachers and administrators that (a) differentiates effectiveness using multiple ratings that take into account data on student growth as a significant factor, (b) facilitates processes for teachers and administrators to gain knowledge and skills necessary to be literate practitioners, and (c) is designed and developed with teacher and administrator involvement. All SIG schools and classrooms will serve as pilots for the tool.

Mindful of the barriers that other school districts have encountered in attempts to reform their educator evaluation systems, Hazelwood School District has chosen a steady and gradual approach built on strong stakeholder buy-in and commitment. As a pre-implementation strategy, the task force, supported by an external provider, will gather examples of best practices from around the country. The task force will consider these models for fit with the Hazelwood School District and select multiple measures for examining performance (observation, value-added test scores, instructional artifacts, self-report measures, student surveys, parent surveys, portfolios, and student performance measures). In 2012–13, the Hazelwood School District will implement a field test in SIG schools. Participating schools will receive technical assistance and professional development from consultants and technical experts. Considering lessons learned from the pilot year, the evaluation tool will be implemented throughout the district in 2014–15.

In addition, to ensure transparency around the design and implementation of the revised teacher and leader performance assessment system, the Hazelwood School District will institute a comprehensive communication plan using one or more of the following methods: 1) district wide meetings; 2) webcasts/webinars; and/or 3) virtual liaison meetings that convene educator performance assessment liaisons from each school who stays

informed about the developments at the district and communicates information back to the schools.

For the second core strategy, the Hazelwood School District Assistant Superintendent of Human Resources, in collaboration with the Turnaround Officer and the School Principals, will **expedite the removal, reassignment, or administrative transfer of teachers at the Hazelwood SIG Schools who are deemed by the new evaluation system to be ineffective.** It is the district plan to accelerate the removal of ineffective teachers in non-SIG schools by piloting the implementation of this strategy in all SIG schools/classrooms.

As a requirement of the transformation model, the Hazelwood School District **will create incentives for the recruitment of highly effective teachers**. Potential incentives include: additional professional development opportunities, flexible scheduling, and increased salary for additional time, and additional leadership opportunities. It is the district plan to accelerate the implementation of teacher incentives across the district by piloting the implementation of this strategy in all SIG schools/classrooms.

Goal 3: Facilities, Support, and Instructional Resources

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

Objective 5: *The Hazelwood School District will develop an early warning implementation tool to determine the progress and effectiveness of SIG schools' programs and initiatives (monitoring plan).*

The Hazelwood School District has an existing accountability system used by all schools to monitor their student achievement improvement initiatives. SIG schools will incorporate their early warning system into this existing process to provide a more comprehensive and timely assessment of the level of implementation progress on key SIG initiatives. This district wide system requires school staff and leadership to work collaboratively to:

- Analyze student performance data
- Develop action steps and timelines for course corrections based on an analysis of the results and feedback from the Turnaround Officer and Learning Support Team

- Develop a PD plan to operationalize the action steps in coordination with the Learning Support Team
- Create a monthly monitoring system and track growth towards goals
- Conduct midyear reassessment of SIG plan, with potential rewriting of objectives and strategies
- Periodically present SIG update on initiatives at Board of Education meetings

The Hazelwood School District will continue to treat its SIG schools as part of a system instead of fragmented entities within the system. We recognize that our SIG schools and the Hazelwood School District (HSD) will need the additional support of a research-based, reflective early warning process to maintain and sustain progress. The early warning system will provide our schools with a strategic a focus on accelerating the implementation of key district initiatives of PLCs, Assessment Literacy, Systems Thinking, and Race and Equity, which we feel will close the achievement gap for our most needy students. Each building leadership and Learning Support Team will use the early warning tool with support from the District LST and Turnaround Officer to monitor monthly the integration of the improvement strands into their daily instructional and leadership practice.

All HSD schools are currently implementing Response to Intervention (RtI) and Positive Behavior Intervention Support (PBIS) district wide, with supporting assessments (AIMSweb and PBIS tracking systems). The early warning system created by the SIG schools will incorporate these research-based intervention and monitoring models to provide a complete picture of progress and effectiveness.

In our district, the expectation is that principals work as PLCs, and, if needed, peer support will be provided to assist building teams as they review school performance data, determine goals, and develop their early warning system. Principals will have the opportunity to seek support from each other and the Learning Support Team to analyze, problem solve, and develop action plans for course corrections based on implementation progress.

The SIG schools will have the autonomy to ensure that students are properly placed in rigorous coursework by redesigning their master schedule and the autonomy to develop or adjust curriculum and instructional pacing guides to align their instruction and interventions to Missouri's Common Core Standards in reading, writing,

and Mathematics. Curriculum support will be provided by District Learning Facilitators/Curriculum Coordinators and outside providers to include DESE and SLACCA (St. Louis Area Curriculum Coordinators Association). External and internal consultants will review any curriculum instructional pacing guide aligned to Missouri's Common Core Standards in reading, writing, and Mathematics.

Hazelwood East High School was built in 1974 and officially opened for students in the fall of 1975. Since that time, much has changed in education to prepare students for the 21st century workforce. HSD is committed to providing high-quality instruction to all students to prepare them for postsecondary experiences, whether they include college, technical school, or other careers. In that regard, HSD has budgeted $18 million to update and renovate East High School. Work is set to begin April 2012 and be completed in the summer of 2014.

The project will include:

- 16,000 square foot new library addition
- Increasing the number of, and updating existing STEM studios, health occupation, Project Lead The Way, and home repair classrooms
- Upgrading classroom power and data infrastructure building wide
- Enhancing safety by upgrading fire alarms, replacing hazardous floor tiles, providing sprinklers in student common areas, and improving the vehicular drop-off area
- Adding a second gym with locker room space

Goal 4: Parent and Community Involvement

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

Objective 6: *The Hazelwood School District Communication Office, MOSPRA(Missouri School Public Relations Associations), CSD (Cooperating School District), Learning Support Team, and Turnaround Office will provide supports, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan.*

The Hazelwood School District will enact six core strategies in support of this objective:

- Support the development of comprehensive communication and parent support/involvement plans.
- Conduct a communitywide assessment.
- Engage the community in the HSD Legislative Advocacy Committee, PTSA Council, and Student Advocacy Committee.
- Monitor parent communication plans for SIG schools and evaluate the parent communication, support, and mentoring plan each quarter.
- Provide flex time to SIG schools for time and design freedom to create a variety of strategies to connect with parents and community.

As a pre-implementation strategy, the Hazelwood School District Communication Office, Learning Support Team, MOSPRA (Missouri School Public Relations Associations), and CSD (Cooperating School District), will meet in spring and summer 2012 with the leadership teams of East High School, Southeast Middle School, and Central Middle School to provide expertise, resources, and **provide support in the development of a comprehensive communication and parent support/involvement plan**. Each plan will provide multiple, regular, communication venues (weekly electronic newsletter, e-mail blast, autodial phone messages, etc.) and include:

- Achievement and attendance updates with parent/student support resources
- Implementation updates of improvement and mentoring strategies
- Potential volunteer opportunities
- Information about parent outreach activities, such as training programs for volunteers, parent training on accessing use of school technology, course curriculum, behavior guide expectations, best home study, nutrition, and homework practices
- Strategies to increase awareness of organizations and services such as PTSA
- Summaries of all attendance information, findings, and improvement plans will be included in a regular and accessible way in the communications plan.

To further support the planning process the district will **conduct a communitywide assessment** as the second core strategy. The focus of the communitywide assessment will be to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges.

The Hazelwood School District will develop and enhance community participation in the **HSD Legislative Advocacy Committee**, which was formed to better engage various members of our community in the development of a legislative platform, and the **PTSA Council** and Key Communicators initiative. The district will also further engage the **Student Advisory Committee** in support of the mentoring programs, as discussed in detail under Objective 7.

In addition, the **Parent Communication Plan for each SIG school will be monitored** by the HSD Communications Office and building-level Professional Development and Learning Support teams, which will collect data from the evaluation of parent participation in students' educational process as indicated by partnership portfolios, utilization of mentoring services, parent attendance at conferences and events, and parent/teacher surveys. Analysis of this data will be used to develop targeted professional development for staff to improve parent, staff, community supports, and communications.

The district Turnaround Office, Communication Office, and the Learning Support Team will also **evaluate the parent communication, support, and mentoring plan each quarter**, through monthly student achievement scores, document review, surveys, interviews, and observations. Based upon the evaluations, strategic appropriate changes will be implemented by the building's leadership team.

Student attendance will also be monitored weekly through the HSD Student Information System (SIS) by each school leadership team and reported to buildings, parents, and community each quarter. The Learning Support Teams, School and District Interventionists, along with the school leadership team will utilize Systems Thinking tools in scheduled biweekly meetings to discuss the data with the Turnaround Officer and determine strategies for maintaining and or improving attendance.

Finally, as the fifth core strategy, **flex time** will be provided by the Hazelwood School District to **allow individual** buildings the **time and design freedom to create a variety of strategies to connect with their parents and community**. Currently the HSD, in conjunction with the NEA, set a common, required, district calendar. This calendar outlines the amount and length of contractual days for professional development, teacher records, and parent/teacher conference days. By allowing our SIG schools to flex, extend, or change times and dates of those days, they will be better able to implement the strategies of the grant.

The Hazelwood School District is planning to leverage the successes and lessons learned during the writing and implementation of our SIG grant plan to all 32 schools in our district. Our learning during this process will be used to develop a template and process for each school to create a comprehensive communication and parent support/involvement plan. The Hazelwood School District will continue to analyze, identify best practices, and replicate those best practices district wide.

Objective 7: *Student and parent mentoring programs will be developed in partnership with the business community, the A+ Program, local churches, and universities. Schools and these organizations will recruit mentors who will work closely with teachers, students, and parents to ensure that regular attendance and literacy are top priorities for students. Mentoring will be funded through private, district, and federal (Title I) funds.*

As a pre-implementation strategy, mentoring programs will be developed in partnership with the business community, the A+ Program, local churches, and universities. The focus will be on engaging our SIG school communities. Mentoring opportunities will also be expanded to support other non-SIG schools as determined by partnerships that develop. SIG schools, and the community organizations will recruit mentors who will work closely with teachers, students, and parents to ensure that regular attendance and literacy are top priorities for students. Mentoring will be funded through private, district, and federal (Title I) funds. Quarterly monitoring of mentoring programs will be through individual building and community meetings with Turnaround Office, Learning Support Teams, school staff, PTSA, and the student council, as appropriate. The

Turnaround Office and Learning Support Teams working with each SIG School Leadership Team will collaboratively refine the site governance model creating structures that are tailored to each individual school context.

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 8: *The Hazelwood School District will use the District Learning Support Team along with the Turnaround Officer to develop a governance model that will be designed, implemented, and monitored in collaboration with the SIG schools' leadership teams to effectively guide the schools through the transformational process.*

To ensure the success of the transformation process, the district will employ three integrated strategies:

- Designate a Turnaround Officer.
- Meet with building leadership to monitor and evaluate early warning data.
- Develop a progress monitoring template.

By March 2012, the Learning Leadership Team (district administration) will **designate a Turnaround Officer to oversee and facilitate the transformation process**.

In addition, as a second integrated strategy, the district learning support team will **meet with building leadership teams every month on site to monitor and evaluate the early warning system** and collaboratively design support strategies with the SIG building leadership teams to meet the learning needs of staff and students.

To further support this work, the Hazelwood District Learning Support Team will develop a **progress monitoring presentation template** for SIG schools to use for their quarterly and end-of-year presentations. The template will be designed by May 2012. Each summer and fall, for the duration of this grant, SIG schools

will develop an annual Accountability Plan and present a yearly student performance progress report to the Hazelwood School Board. By midyear, the Accountability Plan will be refined. By June, an annual Data and Assessment Report will be prepared.

VII C (3) 2 Recruit, Screen, and Select External Providers

Hazelwood School District will work in collaboration with SIG schools to recruit, screen, and select additional external providers, completing a process for assessing external provider quality, which will include:

- Identifying external providers based on Hazelwood SIG schools' needs as outlined in the School Improvement Plan
- Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to ensure quality and efficiency of each external provider based on the Hazelwood schools' needs
- Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet schools' needs
- Aligning the selected external provider with existing district and school resources, specifically time and personnel
- Assessing the regular communication with Hazelwood Schools to ensure that supports are taking place and are effectively adjusted according to the school's identified needs
- Examining the data from the school improvement efforts through meetings with the Turnaround Officer to evaluate the effectiveness of the supports provided
- Assessing the in-school presence (at the SIG schools one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports

PLC Team training and coaching will be provided by District and The Leadership and Learning Center through district and other federal (Title II) funds.

The Assessment Training Institute will provide common formative assessment training through district and other federal (Title II) funds.

The Pacific Educational Group (PEG) will provide Race and Equity racial awareness and culturally responsive teaching training through district and other federal (Title II) funds. The PEG organization is the leading expert on the concepts and strategies presented in the book *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* (Corwin Press, 2005). The author, Glenn Singleton, is the president of the PEG organization and has had many years of doing the race and equity work around the world.

A school wide early warning system will be developed with internal experts through district funds and external experts through Title II funds.

VII C (3) 3 Alignment of Additional Resources to the School Improvement Plan

The Hazelwood School District will provide additional support for the selected intervention activities to ensure the improvement of student achievement in all SIG schools. Additional resources from HSD will include:

- School Turnaround Office
- District learning facilitators (curriculum coordinators) to support curriculum revision, implementation, and monitoring at SIG schools
- Professional development from district, state, and national experts, including:
- Hazelwood Professional Development Committee
- St. Louis Regional Professional Development Center (RPDC)
- Assessment Training Institute
- Pacific Educational Group (PEG)
- American Institutes for Research
- West Wind Educational Policy
- The Leading and Learning Center

- Washington University
- MU Partnership for Educational Renewal
- Data and technology assistance
- Afterschool interventions and transportation
- Participation of key stakeholders in the design and pilot of new evaluation tool
- "Competencies for Success" recruitment and hiring process

In 2011–12, the Hazelwood School District reorganized its systemic structures to meet the needs of all schools. First, HSD has established a Turnaround Office, which provides the greatest support and monitoring to the lowest-performing schools. Second, HSD will develop a differentiated early warning system in which schools will be supported based on school needs. This differentiated accountability system will require both central office and building administrators to establish criteria that will be used to determine which schools are in need of support and what that support will look like. Third, HSD will support innovation through its accountability plan.

A tri-level PLC system is in place in the Hazelwood School District. District wide participation in a PLC is provided through the annual Data and Assessment Meeting. The Data and Assessment Meeting for 2011 involved over 500 teachers and administrators. Curriculum, instruction, assessment, accountability, professional development, and the district's annual Data Fair were the 2011 Data and Assessment themes. Annual evaluation of the event provides direction for the subsequent year. The building professional development committee holds Building PLC meetings. This building team is responsible for the building's accountability plan and professional development aligned with that plan. Learning Support Teams, grade-level teams, and department PLCs meet weekly. To scale up the impact and to provide targeted support, the district has provided learning coaches, a district Learning Support Team, and additional support from the learning facilitators. Additionally, lower-performing schools have received external coaching through The Leadership and Learning Center, as well as leadership training that focuses each meeting on the PLC process.

Curriculum and assessments will be aligned to the Common Core State Standards to meet the State of Missouri's Show-Me Standards and Grade Level Expectations (GLEs) or Course Level Expectations (CLEs). An online teacher survey was conducted in February 2010. The survey was the Missouri School Improvement Program (MSIP) Advance Questionnaire. There were three significant findings. First, teachers believe that the amount of essential content that has been identified cannot be addressed in the instructional time available to teachers. The Hazelwood School District proposes to update all implemented curriculum at its annual Data and Assessment Meeting. School-level data teams will be encouraged to adapt curriculum, design lessons, and develop common formative assessments during weekly PLCs. Second, teachers reported that Hazelwood schools do not adequately prepare students for post-secondary education, and/or successful entry into the workforce. HSD plans to increase the number of advanced and Advanced Placement (AP) courses, provide ACT test preparation classes, complete a curriculum review for differentiation and rigor, and use and monitor the Hazelwood School District Six-Year Career Pathway Plan.

The recruitment, hiring, induction, mentoring, and teacher evaluation systems in the Hazelwood School District are under revision. HSD is recruiting through participation in the Missouri University Partnership for Educational Renewal (MU-PER), minority educator conferences, and Teach for America. HSD is in the process of designing a competency-based interview process. Both the Haberman STAR Administrator and Teacher Screening Tools and Public Impact's School Turnaround Leader and Turnaround Teacher Competencies will be reviewed to create the Hazelwood Competency-Based Interview Process. Retention has improved since 2005, but induction and mentoring will be evaluated annually. Due to the Hazelwood School District and Hazelwood National Education Association 2011–12 Articles of Agreement, Hazelwood's Performance-Based Teacher Evaluation System will be revised with an external provider, American Institute for Research and West Wind Education Policy.

VII C (3) 4 Modification of Practices or Policies

To further improve the implementation of the Transformational Plan, the district will support the following modifications to practices and policies:

Identify district challenges that may slow or halt the school improvement implementation process

Assess, design, and implement a policy modification protocol that includes input from state and local education agency administrators, board members, and personnel

Develop an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) teacher-performance rewards; and (iv) altering the traditional school day and/or calendar to include additional instructional and planning time.

To ensure the implementation and revision of policies, processes, and procedures that support the Plan, HSD Board of Education Policies will be systematically reviewed by the Missouri School Board Association's (MSBA) legal department throughout the 2012–13 school year. Updates will be made based on changes in federal law, state statutes, legal rulings, and/or educational research. In the Hazelwood School District, this process will be coordinated by the superintendent's secretary. The District Learning Leadership Team and counsel will review MSBA recommendations. Any changes to MSBA recommendations will be returned for review by MSBA since the organization monitors HSD's board policies. After all MSBA and district reviews, the policies will be sent to the Board of Education for approval. Policies, practices, and procedures will be modified so that all initiatives can be implemented as written in the grant application. The objectives and strategies written into the SIG Transformation Plan can be aligned and connected with both our district Title I School wide plan and the SIG schools' Needs Improvement plans.

With the support of the Hazelwood School District, Hazelwood SIG Schools will have the autonomy to choose a site governance model. Beginning July 2012, Hazelwood SIG Schools Leadership Support Teams (principal, assistant principals, and teachers) in collaboration with the District Turnaround Officer will design, implement, and monitor a leadership structure to effectively guide the SIG school communities through the

transformation process. This process will include the following steps:

- Choose a site governance model utilizing the support and knowledge of our many partners (i.e., Pearson Assessment Training Institute, American Institutes for Research, West Wind Education Policy, Pacific Education Group, the Lead and Learn Center, Washington University, and Missouri's Regional Professional Development Committee).
- Develop and implement the site governance model.
- Monitor the site governance model through a constructive dissent process. Meetings with central office staff, staff, PTA, and the student council can refine the site governance model and create a structure that is tailored to SIG schools' context.
- Evaluate the site governance model through walkthroughs, student assessment data, and surveys.

VII C (3) 5 Sustainability Beyond Funding Period

The Hazelwood School District will ensure the sustainability of the transformation effort by:

- Supporting the new FTE positions after the SIG funding period ends
- Developing processes to ensure effective training of school leadership staff on understanding and efficient implementation of interventions into operating flexibility of the school
- Developing processes to ensure effective training of school staff on understanding and efficient implementation of interventions into the classroom curriculum and activities
- Identifying alternative funding sources to sustain operational protocol that may require financial support;
- Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement
- Demonstrating a commitment to the improvement of teacher performance through the development of a new teacher evaluation system that includes multiple measures (one significant portion of which will be student achievement gains)

The community will ensure the sustainability of the transformation effort by:

- Participating in school events, including but not limited to Student-led Parent/Teacher Conferences
- Holding high expectations of all students
- Monitoring student progress through the Missouri Connections system
- Reading press releases on the success of the School Improvement Plan

The SEA will ensure the sustainability of the transformation effort by:

- Providing initial funding for the School Improvement Plan, which will build capacity in the district and the school for addressing schools in need of improvement
- Providing support and monitoring through the Missouri School Improvement Program (MSIP)
- Providing curriculum, instruction, and assessment resources through the Missouri Department of Elementary and Secondary Education, and if funded, any regional professional development support
- Providing electronic resources for the improvement of instruction and informed decision making as well as Missouri Connections for the monitoring of student growth Portability of Improvement Efforts

Hazelwood School District has a long-range plan for sustainability and portability outlined in the Hazelwood School District Transformation Framework. In this framework the district will:

- Provide a differentiated curriculum to meet the needs of all students
- Provide professional development and technical support for the use and analysis of data through the PLC process
- Collect and chart data
- Analyze strengths and obstacles
- Establish goals for teaching and learning
- Implement effective instructional strategies
- Determine results indicators
- Provide a 21st Century Framework for critical thinking and problem solving, communication, collaboration, and creativity and innovation

- Provide the autonomy of schools to promote extended learning time
- Recruit, train, and promote highly qualified teachers
- Enhance community and parent involvement through multiple partnerships and ongoing communication
- Adopt rigorous procedures to address the needs of Transformation Schools

Further, the Hazelwood School District will tailor improvement efforts to individual school needs through:

- Use of multiple and coordinated strategies that are well matched to the needs of the school and students
- Evaluate and revise reform efforts over time in response to school and student needs
- Analyze data frequently and regroup students for instruction
- Replace staff and make sure there is an adequate pool of applicants
- Develop a plan or vision that allows the school to overcome its past reputation
- Partner with the union to resolve stumbling blocks in the contract, and
- Apply effective hiring systems.

The Hazelwood School District will support schools that exit restructuring for several years afterward, and continuously evaluate improvement strategies.

SECTION VII D – TIMELINE

"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.

Hazelwood School District and Hazelwood East High School are committed to implementing a timeline that is reasonable, achievable, and reflective of the urgency by which dramatic improvements in student achievement must be made. The timeline in the following tables delineates when each objective, strategy, and action step will take place in relation to the wider school turnaround. Each of the three years of implementation is represented with the first year of implementation broken down by month.

Goal 1: Student Performance

Year 1 Detail and Years 2–3 Summary

		First-Year Detail by Month												Years 2–3	
	Pre-Implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 1 Objectives															
1.0 By the end of the 2014–15 school year, the four-year cohort graduation rate at Hazelwood East High School will increase from 79.4 percent to 92 percent.															▲
2.0 By 2015, 100 percent 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 percent increase in communication arts scores from a baseline of 50.5 percent proficiency in 2010–11 and a 65.1 percent increase in mathematics scores from a baseline of 34.9 percent proficiency in 2010–11.															▲
3.0 The average daily attendance rate (ADA) at Hazelwood East High School will increase from 90 percent to 95 percent by the end of the 2014–15 school year.															▲
Goal 1 Strategies															
1.1 Hazelwood East High School will implement an Early Warning System tool.	▲ Planning Stage		▲	→	→	→	→	→	→	→	→	→	→	→	→

1.2 Hazelwood East High School will design and implement the Elevate East Fresh Start Academy to assist off-track students to graduate on time.			▲ Planning Stage	→									▲	▲
1.3 Hazelwood East High School will restructure the afterschool tutoring, Extra Help, and Credit Recovery programs to increase the impact on student achievement.			▲	→										
2.1 Hazelwood East High School will increase the number of student-teacher contact minutes in communication arts and mathematics courses.			▲ Planning Stage	→									▲	▲
2.2 Hazelwood East High School will implement a comprehensive data-driven inquiry tracking system to monitor student proficiency on curriculum standards in all courses.			▲	→										
2.3 Hazelwood East High School teachers will develop and implement clearly articulated communication arts and mathematics curricula that are aligned to Common Core Standards.	▲ Planning Stage	→												▲
3.1 Hazelwood East High School will design and implement a data-driven attendance awareness program.	▲	→												
Goal 1 Action Steps														
1.1.1 Hire a Progress Monitoring Specialist.	▲													
1.1.2 Create Early Warning Team that works with the Progress Monitoring Specialist to monitor regular progress.	▲ Planning Stage													
1.1.3 Follow the implementation steps as delineated by the National High	▲ Plannin	→												

School Center.	g Stage														
1.1.4 Conduct regularly scheduled Early Warning Team meetings to review effectiveness of interventions.			▲	→	→	→	→	→	→	→	→	→	→	→	→
1.1.5 Share early warning data and progress reports with parents at quarterly conferences.					▲	→	→	→	→	→	→	→	→	→	→
1.1.6 Conduct an Annual Review of the Early Warning and Response System.												▲	▲	▲	
1.2.1 Review and research existing local and national programs, school within a school models, and alternative schools to design a model for the academy, including flex hours, a block schedule, and partnership opportunities with UMSL.		▲	→	→	→	→	→								
1.2.2 Identify and train teachers to teach in the academy.							▲	→	→	→	→				
1.2.3 Use Early Warning System to identify students.			▲	→	→	→	→								
1.2.4 Pilot program for 2013–14 school year.							▲	→	→	→	→	→			
1.2.5 Create a measurement tool and review progress at mid-quarter and quarter.													▲	▲	
1.2.6 Use measurement tool to evaluate success of the academy.													▲	▲	
1.3.1 Track student attendance, student progress, and indicators of progress.			▲	→	→	→	→	→	→	→	→	→	→	→	→
1.3.2 Align programs to common formative assessments and classroom instruction.			▲	→	→	→	→	→	→	→	→	→	→	→	→
1.3.3 Increase available enrollment for Aventa K12 online credit recovery						▲									

program.															
1.3.4 Provide professional development for teachers on how to use interventions and adjust instruction accordingly.			▲	→											→
1.3.5 Review student data at minimum mid-quarter and quarter to monitor effectiveness of interventions.			▲	→											→
1.3.6 Discuss data in PLCs, analyze trends for patterns and student failures and successes, and create targeted interventions for students.			▲	→											→
1.3.7 Communicate to parents the new structure as well as student progress and outcomes.			▲	→											→
1.3.8 Conduct an annual review of the restructuring of the intervention programs.												▲	▲	▲	
2.1.1 Scheduling committee will research, plan, and help implementation of potential nontraditional hybrid master course and bell schedules in depth that would best serve the students of Hazelwood East High School.			▲	→							→				
2.1.2 Ensure that 9th grade students take math every day and that 10th grade students take communication arts every day in new schedules.													▲	▲	
2.1.3 Research Read 180/System 44 and Ascend Math for implementation based on student needs.							▲	→			→				
2.1.4 Implement the new schedule school wide.													▲	▲	
2.1.5 Monitor and evaluate the impact of the new schedule on student													▲	▲	

achievement, attendance, and behavior using relevant data.															
2.2.1 Provide targeted professional development for teachers on using academic impact and diversity competencies models as a foundation.	▲ Planning Stage	▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.2 Provide targeted professional development for teachers on standards-based planning and designing & using of data tracker.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.3 Develop student reflection portfolios.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.2.4 Analyze data in PLCs and adjust instruction based on data tracker results.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.2.5 Compare EOC scores to mastery of skills in data tracker.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.3.1 Analyze curricula for alignment to Common Core Standards.		▲		→	→	→	→	→	→	→	→	→	→	→	→
2.3.2 Remove superfluous content and supplement with additional content and resources as needed.		▲		→	→	→	→	→	→	→	→	→	→	→	→
2.3.3 Implement newly aligned curriculum into classrooms.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.3.4 Monitor implementation through evaluations.			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.1 Post daily attendance rates and add email notification to parents beyond the current Autodialer system.			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.2 Conduct a building wide attendance competition within and between grades.			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.3 Distribute quarterly and annual perfect attendance rewards.					▲	→	→	→	→	→	→	→	→	→	→

3.1.4 Administrators will hold quarterly evening meetings with parents of students identified through Early Warning data to address the concern of absenteeism.			▲	→											
3.1.5 Establish a parent, student, and school contract at the conclusion of the quarterly meetings.			▲	→											
3.1.6 Student Advocate position (Social Worker going to homes to bring students to school and follow-up on progress).	▲ Planning Stage	▲													
3.1.7 Add 2 Building Facilitator positions (1 male, 1 female) to assist with class-transition-related tardies and student truancy.	▲ Planning Stage	▲													

Goal 2: Highly Qualified Staff

Year 1 Detail and Years 2–3 Summary

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 2 Objectives															
1.0 By the end of the 2013-14 school year, 100% of the current and new teachers at Hazelwood East High School will meet state and federal requirements for highly qualified teachers.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.0 By the end of the 2013-14 school year, 100% of teachers at Hazelwood East High School will effectively implement strategies learned during Professional Development and Professional Learning Community sessions to meet the needs of all students as evidenced by walkthrough data, lesson plan protocols, evaluation protocols, and student achievement data.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
3.0 By the end of the 2013-14 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.														▲	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 2 Strategies															
1.1 Attract and recruit the best available teachers to apply to teach at East High School	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2 Select the best available teachers to hire for East High School			▲ Pending available positions and qualified candidates	→	→	→	→	→	→	→	→	→	→	→	→
2.1 Teachers will meet in PLCs for at least 270 minutes every two weeks to collaborate on effective teaching practices, exemplars, and differentiated strategies.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.2 Restructure the Learning Support Team to provide a more effective program to be more readily available to teachers at Hazelwood East High School			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.3 All teachers will receive training in and implement assessment literacy across all content areas by the 2014-15 school year.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.4 All teachers will receive training in order to develop and implement Common Formative Assessments.				▲	→	→	→	→	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
3.1 Hazelwood East High School will use an evaluation tool to develop and retain effective teachers and remove ineffective teachers.														▲	→
3.2 All new staff members at HEHS, regardless of prior years of experience, will attend new teacher programs at the building and district level.			▲	→	→	→	→	→	→	→	→	→	→	→	→
Goal 2 Action Steps															
1.1.1 Inform current HEHS faculty of SIG Transformation plan components and requirements and allow faculty members that do not want to remain at HEHS the option to transfer..	▲														
1.1.2 Host and/or participate in job fairs.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.3 Post job openings at the earliest date possible.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.4 Collaborate with the Assistant Superintendent for Human Resources on interview tools and posting timeline.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.5 Collaborate with the Dean of Teaching and Learning at University of	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Missouri – St. Louis (UMSL) to recruit highly .qualified graduates of their teacher program															
1.1.6 Implement partnership with UMSL to use differentiated staffing strategies to pilot a community student teacher program.				▲	→	→	→	→	→	→	→	→	→	→	
1.1.7 Collaborate with UMSL for one professional development of pre-service and in-service teachers.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	
1.1.8 Analyze and evaluate data from candidate interviews, new hires, and teacher summative evaluations to measure the effectiveness of the plan.			▲	→	→	→	→	→	→	→	→	→	→	→	
1.2.1 Develop an effective interview tool that clearly illuminates a teacher's content knowledge, an understanding of our student population and the desire to teach student's of our population.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	
1.2.2 Require interviewee to teach a sample lesson	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	
1.2.3 Review the progress of new hires using the district evaluation tools.				▲	→	→	→	→	→	→	→	→	→	→	
2.1.1 Conduct and analyze needs assessments by department.			▲	→	→	→	→	→	→	→	→	→	→	→	

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
2.1.2 Gather current vetted research on best practices and compare to needs analysis.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.1.3 Develop a PLC protocol in which Race and Equity, Special Ed/Students with Disabilities, Curriculum, Instruction and Assessment are embedded.					▲	→	→	→	→	→	→	→	→	→	→
2.1.4 Monitor progress by collecting and reviewing agendas, meeting minutes, and other support documents.					▲	→	→	→	→	→	→	→	→	→	→
2.1.5 Each department will submit a quarterly report documenting progress made toward department goals.								▲	→	→	→	→	→	→	→
2.1.6 Evaluate the effectiveness of the protocol implementation plan and use the data to inform and guide classroom instruction through the use of an accountability tool.								▲	→	→	→	→	→	→	→
2.2.1 Hire additional Instructional Coaches in Communication Arts and Mathematics.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.2 Provide 270 minutes of weekly "one on one" coaching to implement pedagogical strategies.				▲	→	→	→	→	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
2.2.3 Provide job-embedded support via the Learning Coaches to all first year teachers in instructional strategies, classroom management, and professional rigor.				▲	→	→	→	→	→	→	→	→	→	→	→
2.2.4 Create and submit a schedule of walkthrough observations.				▲	→	→	→	→	→	→	→	→	→	→	→
2.2.5 Create and submit a tracking tool that monitors coaching meetings and interventions.								▲	→	→	→	→	→	→	→
2.2.6 Triangulate data of Common Formative Assessments, teacher evaluations, and professional growth models to monitor student and professional growth								▲	→	→	→	→	→	→	→
2.3.1 All teachers will attend and participate in assessment literacy PD offered through school and district.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.3.2 Develop a system to monitor the use of assessment literacy.					▲	→	→	→	→	→	→	→	→	→	→
2.3.3 Lessons will be written to demonstrate the use of assessment literacy in instruction.								▲	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
2.3.4 Teachers will use student work to demonstrate the effectiveness of assessment literacy and make adjustments to instructional practices based upon student work.								▲	→	→	→	→	→	→	→
2.4.1 Teachers will attend and participate in training on how to write and analyze CFAs.				▲	→	→	→	→	→	→	→	→	→	→	→
2.4.2 Common Formative Assessments will be written in PLCs and district professional development sessions.				▲	→	→	→	→	→	→	→	→	→	→	→
2.4.3 All CFAs will be submitted to the principal and PLC Facilitator.					▲	→	→	→	→	→	→	→	→	→	→
2.4.4 CFA data will be analyzed and submitted.						▲	→	→	→	→	→	→	→	→	→
2.4.5 Teachers will provide regular summary of interventions, reflections, and final outcomes.						▲	→	→	→	→	→	→	→	→	→
3.1.1 Provide information on teacher/admin evaluation tool.			▲	→	→	→	→	→	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
3.1.2 Serve as a pilot school for the newly developed district teacher/administrator evaluation tool.			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.3 Full implementation of new evaluation tool in 2013-14 school year.														▲	→
3.1.4 Use of observation data and instructional coaching tools to identify a teacher's strengths and weaknesses and to provide job-embedded support.				▲	→	→	→	→	→	→	→	→	→	→	→
3.1.5 Marginal rating or below leads will lead to a mandatory professional improvement plan and partnership with Instructional and Learning Coaches.				▲	→	→	→	→	→	→	→	→	→	→	→
3.1.6 Observation data will be reflected on the evaluation tool and used to retain effective teachers and remove ineffective teachers.									▲	→	→	→	→	→	→
3.2.1 Provide information on program for new teachers.			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.2.2 Attend 90% of all new teacher													→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
meetings at the building and district level.												▲			
3.2.3 Teachers will sign in on sheets to indicate attendance at the meetings.												▲	→		→

Goal 3: Facilities, Support, and Instructional Resources

Year 1 Detail and Years 2–3 Summary

		First-Year Detail by Month												Years 2–3	
	Pre-Implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 3 Objectives															
1.0 By the end of the 2014–15 school year, 100% of the Hazelwood East High School student body will participate in academic, behavioral, and/or post-secondary career planning intervention and support programs that are regularly monitored for effectiveness.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.0 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 2012–13 school year.			▲	→	→	→	→	→	→	→	→	→	→	→	→
Goal 3 Strategies															
1.1 Hazelwood East High School counseling staff will implement, assess, and review a pre-high school Interest Inventory for all 8th grade students during registration period and use these results to guide student placement.	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2 Hazelwood East High School students will identify and create a career path plan by the end of the first semester of sophomore year.			▲	→	→	→	→	→	→	→	→	→	→	→	→
1.3 Teachers will participate in Vertical Team Planning and professional			▲	→	→	→	→	→	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-Implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
development with high school and feeder middle school staff.															
2.1 Hazelwood East High School will implement an Early Warning and Response System.	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2 SIG Leadership Team will review and revise current policies and procedures regarding behavior management, tardies, and truancy.	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
Goal 3 Action Steps															
1.1.1 High school counselors will collaborate with middle school counselors to help ensure proper placement of incoming students.	▲ Planning Stage														
1.1.2 Ninth grade communication arts and mathematics teachers will participate in vertical team meetings with middle school teachers to assist with proper placement of incoming students.	▲ Planning Stage														
1.1.3 Regularly monitor student placement and grades to check for success of course placement.			▲	→	→	→	→	→	→	→	→	→	→	→	→
1.1.4 Use teacher evaluations/recommendation forms to ensure accurate placement based on academic level.												▲		→	→

		First-Year Detail by Month												Years 2–3	
	Pre-Implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
1.2.1 Train teachers for Academic Mentoring and the use of Missouri Connections			▲											▲	▲
1.2.2 Students will identify Career Pathways based on Career Clusters and Missouri Connections Interest Inventory.			▲	→	→	→	→							▲	▲
1.2.3 Students will be enrolled in courses that enhance success in their career plan.			▲	→	→	→	→	→	→	→	→	→	→		→
1.2.4 Academic Mentoring teachers will assist students with updating Missouri Connections as related to career pathways.			▲	→	→	→	→	→	→	→	→	→	→		→
1.2.5 Student progress will be evaluated based on successful course completion and student schedules may be adjusted based on level of success.								▲	→	→	→	→	→		→
1.3.1 Analyze vertical alignment of middle school & high school core subject programs.			▲					▲						▲	▲
1.3.2 Create and conduct PLC sessions focused on vertical team planning to raise standardized test scores and graduation rate.			▲	→	→	→	→	→	→	→	→	→	→		→
1.3.3 Implement professional development for high school & middle school vertical team planning.			▲					▲						▲	▲

		First-Year Detail by Month												Years 2–3	
	Pre-Implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
1.3.4 Develop and use a measurement tool to monitor HEHS leading indicators of implementation.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.1.1 Create Early Warning Team that works with the Progress Monitoring Specialist to monitor regular progress.	▲ Planning Stage														
2.1.2 Follow the implementation steps as delineated by the National High School Center.	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.1.3 Conduct regularly scheduled Early Warning Team meetings to review effectiveness of interventions.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.1.4 Share early warning data and progress reports with parents at quarterly conference.					▲	→	→	→	→	→	→	→	→	→	→
2.1.5 Conduct an Annual Review of the Early Warning and Response System.												▲		▲	▲
2.2.1 Hire a full-time Dean of Students to reduce OSS & ISS infractions.	▲ Planning Stage														
2.2.2 Create Behavior/Attendance/Academic Contracts to serve as an intervention for students with behavior, attendance, and academic needs.			▲	→	→	→	→	→	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-Implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
2.2.3 Establish young men's and women's night mentoring programs that consist of conversation sessions and field trips on a weekly and/or bi-weekly basis to encourage students to make positive decisions.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.2.4 Develop and use a monitoring tool to regularly track progress of the program's success.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.2.5 Conduct an annual evaluation of the revised policies and procedures regarding behavior management, truancies, and tardies.												▲			

Goal 4: Parent and Community Involvement

Year 1 Detail and Years 2–3 Summary

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 4 Objectives															
1.0 Objective 1: By the end of the 2014–15 school year, 90% of Hazelwood East High School parents will participate in at least two parental involvement activities per year.														▲	→
2.0 Objective 2: By June 2015, Hazelwood East High School will have established a multipronged communication plan that provides students, parents, and community members with information, especially including progress on the School Improvement Plan.															▲
Goal 4 Strategies															
1.1 HEHS will initiate the Spartan U program to include activities such as parent conferences, library nights, and parent academies held throughout the school year.			▲	→	→	→	→	→	→	→	→	→	→	→	→
1.2 Provide Spartan U Activity Card incentive to families for tracking attendance at extra-curricular activities.	▲	→	→	→	→	→	→	→	→	→	→	→			
2.1 Establish a Communication Committee to plan and implement the sharing of positive information about what is going on at EHS.	▲	→	→	→	→	→	→	→	→	→	→	→			
2.2 Create the East Side Council that is												→			

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
composed of parents, community members, and staff members from the entire East High School feeder system to increase levels of communication throughout the community.	▲														
Goal 4 Action Steps															
1.1.1 Conduct needs assessment with parents to determine the types of events that they would find valuable for Spartan U.	▲	→	→	→	→	→	→	→	→	→	→	→			
1.1.2 Recruit teachers, parents/guardians, and UMSL faculty to plan and conduct sessions for Spartan U.	▲		→	→	→	→	→	→	→	→	→	→	→	→	
1.1.3 Partner with local businesses and UMSL regarding hosting and sponsoring Spartan U events.	▲		→	→	→	→	→	→	→	→	→	→	→	→	
1.1.3 Create a communication and distribution plan to inform parents and community members of Spartan U events.	▲		→	→	→	→	→	→	→	→	→	→	→	→	
1.1.4 Present quarterly evaluation report to Leadership Team monitoring the success of Spartan U events.					▲		▲			▲			▲		
1.1.5 Distribute end-of-year survey to parents to evaluate effectiveness of Spartan U program and identify possible events/topics for the next year.												▲	→	→	
1.2.1 Investigate and find barcode software to track family attendance at events.	▲		→	→	→	→	→	→	→	→	→	→	→	→	

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
1.2.2 Create Spartan U Activity cards.		▲													
1.2.3 Identify and partner with local businesses to donate incentives.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2.4 Introduce Spartan U Activity Card program to families and staff.			▲												
1.2.5 Present quarterly evaluation report to Leadership Team monitoring the usage patterns of Spartan U Activity cards.					▲		▲			▲			▲		
1.2.6 Distribute end-of-year survey to parents to evaluate effectiveness of Spartan U program and identify possible events/topics for the next year.													▲	→	→
2.1.1 Create a Communication Committee.	▲														
2.1.2 Design and distribute a mailer of positive information about HEHS, including student contributions.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.1.3 Identify, design, and create methods of communication via social media.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.1.4 Monitor the number of mailings returned and update incorrect addresses as needed.					▲		▲			▲			▲		
2.1.5 Monitor the number of visits to social media outlets.					▲		▲			▲			▲		
2.1.6 Present quarterly evaluation report to Leadership Team evaluating the success of the communication plan.					▲		▲			▲			▲		

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
2.2.1 Recruit members of East Side Council.	▲	→	→	→	→	→	→	→	→	→	→	→			
2.2.2 Develop and Implement annual goals and action steps.	▲	→	→	→	→	→	→	→	→	→	→	→			
2.2.3 Present quarterly evaluation report to Leadership Team monitoring the progress towards meeting the annual goals.					▲		▲			▲			▲		
2.2.4 Conduct biannual process checks (community forums) to inform parents and community members of ongoing work and to gather feedback of the effectiveness of school communication.								▲					▲	→	→

Goal 5: Governance

Year 1 Detail and Years 2–3 Summary

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 5 Objective															
1.0 The Hazelwood East High School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide HEHS through the transformation process.		▲		→	→	→	→	→	→	→	→	→	→	→	→
Goal 5 Strategies															
1.1 The HEHS administrative team will establish a school leadership team to develop specific school programming and provide information to the governance board to guide decisions.		▲		→	→	→	→	→	→	→	→	→	→	→	→
1.2 The HEHS and HSD 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.		▲													
1.3 The HEHS and HSD administrative teams will collaboratively create and implement a governance board of key stakeholders to monitor the progress of the transformation process, participate in making school-wide decisions associated with the transformation plan, and maintain communication with families and the community.					▲	→	→	→	→	→	→	→	→	→	→

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 5 Action Steps															
1.1.1 The HEHS administrative team will recruit and train members for the Leadership Team.	▲														
1.1.2 The Leadership Team will meet regularly to analyze data, develop calendars of events, and provide recommendations and feedback to the governance board.				▲	→	→	→	→	→	→	→	→	→	→	
1.2.1 Research site governance models, including Breaking Ranks or the model currently implemented at Hazelwood East Middle School.	▲														
1.2.2 Develop and implement the site governance model.			▲	→	→	→	→	→	→	→	→	→	→	→	
1.2.3 Review and revise the role of parent and community groups such as PTSA to ensure that these groups have an active and important role in relevant decision-making processes at HEHS.						▲									
1.2.4 Monitor the site governance model through a constructive dissent process.					▲	→	→	→	→	→	→	→	→	→	
1.2.5 Evaluate the site governance model through student assessment data, transformation progress reports, and an annual survey to stakeholders													▲		
1.3.1 HEHS administrative team will identify and contact key stakeholders from various groups (district administration, parents, teachers, and				▲											

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
students) to become members of the HEHS transformation governance board.															
1.3.2 HEHS administrative team will provide training to the governance board regarding protocols for meeting participation, roles and responsibilities, and expectations.					▲										
1.3.3 HEHS governance board will implement the governance structure and maintain communication with the school and community regarding the transformation process.					▲	→	→	→	→	→	→	→	→	→	→
1.3.4 HEHS administrative team will evaluate the effectiveness of the governance board through a survey distributed to parents, community members, school and district staff.													▲		

SECTION VII E – ANNUAL GOALS FOR STUDENT ACHIEVEMENT

"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 School District in collaboration Hazelwood Central Middle School, Southeast Middle School, and Hazelwood East High School developed the following annual goals. As noted in Goal 1, 100 percent of the students at Hazelwood Central Middle School and Hazelwood Southeast Middle will score at the proficient or advanced level in Communication Arts and math as evidenced by the Communication Arts and math MAP scores. In addition, 100 percent of the students at Hazelwood East High School will score at the proficient level on the English II and Algebra I End of Course (EOC) tests.

Table 9 outlines the annual goals for Hazelwood East High School. The goals were developed to offer teachers a way to set strategic goals for the school, grade level, and individual classrooms. The goals will be shared with principals and teachers of the three SIG schools, and PLCs will regularly analyze and use data to inform instruction. By looking at incremental progress, scaling up the strands of strategic work of systems thinking, race and equity and implementing the Assessment for Learning principles, with fidelity, we are confident that student achievement will significantly improve in the SIG schools

The baseline for these student achievement goals is set on the most currently available EOC data, from the 2010–2011 school year. Student achievement goals for the School Improvement Grant 1003(g) are reflected

in the EOC scores for the 2012–2013 through 2014–2015 school year. Therefore, these projections will not include the 2011–2012 school year.

Table 9. Student Achievement Goals for Hazelwood East High Schools

Subject	Baseline (2010–2011)	2011–2012*	2012–2013	2013–2014	2014–2015
English II EOC	50%		75%	88%	100%
Algebra I EOC	34.9% **		61%	81%	100%
Graduation Rate	79%		83%	87%	92%

*2011–2012 EOC assessment scores and graduation rate are not currently available, but will serve as new baseline once calculated.

** 34.9% proficiency score is reported for NCLB-Adequate Yearly Progress on 2010-2011 Hazelwood East High School Accountability Report Card. This number reflects the combination of proficiency scores that were banked for students who took the Algebra I EOC in 8th grade in 2010 and the 20.5% of Hazelwood East High School students who scored proficient on the Algebra I EOC in 2011.

To address the implementation of the School Improvement Plan, we plan to pull the following data together for our mid-year and end-of-year progress-monitoring meetings with the school leadership team. These meetings will serve as a process for mid-course corrections if the plan is not meeting set target goals.

In addition to these academic targets, Hazelwood School District has determined baseline measures and annual goals for the leading indicators in the grant as described in Table 10.

Table 10. Leading Indicator Benchmarks and Annual Goals

Leading Indicator	Measure	Baseline 2011–2012 unless noted	Year 1 Target 2012–2013	Year 2 Target 2013–2014	Year 3 Target 2014–2015
Number of Minutes in the School Year	Calculations based on calendar and school schedule	1,118 total hours in the school schedule	District will be studying options for extending the school year.		
Student participation rate on State assessments in reading/langua	State reported data on assessment participation	English II 95.3% all subgroups	100% participation rate all subgroups	100%t participation rate all subgroups	100% participation rate all subgroups

Leading Indicator	Measure	Baseline 2011–2012 unless noted	Year 1 Target 2012–2013	Year 2 Target 2013–2014	Year 3 Target 2014–2015
ge arts and in mathematics, by student subgroup		Algebra I 100% all subgroups			
Drop Out Rate	High school dropout rate is the number of dropouts divided by (September enrollment plus transfers in minus transfers out minus dropouts added to total September enrollment then divided by two (2)	3.7%	3.2%	2.7%	2.2%
Student Attendance Rate	Average daily attendance	90%	92%	94%	95%
Number/Percent of Students Completing Advance Coursework (AP/IB, dual enrollment)	HEHS currently offers seven courses that are considered Advanced Coursework	45 - 9–11 grade 98 -10–12 grade	10% Increase 50 - 9–11 grade 108 - 12 grade	10% Increase 50 - 9t–11 grade 119 - 12 grade	10% Increase 55 - 9–11 grade 130 - 12 grade
Discipline Incidents	District Discipline Statistical Report – Teacher Referrals	5,851	25% decrease 4,388	25% decrease 3,291	25% decrease 2,468
	State-Reported Incident Referrals	180 incidents leading to 10-day out-of-school suspension 1 expulsion	154 incidents leading to suspension 0 expulsions	108 incidents leading to suspension 0 expulsions	90 incidents leading to suspension 0 expulsions
Truants	An instance when a student	Semester 1: 28% students	< 20% each semester	< 15% each semester	< 10% each semester

Leading Indicator	Measure	Baseline 2011–2012 unless noted	Year 1 Target 2012–2013	Year 2 Target 2013–2014	Year 3 Target 2014–2015
	is tardy or absent from school or class without the knowledge and consent of parents/guardian and school administration	Semester 2:22% students			
Distribution of Teachers by Performance Level	A new district teacher evaluation tool will be piloted at HEHS beginning with the 2012–2013 school year	Recommended for Rehire: 90% Recommended with Reservations: 1% Not Recommended: 9%	Increased observations may increase the number of teachers not recommended for rehire.	New teacher evaluation processes will result in new performance levels. Targets for year 2 and 3 will be determined when the new performance levels are determined.	
Teacher Attendance Rate	Total actual days of teacher attendance/possible total days of teacher attendance × 100.	92% teacher attendance rate; 17% teachers below 90%	95%; 0% teachers below 90%	98%; 0% teachers below 90%	98%; 0% teachers below 90%

VII F(6). Tier III Improvement Activities

Hazelwood District is applying to serve three Tier II schools. No schools within the district are designated as Tier I or Tier III schools.

VII G(7). Annual Goals

Hazelwood District is applying to serve three Tier II schools. No schools within the district are designated as Tier I or Tier III schools.

SECTION VII H – CONSULTATION AND INVOLVEMENT OF STAKEHOLDERS

VII H(8). Stakeholder Involvement

"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.

Stakeholder Involvement in Planning

Hazelwood School District and Hazelwood East High School have worked diligently to involve multiple stakeholders in the planning and implementation of the transformation model. Engaging and communicating with key stakeholders is essential to the development of a comprehensive transformation plan. The planning process included two phases: the needs analysis and the SIG action planning. Participation of stakeholders in

each phase is detailed next:

Needs Analysis. The planning process began with a comprehensive needs analysis that involved key stakeholders. Data was collected through interviews, extant document reviews, and student achievement data from Grades 9–12. With support from the American Institutes for Research, more than 18 individuals attended the Needs Analysis meeting including the District Superintendent, Assistant Superintendents, and members of 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. The needs analysis was conducted on November 9, 2011.

During this meeting, stakeholders read the data reports, and through a facilitated and collaborative group process, identified key findings that emerged from the data collected in the needs analysis. Key findings synthesized data from several sources and identified issues, challenges, or strengths that were systemic to the school and if addressed, would likely improve school and student achievement. This process requires considerable analysis, thought, discussion, and collaboration. As a result, all key stakeholders gained 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."

SIG Action Planning. The Hazelwood East High School plan for transformation was written in collaboration with the same key stakeholders who were present at the needs analysis. With support from American Institutes for Research, the Hazelwood East High School SIG Steering Committee met over the course of three days at the Early Learning Center and three days at the District Administration Building from November 9, 2011, through November 29, 2011. Several additional Hazelwood East High School teachers and assistant principals joined in the action planning with the SIG Committee. See Appendix B.

The focus of the action planning was to generate bold new interventions that target the most significant key findings of the needs analysis. All stakeholders worked together in teams and were active participants in the development of action plans, including desired goals, measurable objectives, key strategies, concrete action steps, indicators of success, and methods of documentation. All action plans are responsive to the key findings of the needs assessment and are grounded in baseline data that clearly substantiate the necessity for change.

Further development and refinement of the plan for transformation beyond November 29, 2011, were communicated with district and school leadership and modified accordingly.

Stakeholder Involvement in Planning

The successful implementation of Hazelwood East High School transformation plan "ELEVATE East" requires a unified effort among all key stakeholders in implementing and supporting initiatives. In addition, an external provider, contracted through the Hazelwood School District, will include perspectives from relevant stakeholders in the quarterly and annual monitoring of plan outcomes and subsequent modifications that follow.

The staff and administration of the Hazelwood School District and Hazelwood East High School are committed to this plan and have developed a list of roles for key stakeholder groups:

Students. The most critical stakeholder group is made up of the students. Hazelwood East High School students will be invited and encouraged to generate new thinking regarding student needs and youth development, as well as participate fully in the restructured and innovative academic and mentoring supports, exploration of professional goals and career opportunities, and school-based communication efforts to ELEVATE Hazelwood East High School.

Building Staff. Hazelwood East High School teachers and school leadership will be involved in almost every aspect of plan implementation and together they will build a climate of academic excellence. Teachers will be the ones in the classrooms, working to ensure all students meet the proficiency achievement targets by 2015. Their role will include, among others:

- Implementing an Early Warning System Tool and analyzing student data to inform instruction and maximize student learning and support interventions (Goal 1)
- Aligning Communication Arts and Mathematics curricula to the Common Core Standards and utilizing a technology-based data tracker to assess individual student mastery of specific learning standards (Goal 1)
- Meeting in PLCs to focus on best practices, student exemplars, and strategies for differentiation (Goal 2)
- Participating in targeted professional development via Instructional Coaches and district and school-based professional development in Assessment Literacy and common formative assessments (Goal 2)
- Collaborating with middle school feeder teachers in vertical team planning and ensuring a successful transition to high school for all incoming students (Goal 3)
- Designing and leading sessions for the Spartan U program for Hazelwood East High School parents (Goal 4)
- Participating in a communication committee or school leadership team that proactively inform the Hazelwood East High School community of student achievements and school progress toward transformation (Goal 4 and Goal 5).

LEA Staff. Hazelwood School District will work closely with Hazelwood East High School to ensure the success of this plan for transformation. The Hazelwood School District is committed to implementing a rigorous staff evaluation and professional development tool, providing schools with the operational flexibility needed to meet their student and staff needs, and increasing extended learning opportunities. In addition, district

leadership will continue to expedite current district initiatives, which include Systems Thinking, Assessment Literacy, Professional Learning Communities, and Race and Equity, as described in Section VII C.

Parents. Hazelwood East High School will involve parents in the implementation of the plan by identifying their needs and seeking their input in the school's pursuit to:

- ensure all students experience educational success
- communicate regularly with parents regarding student progress and learning needs
- provide multiple and varied opportunities to engage parents in school and learning-related activities
- increase communication and unified support for the East Side community and feeder system.

Teacher Organizations. Hazelwood East High School teachers and administrators will work collaboratively as members of the ELEVATE East Leadership Team. This committee of building-level educators will meet regularly to discuss relevant academic issues that are vital to the learning environment. Representatives from every core and co-curricular area will engage in dialogue through the PLC model to plan professional development opportunities as well as rewards and incentives for staff and students. Teachers and administrators will also comprise the Problem-Solving Committee, a committee that will address a variety of concerns throughout the building that can hinder cohesiveness among faculty and affect school climate. This committee will meet bimonthly to address these concerns. Both members of Special School District and the Hazelwood NEA will be represented on these committees.

Colleges and Universities. Hazelwood East High School has entered into a partnership with University of Missouri – St. Louis (UMSL) to attract, hire, and retain highly qualified teachers. This partnership involves direct collaboration with the Dean of Teaching and Learning to redesign the teacher training program such that the program will create differentiated staffing and community teachers. In addition, UMSL will support Hazelwood East High School in the design and implementation of the innovative ELEVATE East Fresh Start Academy for students off-track for graduation and the comprehensive Spartan U program for parents.

Local Government and Other Public-Section Representatives. Hazelwood East High School will continue its partnership with Youth In Need, a nonprofit organization that provides a continuum of services dedicated to

building positive futures for the community's most vulnerable children, youth, and families. Students have access to Behavioral Health Resources, a service providing access to crisis intervention services for Hazelwood East High School families to ensure that our community has 24/7 access to mental health professionals and crisis services. Student services available to Hazelwood East High School students also include Children's Service Fund Mission, which is committed to improving the lives of children, youth, and families in St. Louis County by strategically investing in the creation and maintenance of an integrated system of care that delivers effective and quality mental health and substance abuse services.

Business Community. Hazelwood East High School will reach out to the business community and other key community members to engage them in initiatives designed to ELEVATE East, including:

- Creating an East Side Council that will develop and implement annual goals for the entire East Side community and feeder system
- Participating in an evening mentorship program for targeted high needs students
- Hosting, supporting, and encouraging parent participation in Spartan U
- Serving on the governance board to help monitor the plan and communicate progress.

Other Organizations. Organizations such as, but not limited to, Family Solutions for Kids, Covenant House Missouri, and the Safe Schools Healthy Students Initiative program will partner with families at Hazelwood East High School to provide need services.

Table 11 delineates the multiple ways in which stakeholders will be involved in the implementation of the Hazelwood East High School plan for transformation. Each strategy is listed and referenced to the Action Planning documents (see Appendix B). ELEVATE East is a collaborative effort.

Table 11. Stakeholder Involvement in Transformation Plan for Hazelwood East High School

	Students	District Leadership	School Leadership	Teachers	Parents	Community Members	Colleges & Universities
Goal 1: Student Performance							

1.1 Hazelwood East High School will implement an Early Warning System tool.			x	x			
1.2 Hazelwood East High School will design and implement the Spartan Fresh Start Academy to assist off-track students graduate on time.		x	x	x			x
1.3 Hazelwood East High School will restructure the afterschool tutoring, Extra Help, and Credit Recovery programs to increase the impact on student achievement.	x		x	x	x		
2.1 Hazelwood East High School will increase the number of student–teacher contact minutes in Communication Arts and Mathematics courses.			x	x			
2.2 Hazelwood East High School will implement a data-driven inquiry tracking system to monitor student proficiency on curriculum standards in all courses.	x		x	x	x		
2.3 Hazelwood East High School teachers will develop and implement clearly articulated Communication Arts and Mathematics curricula that are aligned to Common Core Standards.			x	x			
3.1 Hazelwood East High School will design and implement a data-driven attendance awareness program to ensure all stakeholders are working together to improve student attendance.	x		x	x	x		
Goal 2: Highly Qualified Teachers	**S**	**DL**	**SL**	**T**	**P**	**CM**	**CU**
1.1 Hazelwood East High School will attract and recruit the best available teachers to apply to teach at East High School.		x	x				x
1.2 Hazelwood East High School will select the best available teachers to hire for East High School.			x	x			x
2.1 Teachers will meet in PLCs for at least 270 minutes every two weeks to collaborate on effective teaching practices, exemplars, and differentiated strategies.			x	x			
2.2 Hazelwood East High School will restructure the Learning Support Team to provide a more effective program and to be more readily available to teachers.		x	x	x			
2.3 All teachers will receive training in and implement Assessment Literacy across all content areas by the 2014–2015 school year.		x	x	x			
2.4 All teachers will receive training in order to		x	x	x			

develop and implement Common Formative Assessments.							
3.1 Hazelwood East High School will use an evaluation tool to develop and retain effective teachers and remove ineffective teachers.		x	x	x			
3.2 All new staff members at Hazelwood East High School, regardless of prior years of experience, will attend new teacher programs at the building and district level.		x	x	x			
Goal 3: Facilities, Support, and Instructional Resources	**S**	**DL**	**SL**	**T**	**P**	**CM**	**CU**
1.1 Hazelwood East High School counseling staff will implement, assess, and review a pre-high school Interest Inventory for all eighth grade students during registration period and use these results to guide student placement.	x		x	x			
1.2 Hazelwood East High School students will identify and create a career path plan by the end of the first semester of sophomore year.	x			x			
1.3 Hazelwood East High School teachers will participate in Vertical Team Planning and professional development with high school and feeder middle school staff.		x	x	x			
2.1 Hazelwood East High School will implement an Early Warning System tool.			x	x			
2.2 The Hazelwood East High School SIG Leadership Team will review and revise current policies and procedures regarding behavior management, tardies, and truancy.	x		x	x	x	x	
Goal 4: Parent and Community Involvement	**S**	**DL**	**SL**	**T**	**P**	**CM**	**CU**
1.1 Hazelwood East High School will initiate the Spartan U program to include activities such as parent conferences, library nights, and parent academies held throughout the school year.	x		x	x	x	x	x
1.2 Hazelwood East High School will provide Spartan U Activity Card incentive to families for tracking attendance at extracurricular activities.			x		x	x	
2.1 Hazelwood East High School will establish a Communication Committee to plan and implement the sharing of positive information about what is going on at Hazelwood East High School.	x		x	x	x	x	
2.2 Hazelwood East High School SIG Leadership Team will create the East Side Council that is composed of parents, community members, and			x		x	x	

staff members from the entire East High School feeder system to increase levels of communication throughout the community.							
Goal 5: Governance	**S**	**DL**	**SL**	**T**	**P**	**CM**	**CU**
1.1 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.		x	x		x		
1.2 Hazelwood East High School and Hazelwood School District administrative teams will collaboratively create and implement a governance board of key stakeholders to monitor the progress of the transformation process, participate in making school wide decisions associated with the transformation plan, and maintain communication with families and the community.	x	x	x	x	x	x	
1.3 Hazelwood East High School administrative team will establish a school leadership team to develop specific school programming and provide information to the governance board to guide decisions.			x	x			

VII I. Competitive Priorities

"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.

Hazelwood School District and Hazelwood East High School have designed and implemented interventions consistent with the final requirements and the competitive priorities established by Missouri Department of Elementary and Secondary Education. As a part of Hazelwood East High School's transformation plan, we have addressed all Competitive Priorities and focused significant attention on each of the Goals of the State Application.

1. Implement one plan.

The transformation plan represented in this SIG application for Hazelwood School District and Hazelwood East High School is the plan for dramatically improving student achievement, teacher quality, instructional resources, parent and community involvement, and governance. In the past, Hazelwood East High School did not receive Title I funds. It is the intent of the district, should that funding allocation change, that this transformation plan will guide and anchor how Title I funds are used at Hazelwood East High School. All other school and/or district improvement plans (e.g., technology plans and professional development plans) will align to the objectives and strategies detailed in this transformation plan. In addition, all goals and benchmarks for student achievement will align with state requirements for adequate yearly progress such that Hazelwood East High School will meet the 100% achievement target for all students by 2015.

2. Set ambitious targets for improvement.

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.

The objectives and strategies of this transformation plan are targeted for aggressive student achievement such that by 2015, 100% of students will score proficient or advanced on the Communication Arts and Mathematics End of Course exams. Implementation of integrated assessment and data systems will enable district and school

leadership and Hazelwood East High School teachers to set rigorous achievement targets quarterly as well as annually in order to elevate and transform Hazelwood East High School into an academically high-functioning high school where every student experiences educational success.

3. Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders—and removing those who are ineffective.

The Hazelwood School District will develop a new teacher and administrator evaluation tool to better evaluate and retain the best teachers and leaders. To that end, Hazelwood School District has developed a Hazelwood Educators Effectiveness Taskforce (HEET), that includes a cross-section of educational stakeholders: classroom teachers, professional development leaders, building and district administrators, teacher association representatives, board of education members, and external educational partner/consultants.

This taskforce will design and implement rigorous and transparent evaluation systems for teachers and administrators that (a) differentiate effectiveness using multiple ratings that take into account data on student growth as a significant factor, (b) facilitate processes for teacher and administrators to gain knowledge and skills necessary to be literate practitioners, and (c) are designed and developed with teacher and administrator involvement. Hazelwood East High School will serve as a pilot school for the new evaluation tool in the 2012-2013 school year and will fully implement the tool in the 2013–2014 school year.

Hazelwood East High School and Hazelwood School District will also work vigorously to recruit highly effective teachers. In partnership with University of Missouri – St. Louis (UMSL), Hazelwood East High School will serve as the pilot school for an innovative teacher preparation program beginning August 2012. In addition, school leaders will develop an effective interview tool 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.

4. Identify high-risk students and create opportunities to succeed.

Hazelwood East High School will use the National High School Center's Early Warning System Tool to identify students at risk of dropping out or delayed graduation. In addition, the implementation of a technology-

based data tracking system to monitor student mastery of specific learning standards and performance on common formative assessments will ensure that assessment for learning drives instruction and informs student learning outcomes. To further promote the continuous use of data, all Hazelwood East High School teachers will spend a minimum of 270 minutes every two weeks in PLCs to analyze student data, identify student learning needs, differentiate instruction, and design targeted interventions for high-risk students.

In partnership with UMSL, an innovative 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 will be piloted in 2013–2014. Based upon extensive research and identified best practices, ELEVATE East Fresh Start Academy will provide double-core content courses with more individualized instruction and a flexible daily schedule starting the 2012-14 school year. Additional opportunities to create success include the following:

- A mandatory afterschool tutoring program
- An expanded credit recovery program for juniors and seniors
- A community and school-based mentoring program
- A career portfolio to identify personal goals for postsecondary success
- Alignment with feeder middle schools to ensure greater success in high school transition.

5. Be bold and innovative.

This transformation plan presents innovative strategies to dramatically improve student learning outcomes as well as each of the identified school improvement areas. Bold and innovative initiatives that ELEVATE East include:

- An early warning system to identify high-risk students as well as the implementation of common formative assessments and a technology-based data tracking system
- The ELEVATE East Fresh Start Academy that provides double-core content courses, individualized instruction, and a flexible daily schedule for students identified as being off-track for graduation
- Serving as a pilot school for the new district teacher and administrator evaluation system that includes

measures of student progress and multiple performance-based assessments

- Job-embedded professional development supported by a Progress-Monitoring Specialist, additional content area instructional coaches, and regular PLC meetings that focus on best practices, student exemplars, and strategies for differentiation for a minimum of 270 minutes every two weeks
- A Spartan U program that provide multiple opportunities for parents to engage with the school and a Spartan U Activity Card to track parent participation
- Creation of 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
- A partnership with University of Missouri – St. Louis (UMSL) and Hazelwood East High School to pilot an innovative teacher preparation program.

All funds from this SIG grant will supplement, and not supplant, the existing state, local, and federal funding that Hazelwood School District and Hazelwood East High School receive.

6. Demonstrate teacher commitment.

The Hazelwood East High School SIG Steering Committee included the Principal, Associate Principal, three teachers, two Instructional Coaches, two parents, two Learning Facilitators, two Learning Coaches, and two Assistant Superintendents. This committee, along with additional teachers and parents who joined, were actively engaged in the needs analysis, identification of key findings, and the development of this transformation plan.

All Hazelwood East High School teachers have been notified of the school plan and required activities of the Transformation model. If any of those current faculty members do not wish to work at Hazelwood East High School through the Transformation process, the school will notify the district human resources department and allow teachers to transfer in accordance with district policy. In so doing, all teachers who remain at Hazelwood East High School are committed to fully implementing this transformation plan.

Central Middle School

VII.A Needs And Capacity

This application is a culmination of the hard work and diligent planning from Hazelwood School District (HSD) in partnership with Hazelwood Central Middle School (CMS, Tier II). With the assistance of American Institutes for Research (AIR), HSD in partnership with Hazelwood Central Middle School conducted a needs analysis in November 2011 that has led to the development of this school improvement plan. The interview report from the needs assessment are available in Appendix G.

This needs analysis was a thorough examination of the following aspects of CMS (and where applicable Hazelwood District):

- Student performance
- Curriculum development and learning management
- Professional development
- Safe, secure, and engaging environment
- Parent and community involvement
- Information technology and data management
- Human resources
- Leadership and governance
- Fiscal and budget systems

A Brief History of Central Middle School

In 2007 HSD opened four new middle schools to address overcrowding at the two existing middle schools. These new schools, including CMS, opened for the 2007–08 school year. When these schools were opened, the

district made several other changes to support student achievement at the middle school level, including the following:

- Moving from a junior high structure to a middle school model
- Changing from semesters to trimesters
- Changing to a block schedule, so students have 85 minutes of math and communication arts instruction every day

VII.A.1 Demonstration of Significant Need

The data submitted through the needs analysis strongly supports the decision to select the transformation option for Central Middle School. The data submitted and analyzed show the following significant results:

Goal 1. Student Performance

Need: Increase the number of CMS students scoring proficient or advanced on the state communication arts assessments. Currently, 60 percent or more of CMS students are scoring basic or below in communication arts.

Evidence: CMS's report card indicated that the majority of students are scoring basic or below basic in communication arts for all grade levels. Sixty-eight percent of Grade 6 communication arts students are performing at basic/below basic levels. Sixty-three percent of Grade 7 communication arts students are performing at basic/below basic levels. Sixty-six percent of Grade 8 communication arts students are performing at basic/below basic levels. Further, several interview respondents indicated that reading and literacy skills are an area of need for CMS.

Need: Increase the number of CMS student scoring proficient or advanced on the state mathematics assessments. Currently, 60 percent or more of mathematics students scored basic or below basic on the mathematics Measures of Academic Progress (MAP)/grade level assessment (GLA).

Evidence: CMS's report card indicated that the majority of students are scoring basic or below basic in mathematics arts for all grade levels. Sixty-three percent of Grade 6 mathematics students are performing at basic/below basic levels. Sixty percent of Grade 7 mathematics students are performing at basic/below basic levels. Sixty percent of Grade 8 mathematics students are performing at basic/ below basic levels. However, 100 percent of algebra students scored proficient or above on the end of course (EOC) exams. Algebra I students also have a higher participation rate for eValuate than students in other mathematics classes.

Need: Improve correlation between benchmark assessments, Scholastic Reading Inventory (SRI) and Evaluate, and MAP/GLA scores.

Evidence: MAP assessment data is inconsistent from grade to grade and year to year. According to SRI assessments, 367 or 56 percent of CMS students read on a proficient or advanced level, and 289 or 44 percent are reading below level. A comparison between MAP and SRI scores shows students' scores on SRI are significantly higher. Of two student cohorts compared, one scored 31.5 percent on MAP and scored 54 percent on SRI, and the other scored 37 percent on MAP and 61 percent on SRI.

Need: Address issues of consistency in regard to school and staff expectations of student achievement.

Evidence: According to the Missouri School Improvement Program (MSIP) survey, students at Central Middle report that they are routinely asked to do rigorous work and expected to learn and succeed. Teacher survey responses show that expectations for curriculum alignment and instructional expectations do not align. Surveys also show that expectations of students are not consistent among teachers, administrators, and support staff.

Need: Increase the number of CMS students scoring proficient or advanced on state science assessments. Currently, 89 percent of CMS eighth-grade students scored basic or below in science.

Evidence: On the spring 2011 MAP assessment, 21 percent of eighth-grade students scored proficient or advanced.

Goal 2. Highly Qualified Staff

Need: There is need for a clear and consistent focus for professional development, aligned with school goals and plans.

Evidence: There is a general lack of alignment for professional development among staff and various school plans and documents. There were some inconsistencies related to support for professional development (PD) and implementation of resources from both teacher and leader respondents within the school survey. This need is also shown in the accountability plan and PD calendar through a lack of correlation of topics on these plans. Interview report responses show inconsistency around reported school goals. The accountability plan and PD goals are also inconsistent with the interviews and PD calendar.

Goal 3. Facilities, Support, and Instructional Resources

Need: Resources are needed to support non-proficient students, particularly reading and mathematics specialists and supplementary materials.

Evidence: Participants at the needs assessment were concerned that the resources available within the school do not meet the needs of their students—in particular, students with individual education programs (IEPs) and economically disadvantaged students. Participants cited that that although 12 percent of students have IEPs, 86 percent of those students are not proficient in mathematics, and 82 percent are not proficient in communication arts. Further, interview respondents suggested a need for stronger alignment of curriculum and supplementary materials. Interview respondents also suggested several areas in which the school could use improvement, including reading and mathematics specialists, manipulatives and reading materials, parent education materials, community partnerships, and after school activities.

Need: Reduce incidence of disruptive behavior and insubordination that could impact student achievement.

Evidence: School referral and behavior data showed that students exhibit disruptive and insubordinate behavior. According to CMS referral data, 46 percent of students received referrals due to disruptive behavior, and 18 percent of students received referrals for insubordination. The Safe Schools Report breaks out instances of fighting on school property in the last year—15 percent of students have been involved once, 12 percent of students have been involved two to three times, and 9 percent of students have been involved four or more times. This report also includes data on instances of bullying by students. Students reported that they have been bullied by other students within the last year as follows: 10 percent report one instance of bullying, 6.6 percent report two to three instances, and 1.3 percent report four or more instances of being bullied. Most incidents occur in the classroom and hallway.

Goal 4. Parent and Community Involvement

Need: Improve communication between home and school regarding the middle school experience and the transition to high school.

Evidence: Surveys indicated that although parents are not unhappy with CMS, they are not completely satisfied with the students' environment at school. These surveys further showed that more than half of CMS students do not regularly talk to their parents or caregivers about their progress at school. School interviews suggested there are inconsistent beliefs about student achievement at CMS. When asked if all students ("in your class" for teachers or "in your school" for administrators) could achieve, respondents indicated that they believed from 50 percent to 90 percent of students were capable of achieving.

Goal 5. Governance and Leadership

Needs: Teams, committees, and professional learning communities (PLCs) at CMS have not focused historically on developing, monitoring, supporting, and evaluating programmatic offerings in a systemic and data-driven manner.

Evidence: CMS currently has loosely -connected teams, committees, and professional learning

communities in place that will be utilized in future school improvement grant (SIG) plan implementation and monitoring. Grade-level teams (consisting of instructional coaches, team leads, assistant principals, and counselors) and the administrative team (consisting of principals and district learning facilitators) currently meet regularly. A new comprehensive body, the school leadership team, will be established in an effort to provide effective oversight of SIG plan implementation. Specifically, the school leadership team will take on the additional role of developing, monitoring, supporting, and evaluating the implementation and outcomes of the SIG in a data-driven manner as described within the Goal 5—Governance section.

Table 12. Alignment of Key Findings of the Needs Analysis and the Goals, Objectives, and Strategies of the School Implementation Plan

Needs Statement of the Needs Analysis of Central Middle School	Objective or Strategy of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR1	YR2	YR3
Increase the number of CMS students scoring proficient or advanced on the state communication arts assessments. Currently, 60 percent or more of CMS students are scoring basic or below in communication arts.	Objective: By the year 2015, 100% of the CMS students will score Proficient or Advanced on the Missouri Grade Level Communication Arts Assessment from a baseline of 34% Proficient in the 2010–11 school year.	X					X	X	X
	Strategy 1: Research, identify or develop, and implement rigorous instructional lessons and strategies focused on content-area literacy activities that are research- and/or promising practice-based, standards-based, and data-driven and increase students' time on task.						X	X	X
	Strategy 2: Research, identify or develop, and implement rigorous instructional lessons and strategies focused on experiential learning that are research- and/or promising practice-based, standards-based, data-driven and increase students' time on task.	X						X	X
	Strategy 3: Redesign the Academic Excellence Program to include need-based grouping and structured response to intervention activities.	X					X	X	X
	Strategy 4: Research, develop or identify, and implement a research-based effective reading program, such as Read 180 and Systems 44.	X		X			X	X	X
	Objective: By the end of the 2014–15 school year, 100% of CMS students will monitor academic growth and communicate learning and career goals.	X		X				X	X
	Strategy 1: Students will create and actively use student portfolios.	X		X				X	X
	Strategy 2: Students, parents, and teachers will participate in student-led conferences.	X		X	X		X (Dev)	X	X

Needs Statement of the Needs Analysis of Central Middle School	Objective or Strategy of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR1	YR2	YR3
Increase the number of CMS student scoring proficient or advanced on the state mathematics assessments. Currently, 60 percent of more of mathematics students scored basic or below basic on the mathematics MAP/GLA.	Objective: By the year 2015, 100% of the CMS students will score Proficient or Advanced on the Missouri Grade Level Mathematics Assessment from a baseline of 39% Proficient in the 2010–11 school year.	X					X	X	X
	Strategy 1: HCMS mathematics teachers will implement a revised curriculum that (a) is vertically aligned from one grade to the next and aligned to state standards, (b) includes researched-based learning strategies, and (c) is rigorous, based on the Hazelwood scoring guide for rigor.	X					X	X	X
	Strategy 2: Redesign the Academic Excellence program to include need-based grouping and structured response-to-intervention activities.	X					X	X	X
	Strategy 3: Research, identify or develop, and implement rigorous instructional lessons and strategies focused on content-area numeracy activities that are research- and standards-based and data-driven and increase students' time on task.	X					X (Dev)	X	X
	Objective: By the end of the 2014–15 school year, 100% of CMS students will monitor academic growth and communicate learning and career goals.	X		X				X	X
	Strategy 1: Students will create and actively use student portfolios.	X		X				X	X
	Strategy 2: Students, parents, and teachers will participate in student-led conferences.	X		X	X		X (Dev)	X	X

Needs Statements of the Needs Analysis of Central Middle School	Objective or Strategy of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR1	YR2	YR3
Provide clear and consistent focus for professional development, aligned with school goals and plans.	Objective: By the end of the 2012–13 school year, HCMS will develop, implement, and begin monitoring a clear professional development plan that is aligned with school plans and SIG priorities and based on site-level needs.	X	X	X			X	X	X
	Strategy 1: The Professional Development Committee will create, implement, and begin monitoring a comprehensive and aligned professional development plan.	X	X	X			X	X	X
	Strategy 2: CMS will ensure that the HSD pillars of professional learning communities, assessment literacy, race/equity, and systems thinking are embedded within professional learning opportunities for all staff.	X	X	X			X	X	X
Provide resources to support non-proficient students, particularly reading and mathematics specialists and supplementary materials.	Objective: By the beginning of the 2012–13 school year, CMS staff will implement a program to support struggling students in the areas of reading and mathematics across all grade levels and assessed subjects.								
	Strategy 1: Research and identify or develop a high-quality reading academy summer program.	X		X			X	X	X
	Strategy 2: Research, identify and develop a high-quality mathematics academy summer program.	X		X			X	X	X
Reduce the incidence of disruptive behavior and insubordination that could impact student achievement.	Objective: The percentage of student disruptive behavior referrals will decrease from a baseline of 65% to 25% by the end of the 2013–14 school year.	X		X			X	X	X
	Strategy 1: Implement a 20-minute "Successful Start" advisory period at the beginning of the school day that will improve relationships between staff and students and increase structure within the school day.	X		X			X	X	X
Improve communication between home and school regarding the middle school experience and the	Objective: By 2014, CMS will improve school-family relationships. Focus areas will include students' academic achievement and social growth, as measured by an increase in the number of positive contacts and relationships.								

Needs Statements of the Needs Analysis of Central Middle School	Objective or Strategy of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR1	YR2	YR3
transition to high school.	Strategy 1: Provide opportunities for and encourage parents to participate in fall and spring conferences and other school-sponsored workshops, activities, or programs.	X		X	X		X	X	X
	Strategy 2: Teachers will increase the number of positive parent contacts regarding academic and behavioral progress and upcoming events through a variety of methods.	X		X	X		X	X	X
	Strategy 3: CMS will effectively involve community members and organizations within the education environment.	X		X	X		X (Dev)	X	X
Governance	Objective: The HCMS administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide HCMS through the transformation process.					X	X	X	X
	Strategy 1: The CMS administrative team in collaboration with district administration will design a governance structure that clearly defines procedures for transformation strategy implementation and evaluation and creates a format for communication to relevant stakeholders regarding decisions made during the transformation process.					X	X	X	X
	Strategy 2: The CMS administrative team in collaboration with district administration will create and implement a governance board of key stakeholders to monitor the progress of the transformation process, participate in making school wide decisions associated with the transformation plan, and maintain communication with families and the community.					X	X	X	X
	Strategy 3: The CMS administrative team will establish a school leadership team to develop specific school programming and provide information to the governance board to guide decisions.					X	X	X	X

Methodology

The needs analysis included several data sources and the perspectives of multiple school and district stakeholders. Data were collected through district administrator interviews, school administrator interviews, and teacher interviews. School-level documents were reviewed by participants, including the School Accountability Plan and the Safe and Healthy School report. The school provided summary data on school discipline and attendance for the 2011–12 school year to-date, and the principal filled out a School Profile and Programs Organizer for analysis at the needs assessment meeting. In addition, Missouri assessment performance scores for reading and math, SRI levels, and other school-generated student data such as monthly eValuate scores were analyzed. Three administrators, one counselor, and three teachers participated in interviews.

Administrator and Teacher Interviews. During the month of November 2011, AIR conducted multiple administrator and teacher interviews that examined the following topics:

- Curriculum alignment
- Instructional materials
- Academic support
- Professional development
- Collaboration
- Instructional leader/content coach
- Support for new teachers
- Climate and culture

Data were analyzed for content. The domains and the topics under each domain structured the analysis (see Table 13). The analysis focused on presenting majority as well as minority opinions of the respondents and presenting viewpoints of both administrators and teachers. For each topic addressed, all responses were read, coded, and synthesized. A single report for administrator interviews and teacher interviews was written and used in the development of the SIG application.

Table 13. 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

Analysis of Documents. During November 2011, CMS and AIR gathered the following documents for analysis. The School provided additional documents, which were not provided to be included in this report.

- Hazelwood Central Middle School: Interview Report
- Safe Schools/Healthy Students: Hazelwood Central Middle School Student Survey Findings, 2008-2011
- Cycle 4 Advanced Questionnaire – Certified Faculty/Frequency Distribution Report
- 2011-2012 Hazelwood Central Middle School Accountability Plan
- SRI Proficiency Report, 8/15/11-5/31/12
- Central Middle School Referrals, August-October, 2011
- Missouri Assessment Program/Achievement Level
- School Accountability Report Card
- Preliminary MAP MPI Calculations
- Overall Scores and Participation (eValuate)

Needs Analysis Meeting. Stakeholders from the CMS community reviewed the results of the interviews and the aforementioned documents during a needs analysis meeting that took place on November 9, 2011. 1 district administrator, 3 district coaches, 1 school administrator, 4 teachers, 2 school staff, and 1 parent from the CMS community participated in this meeting. It was during this analysis of data that the school community generated the results of the needs analysis, with facilitation from AIR staff.

Selected Intervention

At CMS, HSD has elected to implement the transformation model.

HSD reviewed the four intervention models and determined that two of the models, restart and school closure, were not reasonable choices. In the state of Missouri, based on statute, charter schools are allowable only in the city of St. Louis and Kansas City. This limitation eliminates the restart model. Two new middle schools were built five years ago to address overcrowding in the district. Closing CMS and redistributing those students among the other four middle schools would result in overcrowding.

HSD chose the transformation model for the East Middle School SIG process as part of Cadre I and 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.2 Demonstration of Capacity

HSD has the capacity to use school improvement funds to provide adequate resources and related support to CMS (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 CMS's and each HSD site's unique needs. Ongoing planning, implementation, monitoring, and evaluation of the required activities are