key component of the 2012–13 HSD accountability plan.

The district has the capacity to implement federal large-scale grants, evidenced by its management of an annual $250 million budget, which includes an annual $5 million federal program budget and a three-year $6 million federal Safe Schools/Healthy Student grant. The district has demonstrated its success in implementing SIGs; Hazelwood East Middle School received a $5.3 million SIG as part of Cadre I. Because HSD has focused its work in the last five years, the management of all federal, state, and district funding has been used toward research-based initiatives for all schools, with extra resources going to schools in need of additional support.

Recent School Improvement Initiatives

Multiple initiatives have been implemented to improve achievement in the district.

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

District wide, there has been several other improvement initiatives implemented, described in Table 14.

Table 14. School Improvement Initiatives Implemented by Hazelwood School District

• Accountability Plan
• Common Assessments
• Culturally Responsive Teaching and Learning
• Data-Driven Decision Making for Results
• Data Teams
▪ Grade Level: Grade Level, Team, or Department Data Teams
▪ Building: Professional Development Committee
▪ District: Data and Assessment Meeting
• Standards-Based Curriculum
• Focus on Student Engagement
• High-Quality Teachers
▪ Recruitment
▪ Hiring
▪ Induction
▪ Mentoring
▪ Teacher Evaluation
• Instruction Focused on Using Best Practices
▪ Marzano's *Classroom Instruction That Works*
▪ Webb's *Depth of Knowledge* (DOK)
• Lesson Design
• Positive Behavior Intervention Support (PBIS)
• Professional Learning Communities (PLCs)
• Response to Intervention (RTI)
• Walkthroughs

Additionally, HSD has begun the work of designing a new teacher and administrator evaluation system. A description of the district plan for the teacher and administrator evaluation system is included in the HSD plan, Strategy 4.4.

CMS acknowledges that in order to make significant improvement in student achievement, continuing activities, which are incorporated into the plan, must be reconsidered and adjusted to be aligned with the plan and be more effective.

PLCs. HSD began a district wide initiative to implement PLCs at the beginning of the 2011–12 school year. This strategy has required a shift in operations in the school and in the staff conceptualization of collaborative time. Successful implementation of PLCs is essential to the success of this plan. PLCs are at the center of the new "improvement cycle," which is at the center of the CMS plan (discussed in the following

section). In order to implement this plan, CMS will work to ensure the school's PLC's are consistently structured and organized to be collaborative and reflective communities focused on examining teacher practice to improve student outcomes.

PBIS. HSD has started implementing PBIS in its schools during the last several years. Although the needs assessment showed there have been some improvements in student behavior, there is still progress to be made. In addition to working toward full implementation of PBIS, the CMS plan sets aside specific time within the school schedule to improve staff and student relationships and focus on PBIS lessons during the Successful Start advisory program.

Local Education Agency (LEA) Plan. The plan developed by HSD and CMS to implement the transformation intervention at CMS is detailed, aligned with the needs analysis results, and aligned with the requirements of the transformation model. A narrative description of the plan follows. The full plan details can be found in Appendix F, including the following:

- Responsible staff members for each strategy
- Timelines for each strategy and action step
- Identification of pre-implementation activities
- Funding sources (further funding details can be found in the CMS plan budget)
- Progress measures for each strategy
- Planned district support and oversight

The New Improvement Cycle. Likely, the most powerful component of the CMS plan is a new continuous improvement cycle. This cycle is being implemented in the instructional program areas of the plan and includes two simultaneous cycles of improvement—one focused on instructional improvement, the other focused on program implementation. The instructional improvement cycle is a form of embedded PD that involves collegial walkthroughs and review and discussion in PLCs. The program improvement cycle involves monitoring walkthroughs and review and revision of program implementation with the school leadership team

(SLT). The two cycles interact through the participation of PLC members in the SLT. This interaction allows colleagues to focus on formative, non-evaluative observation and feedback. However, it also provides a mechanism to identify areas of needed additional PD, support, and/or accountability where there are challenges or poor implementation among PLCs. Monitoring and improvement are further facilitated through the use of specific and consistent monitoring rubrics aligned with the plan objectives.

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.

In an effort to redesign and refocus instruction at CMS, several objectives have been developed to address content-area student achievement needs, not losing sight of an integrated 21st-century learning approach. Objectives 1 and 2 focus on showing increases in student learning through achievement on state mathematics and communication arts assessments. However, CMS considers it important that it does not lose sight of all subjects (and in particular, the other core subjects of science and social studies). Thus, these objectives include strategies focused on cross-content-area literacy and numeracy in addition to reading and mathematics. The need for students to be at the center of their own learning experiences led to the development of the third objective to empower students to monitor and reflect on their own learning.

Objective 1: By the year 2015, 100 percent of the CMS students will score proficient or advanced on the Missouri Grade-Level Communication Arts Assessment, from a baseline of 34 percent proficient in the 2010–11 school year. Three strategies will spearhead CMS's efforts to accomplish this objective. During the first year of the plan, CMS will *redesign the academic excellence (AE) program to include needs-based grouping and structured response to intervention activities and research, identify/develop and implement rigorous instructional lessons and strategies focused on content-area literacy activities that are research-based and/or promising practice-based, standards-based, data-driven, and increase students' time-on-task* to differentiate support and meet the needs of all students. Redesigning the AE program will accomplish this objective through student placement within subject- and level-based courses that are determined by their needs.

AE courses will be differentiated to challenge and meet the needs of all students—those who are struggling and those who are excelling—and will utilize project-based learning to engage students. Student progress will be monitored during the AE time, and students will be regrouped, based on need, every six weeks.

The other strategy to be implemented in Year 1 that will reach all CMS's student learning needs is content-area literacy. Results in districts such as Brockton, Massachusetts, have shown that a focus on cross-content-area literacy can harness collective efforts and energize a school, increasing student learning in all subject areas, not just reading. Although CMS has not planned to directly revise its communication arts curriculum, it will participate in and benefit from the revision and alignment efforts of the district, detailed in Section VII.C.

Implementing AE includes the following:

- Restructuring AE to include needs-based grouping and RTI.
- Providing teachers with high-quality professional development on new AE structure and instructional content.
- Identifying and placing students, based on need; reassess; and assign every six weeks.
- Developing and implementing project-based learning within AE.
- Monitoring and improving through CMS improvement cycle.

Implementing content-area literacy includes the following:

- Providing teachers with high-quality PD on content area literacy.
- Researching, developing, and integrating content-area literacy curricula across content areas.
- Monitoring and improving through CMS improvement cycle.

Although these two strategies will reach all CMS students, and CMS staff believes student academic gains will be realized from implementing these programs alone, the reality of quick improvement required by the SIG necessitates a program to further give students who are significantly below grade level the tools necessary to be successful. Currently, academic interventions at CMS are not implemented consistently across grades and subjects, but left to the discretion of individual teachers and students. To ensure that struggling students at CMS

are identified and served, CMS will *research, develop/identify and implement a research-based effective reading program, such as Read 180 or Systems 44.* The program will be geared towards students who are currently two grade levels or more below their current grade and provide targeted reading instruction to give these students the additional support they need to make significant gains on communication arts assessments and benefit fully from other school strategies that may otherwise be challenging.

Implementing reading intervention includes the following:

- Selecting and purchasing an intervention program.
- Providing high-quality PD to staff.
- Implementing program and monitoring for fidelity.
- Monitoring and improving through CMS improvement cycle.

During the second year of plan implementation, CMS will take what it learned about implementing the cross-grade and subject-area strategies and lessons of cross-content-area literacy to deepen and expand student learning. The 'lessons learned' from the first year of plan implementation will strengthen CMS' ability to successfully *research, identify/develop, and implement rigorous instructional lessons and strategies focused on experiential learning that are research-based and/or promising practice-based, standards-based, data-driven, and increase students' time-on-task.*

Implementing experiential learning includes the following:

- Providing teachers with high-quality PD on experiential learning.
- Researching, developing, and implementing experiential learning lessons and activities.
- Developing and administering pre-assessment and post-assessment.
- Monitoring and improving through CMS improvement cycle.

Objective 2: By the year 2015, 100 percent of the CMS students will score proficient or advanced on the Missouri Grade-Level Mathematics Assessment, from a baseline of 39 percent proficient in the 2010–11 school year. Three strategies will lead to the accomplishment of this objective. During the first year of plan

implementation, *Hazelwood CMS 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, in order to realign and strengthen mathematics instruction, and redesign the AE program to include needs-based grouping and structured RTI activities* to improve mathematics instruction provided through AE. This program will include both reading and mathematics instruction and has been included in both of these objectives. However, AE is a single program at CMS, which serves all students.

Implementing the revised mathematics curriculum includes the following:

- Adopting curriculum in place at East Middle School.
- Training appropriate staff.
- Implementing curriculum and utilizing associated materials.
- Monitoring and improving through CMS improvement cycle.

Implementing AE includes the following:

- Restructuring AE to include needs-based grouping and RTI.
- Providing teachers with high-quality PD on new AE structure and instructional content.
- Identifying and placing students, based on need; reassess; and assign every six weeks.
- Developing and implementing project-based learning within AE.
- Monitoring and improving through CMS improvement cycle.

During the second year of plan implementation, CMS will take what it learned about content-area literacy to deepen and expand student learning content-area numeracy. The 'lessons learned' from the first year of plan implementation will strengthen CMS's ability to *successfully research, identify/develop, and implement rigorous instructional lessons and strategies, focused on content-area numeracy activities that are research-based and standards-based, data-driven, and increase students' time-on-task.* Content-area numeracy strategies will be integrated across subjects to strengthen students understanding of numeracy concepts and their application outside of the mathematics classroom.

Implementing content-area numeracy includes the following:

- Providing teachers with high-quality PD on content-area numeracy.
- Researching, developing, and integrating content-area numeracy curricula across content areas.
- Monitoring and improving through CMS improvement cycle.

Objective 3: By the end of the 2014–15 school year, 100 percent of CMS students will monitor academic growth and communicate learning and career goals. CMS believes that students will be more engaged in their own learning and have a better understanding of the concepts learned and their applications if their students are responsible for planning for, monitoring, and reflecting on their own learning. This objective will be accomplished through two strategies implemented in the third year of the plan. *Students will create and actively use student portfolios, and students, parents, and teachers will participate in student-led conferences.* Although these strategies are both seen as important to achieving CMS's overall vision of an empowering, student-centered learning environment, they have been planned in the third year to ensure that the whole plan can be implemented with fidelity once foundational curricular and instructional practice adjustments are in place. The strategies in Objectives 1 and 2 will require instruction at CMS to change and will take time to be successfully implemented. By focusing on the student-centered strategies in the third year, there will be fewer other new strategies to focus on during development, and both staff and students will not be tasked with mastering these new strategies and associated actions and skills during the time that instruction is going through a large overhaul. CMS staff will learn from North Middle School staff that is already implementing these strategies. Through their participation in the student portfolios and student-led conferences, students at CMS will be responsible for and capable of monitoring, reflecting on, and explaining their own learning.

Implementing student portfolios includes the following:

- Collaborating with North Middle for "lessons learned."
- Developing portfolio related materials (rubrics, guides, and so forth).
- Setting goals with students.
- Monitoring and reflecting on student progress.

- Monitoring and adjusting implementation.

Implementing student-led conferences includes the following:

- Collaborating with North Middle for "lessons learned."
- Preparing staff, students, and parents for conferences.
- Monitoring student conferences.
- Monitoring and adjusting implementation.

Goal 2: Highly Qualified Staff

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

Successful implementation of the CMS plan will require many changes on the part of CMS staff, and will require that staff are able to implement those changes successfully. Additionally, CMS has experienced little staff turnover in the last three years. Although some turnover can be expected as part of the transformation process, CMS determined it would be most beneficial to focus on strengthening current staffs' ability to implement the plan. The needs assessment showed PD at CMS is not currently focused or aligned with any plan. For these reasons the main focus of the plan for Goal 2 is to develop and monitor a comprehensive and aligned professional development plan.

By the end of the 2012–13 school year CMS will develop, implement, and begin monitoring a clear PD plan that is aligned with school plans, SIG priorities, and based on site-level needs. CMS will prepare staff to implement the plan with fidelity through *the professional development committee that will create, implement, and begin monitoring a comprehensive and aligned PD plan* to strengthen PD, and *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* to align with district priorities.

Although CMS has had a PD committee in the past, this group has not been fully implemented within the last few years. The re-created committee will be responsible for overseeing the creation of a PD plan that is aligned with the school improvement grant plan, and for monitoring the implementation of the plan. This responsibility will help ensure that all staff has the same understanding of key areas of the plan, and that the whole school is focused on the key strategies and concepts.

Implementing the PD plan includes the following:

- Creating the committee.
- Developing the PD plan aligned with this plan and started from a baseline of current staff needs in the areas of the plan.
- Implementing and monitoring the plan based on SLT implementation monitoring feedback.

HSD has adopted four pillars to organize its vision for successful schools and has begun implementing those pillars within the schools. However, not all of the pillars are in the same phase of development and implementation. For that reason, the strategy to embed the pillars within the CMS's PLCs is a three-year strategy. As the district rolls out implementation of the pillars, CMS will focus on embedding the values of those pillars within the activities of their PLCs.

Embedding the four pillars within CMS's PLCs includes the following:

- Finding opportunities for job-embedded professional development related to the four pillars and 21st-century skills.
- Supporting fully implementing PLCs and assessment for learning (Years 1 to 2).
- Supporting fully implementing systems of thinking and race and equity (Years 2 to 3).

Goal 3: Facilities, Support, and Instructional Resources

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

As a means of determining which strategies related to Goal 1 to plan for and which strategies related to Goal 3 to plan for, CMS determined that those strategies related to already existing instructional structures within the school day would go within Goal 1 and those strategies which take place before or after the existing school-day structure would go in Goal 3. This division is for organizational purposes only and is not intended to mean that CMS does not consider the strategies within supports and structures to be vital to their plan to improve instruction and student learning. The objectives within this goal focus on (1) improving academic support to students and (2) improving nonacademic support to students.

Objective 1: 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. Although included separately as *research, identify/ develop a high quality Reading Academy summer program* and *research, identify, and develop a high quality Math Academy summer program*, these two strategies are essentially a single program, with instruction focused on reading and mathematics. The summer academy program will allow CMS to extend learning time for those students who need it most (students two years or more below grade level) to help catch them up to their peers, while working to avoid the often cited "summer loss" that students experience.

Implementing the summer academy includes the following:

- Identifying students most in need of additional instructional time and discuss needs with parent/guardians.
- Developing reading and mathematics academy curriculum and lessons.
- Establishing baselines and assess student gains.
- Monitoring and improving through CMS improvement cycle.

Objective 2: The percentage of student disruptive behavior referrals will decrease from a baseline of 65 percent to 25 percent by the end of the 2013–14 school year. CMS will *implement a 20-minute "Successful Start" advisory period at the beginning of the school day, which will improve relationships between*

staff and students and increase structure within the school day. The intention of the Successful Start program is to help reduce nonacademic time during academic classes and AE, decrease unstructured time during the school day, and help prepare students for their school day, while decreasing tardiness, and provide opportunities to focus on staff and student relationships and strengthening PBIS implementation at CMS.

Implementing the Successful Start advisory period includes the following:

- Developing and providing lessons for PBIS, student organization, and preparedness.
- Analyzing behavior and attendance data.
- Monitoring and adjusting program implementation.

Goal 4: Parent and Community Involvement

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

The CMS plan for parent and community involvement has a threefold approach. First, CMS will increase and improve communication between school and home; second, the school will improve relationships and supports for parents and families; and third, the plan will involve a community within the school and create opportunities for the community to support the school and its families. The needs assessment and planning team noted that communication is not strong, and the community does not participate in the school and school activities frequently. In particular, improving these relationships and involvement are important for other aspects of the plan such as experiential learning.

CMS will improve school-family relationships. Focus areas will include students' academic achievement and social growth, measured by an increase in number of positive contacts and relationships. The first year of plan implementation will focus on the most direct and immediate stakeholders for student success at CMS. The school will better serve students by *providing opportunities for and encouraging parents to participate in fall and spring conferences and other school-sponsored workshops, activities, or programs* and

on the objective that *teachers will increase the number of positive parent contacts regarding academic, behavioral progress and upcoming events through a variety of methods.* Through these strategies, CMS will increase the opportunities for parents and families to participate in the school, for the school to better serve its parents and families, and for the improvement of relationships between the school and parents and families, with a focus on positive communications.

Increasing parent involvement in the school includes the following:

- Completing a parent needs assessment and engagement survey.
- Creating a parent involvement plan.
- Inviting and encouraging participation.
- Developing family and community events/workshops.
- Monitoring and adjusting plan and activities.

Implementing positive school communication with parents and families includes the following:

- Developing a school-home communication plan.
- Increasing positive/regular contact with the home regarding academic and behavioral progress, utilizing multiple modes of communication.
- Monitoring and adjusting plan.

At the end of the first year of the plan, CMS will begin to plan for stronger community involvement to be implemented in the second year. *CMS will effectively involve community members and organizations within the education environment*. In the first year CMS will survey students for interests so that the school can begin outreach to the community that will serve those students' interests and needs during the second and third year of the plan.

Increasing community involvement within the school includes the following:

- Completing a student interest survey.

- Coordinating outreach to community.
- Developing co-curricular and extracurricular activities.
- Collecting and evaluating feedback.

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.

The CMS plan for governance of the plan is highly integrated with the HSD plan. The plan creates a governance structure similar to other nonprofit boards, through the implementation of a governance board to oversee the plan, parallel to school administration. The oversight nature of the governance board requires another, more active entity within the school for the plan to be successful. A school leadership team embedded within the school fulfills the need for active and regular monitoring of the plan within the school. The importance of the governance plan is even greater due to district plans to replace the principal at CMS. Success and implementation of large portions of the plan will be dependent on a strong leader, aligned with the goals and objectives of the plan, to be in place before the beginning of the 2012–13 school year.

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. Strong governance and leadership will be key to the successful implementation of the CMS plan. With this need in mind, *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. 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 to create a governance oversight and guidance structure and process. However, similar to other governing boards, this group's activities will not have a direct role on the implementation and monitoring of the plan in the school on a daily basis. Rather, the oversight component of the governance structure will provide direction and guidance on the plan's implementation.

Implementing the governance structure includes the following:

- Selecting, hiring, and coaching CMS principal.
- Designing model and procedures to oversee implementation and evaluation of transformation model with transparency.
- Reviewing roles of important school stakeholder groups to ensure an active and important role in decision making.
- Implementing, monitoring, and evaluating governance model.

Creating a governance board includes the following:

- Identifying and recruiting key stakeholder groups.
- Providing training to governance board on procedures, roles, and responsibilities.
- Implementing governance board to maintain communication between school community and district.
- Empowering the governance board to monitor implementation of the transformation model and participate in key decision making.
- Evaluating the effectiveness of the governance board.

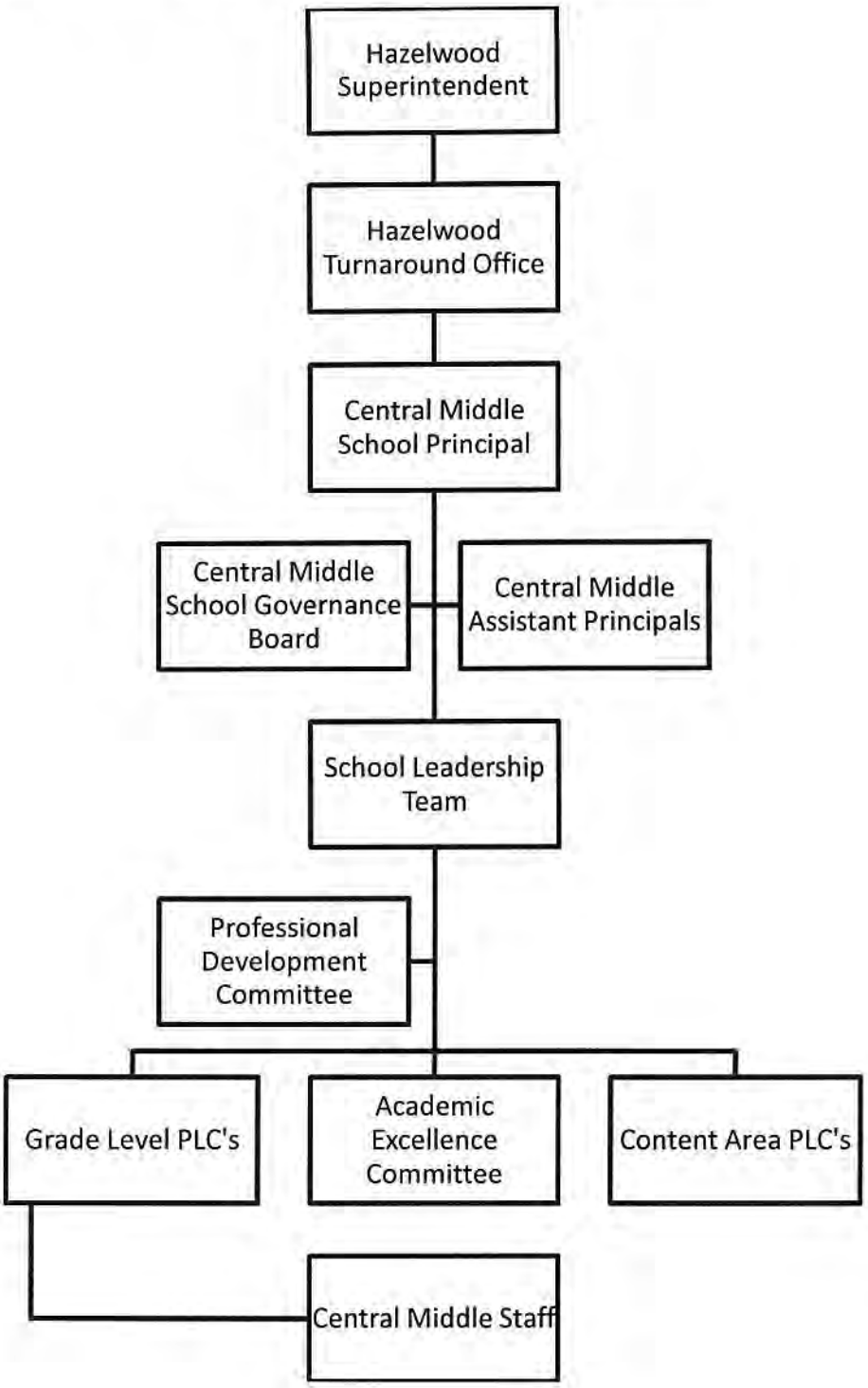
The plan proposed by CMS is a demanding and complex plan. For the implementation of this plan to be a success there will need to be a governance structure active within the school on a regular, ongoing basis. To meet this need, *the CMS administrative team will establish a school leadership team to develop specific school programming and provide information to the governance board to guide decisions*. The leadership team will include membership representative of multiple grades, departments, and, most important, PLCs, in addition to school administrative and instructional leadership. The SLT will meet regularly and be composed of six to 10 direct school stakeholders to actively monitor and adjust implementation of the CMS plan. The performance of

teachers and staff will be observed, monitored, and evaluated by the SLT. Nonmonetary rewards will be awarded to individual staff members, core and noncore subject teachers, who are all equally eligible for school wide performance recognition. Teachers will be recognized at school events for contributions to student achievement through MAP and eValuate scores in core areas and in noncore areas by emphasizing either math or reading strategies in their classrooms and incorporating math or reading growth in their daily lessons. Teachers may receive nonmonetary rewards such as designated parking spaces or school spirit items.

Implementing an SLT includes the following:

- Identifying and recruiting key internal stakeholder groups.
- Developing and monitoring programming specific to plan implementation.
- Recognizing and rewarding staff.
- Communicating with the governance board.

The new CMS governance and leadership structure is organized in figure 1.



The following table shows the alignment of the transformation model to the school plan.

Table 15. Alignment of Transformation Model Requirements to School Plan

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;	**Determination to remove principal was made by HSD outside of transformation model selection process.** The plan for hiring a new principal of CMS will be consistent with HSD hiring practices. Specifically, HSD will vigorously advertise and seek to find a candidate who understands and exhibits the skills and knowledge needed to turn around a middle school identified as a persistently low-achieving school. The hiring process will be informed by the research-based School Turnaround Leaders Competencies for Success developed by Public Impact (2009). Staff and parent representatives will be part of a screening interview process, and the Superintendent will interview the candidates and make a recommendation to the Hazelwood Board of Education. The principal hired will be provided a mentor and an assistant superintendent who will monitor and coach the school leader through his or her administrative journey.
(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 graduations rates; and (*2*) Are designed and developed with teacher and principal involvement.	HSD plan Strategy 4.3 states: Hazelwood School District will develop an evaluation system that consists of multiple measures along with the district initiatives to examine teacher performance. Included in these measureable criteria will be student performance. Piloting the evaluation in SIG schools is scheduled to begin in October 2013. HSD is working in partnership with AIR and West Wind associates. District funds are supporting this process. Teachers and principals are members of the Hazelwood Educator Evaluation Taskforce, and the Hazelwood NEA is also identified as a responsible party, highlighting the union collaboration that is part of the process.
(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;	One of the strategies of the SLT will be to recognize and reward teachers who increase student achievement through implementation of the plan. CMS looks to reward and recognize all staff who commit to and contribute to student achievement and successful implementation of plan objectives. HSD Strategy 4.2: 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.

(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.	CMS Goal 2; Objective1: Strategy 1: The Professional Development Committee will create, implement, and begin monitoring a comprehensive and aligned professional development plan. This plan includes professional training for staff on new programs and strategies, and ongoing embedded professional learning through the schools PLC's and a new targeted collegial walk-through and feedback cycle that is focused on the strategies and program in the professional development and SIG plans HSD strategy 1.4, Action step 1.4.3 states HSD will Continue to employ David Nagel, PLC expert from Lead and Learn, to visit East High, CMS and SEMS quarterly to work with individual teacher PLCs and building administration to support PLC process.
(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.	HSD Plan Strategy 4.1 states: The Hazelwood School District will create incentives for the recruitment of highly effective teachers. Potential incentives includes: 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;	CMS plan Goal 1: Objectives 1 and 2, Goal 3: objective 1 include administrative walk-throughs to monitor and evaluate implementation of instructional programs and strategies which staff focus on during professional development trainings and PLC meetings. This is followed by adjustments to program implementation based on monitoring and evaluation outcomes.
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	HSD strategy 1.1: The Hazelwood School District will vertically align all core curricula with the common core and state standards that support critical thinking skills.
(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.	HSD strategy 1.2: 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). CMS plan Goal 1: Objectives 1 and 2 include curricular and instructional reflection and revision action steps that are based on implementation monitoring, feedback and evaluation data for all components. Assessment data sources for assigning students and monitoring individual and collective progress include MAP/GLA, SRI, AIMS web and eValuate assessment data.

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;	CMS plan Goal 1: Objectives 1 and 2, Goal 3: Objective 1 include administrative walk-throughs to monitor and evaluate implementation of instructional programs and strategies which staff focus on during professional development trainings and PLC meetings. This is followed by adjustments to program implementation based on monitoring and evaluation outcomes. CMS plan Goal 1: Objectives 1 and 2 include curricular and instructional reflection and revision action steps that are based on implementation monitoring, feedback and evaluation data for all components. Assessment data sources for assigning students and monitoring individual and collective progress include MAP/GLA, SRI, AIMS web and eValuate assessment data.
(B) Implementing a school wide ''response-to-intervention'' model;	CMS Goal 1: Objective 1 calls for the redesign of the Academic Excellence program to include needs based grouping and structured RTI activities. CMS currently has a RTI steering committee in place and seeks to improve the effectiveness of this important initiative.
(D) Using and integrating technology based supports and interventions as part of the instructional program;	CMS Goal 1: Objective 1, Strategy 4: Research, Develop/Identify and Implement a research-based effective reading programs, such as Read 180 and Systems 44
(E) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	HSD strategy 3.1: 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. HSD strategy 5.1: 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).
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);	CMS plan, Goal 3, Objective 1: By the beginning of the 2012-2013 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. Strategies 1 and 2 develop a summer academy program focused on reading and mathematics to increase learning time for struggling students by 7,200 total hours. Additionally, Goal 3, Objective 2 aims to increase learning time throughout the school day by creating a morning "Successful Start" program to better prepare students for the school day, with the goal of increasing time on task, student behavior and preparation, and decreasing morning tardiness.

(B) Provide ongoing mechanisms for family and community engagement.	HSD plan Strategy 6.1 states that HSD will work with CMS to provide expertise, resources, and professionally develop those 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.
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;	CMS plan, Goal 4, Objective 1: By 2014, CMS will improve school-family relationships. Focus areas will include students' academic achievement and social growth, as measured by an increase in number of positive contacts and relationships. CMS plan, Goal 4, Objective 1, Strategy 3: Central Middle School will effectively involve community members and organizations within the education environment.
(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;	CMS plan, Goal 3, Objective 2: Implement a 20 minute "Successful Start" advisory period at the beginning of the school day which will improve relationships between staff and students and increase structure within the school day.
(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.	CMS plan, Goal 3, Objective 2 calls for development and implementation of PBIS lessons and supports during the 20 minute "Successful Start" advisory period at the beginning of the school day. These activities are to be monitored, evaluated and revised based on utilizing behavior/discipline and attendance data.
Required activities related to providing operational flexibility and sustained support.	
(A) Give the school sufficient operational 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;	CMS plan, Goal 5, Objective 1, 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.
(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).	CMS plan, Goal 5, Objective 1, 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.

LEA Support of Interventions and Improvement Activities at Central Office Level

The CMS transformation plan is detailed, aligned with the needs analysis, includes evaluation activities, and, together with the HSD plan, fulfills the required activities of the transformation model.

In order to fully implement the CMS plan, HSD is committed to leading school improvement efforts and working with CMS to fully support and implement all transformation initiatives. The complete HSD plan can be found in Appendix A.

Table 16 outlines the strategies HSD will use to fully support and implement this plan throughout the duration of the grant.

Table 16. Hazelwood School District Strategies to Support Transformation

Goal	Key Strategies for Hazelwood School District	Responsible District Staff	Implementation Timeline			
			Pre Imp	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 Comprised of Asst. Superintendents, Learning Facilitators, Learning Coaches PD Director, and 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

Goal	Key Strategies for Hazelwood School District	Responsible District Staff	Implementation Timeline			
			Pre Imp	YR 1	YR 2	YR 3
	Objective 1&2, Strategy 4: The Hazelwood Schools District will implement PLC's with the integration of Assessment Literacy and Race and Equity through a System 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	
	Objective 3, Strategy 1: The Hazelwood School District will design and implement an early warning tool for monitoring student attendance using the components of system thinking to analyze the data.	District Learning Support Teams; School Leadership Teams	X			
Goal 2: Highly Qualified Staff	Objective 4, Strategy 1: 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.	Assistant Superintendent of Human Resources; Learning Leadership Team (LLT)	X			
	Objective 4, Strategy 2: The Hazelwood School District Assistant Superintendent of Human Resources in collaboration with the Transformation 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 Transformation Officer; Learning Leadership Team (LLT)	X			
	Objective 4, Strategy 3: Hazelwood School District will develop an evaluation system that consists of multiple measures along with the district initiatives to examine teacher performance. Included in these measureable criteria will be student performance.	America Institute of Research; West Wind Education Policy Inc.; Hazelwood Educator Evaluation Taskforce; Assistant Superintendent of Human Resources; Hazelwood NEA	X	X	X	X
Goal 3	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 Transformation Officer; District Learning Support Teams	X	X	X	X

Goal	Key Strategies for Hazelwood School District	Responsible District Staff	Implementation Timeline			
			Pre Imp	YR 1	YR 2	YR 3
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 the July 2012 with the leadership teams of EHS, SEMS, and CMS to provide expertise, resources, and professionally develop those 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.	Transformation Office; Communication Office; Learning Support Team; School Leadership Teams				
	Objective 6, Strategy 2: Continue the HSD Legislative Advocacy Committee which 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.	Transformation 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 which 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 4 parents from each school represented on each.	Transformation Office; Communication Office; Learning Support Team; School Leadership Teams		X	X	

Goal	Key Strategies for Hazelwood School District	Responsible District Staff	Implementation Timeline			
			Pre Imp	YR 1	YR 2	YR 3
	Objective 6, Strategy 4: Further engage and develop the HSD Student Advisory Committee which 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	Transformation 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	Transformation 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; Transformation 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 Transformation 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, 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.	District Learning Support Teams; Site Leadership Teams; Transformation officer		X	X	X

Goal	Key Strategies for Hazelwood School District	Responsible District Staff	Implementation Timeline			
			Pre Imp	YR 1	YR 2	YR 3
	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.	Transformation Officer; District Leadership Support Team; Building Leadership Teams		X	X	X

VII.B Not Serving All Tier I Schools

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. C LEA/District Actions

VII.C.1 Design and implement interventions consistent with the final requirements.

The school improvement plans for both Hazelwood School District and Hazelwood Central and Southeast Middle Schools and Hazelwood East High School are 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 planning worksheets can be found in Appendix A. A description of the plan follows:

LEA/district-level plan to implement the intervention(s)

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:

1. Vertically align all core curricula with the Common Core standards.
2. Develop and implement assessment for learning strategies.
3. Develop and implement culturally responsive teaching and racial awareness strategies.
4. 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 conducted 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
- Bi-monthly 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:

1 Develop an evaluation system that uses multiple measures to determine teacher effectiveness.

2 Expedite removal, reassignment, or transfer of teachers deemed to be ineffective by the evaluation process.

3 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 2012–2013, 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 2013–2014.

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 stay 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:

1. Support the development of comprehensive communication and parent support/involvement plans.
2. Conduct a communitywide assessment.
3. Engage the community in the HSD Legislative Advocacy Committee, PTSA Council, and Student Advocacy Committee.
4. Monitor parent communication plans for SIG schools and evaluate the parent communication, support, and mentoring plan each quarter.
5. 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:

1. Designate a Turnaround Officer.
2. Meet with building leadership to monitor and evaluate early warning data.
3. 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.2 - Recruit, screen, and select external providers, if applicable, to ensure their quality

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 - Align other resources with the interventions

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.4 - Enable schools to implement the interventions fully and effectively

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.5 - Sustaining the reforms after the funding period ends

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, 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, a plan or vision that allows the school to overcome its past reputation, help from the union to resolve stumbling blocks in the contract, and effective hiring systems.

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

VII.D Timeline

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

	Pre-implement	First-Year Detail by Month												Years 2–3	
	Jan–Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
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.															
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.	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Research and identify or develop high-quality professional development for content area literacy strategies that will be provided and supported by coaches and facilitators.	Δ	—	▲											Δ	
2. Develop specific monitoring rubric items for walk-throughs	Δ	—	▲												
3. Research, identify or develop, and integrate high-quality literacy curricula, and instructional lessons and resources.			Δ	—	—	—	—	—	—	—	—	▲		Δ	
4. Implement high-quality literacy instructional lessons.			Δ	—	—	—	—	—	—	—	—	▲		Δ	Δ
5. Collaborate by sharing and discussing the quality of lessons and student work in PLCs.				Δ	—	—	—	—	—	—	—	▲		Δ	Δ

6. Conduct and participate in collegial walk-throughs focused on literacy strategy implementation and provide peer feedback (embedded professional learning).				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
7. Conduct walk-throughs to monitor and support implementation and provide feedback.					Δ	—	—	—	—	—	—	▲		Δ	Δ
8. Reflect on and revise lessons and materials according to monitoring, feedback, and evaluation data.								Δ	—	—	—	▲		Δ	Δ
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.														Δ	Δ
1. Research and identify or develop high-quality professional development for experiential learning that will be provided and/or supported by coaches and facilitators.														Δ	Δ
2. Develop specific monitoring rubric items for walk-throughs.														Δ	Δ
3. Research, identify or develop, and integrate high-quality experiential learning instructional lessons and resources.														Δ	Δ
4. Develop pre and post assessments for experiential learning activities.														Δ	Δ
5. Implement high-quality experiential learning lessons and assessments that support real world learning.														Δ	Δ
6. Collaborate by sharing and discussing the quality of lessons and student work in PLCs.														Δ	Δ

7. Conduct and participate in collegial walk-throughs looking for literacy strategies implementation and provide peer feedback (embedded professional learning).														Δ	Δ
8. Conduct walk-throughs to monitor and support implementation and provide feedback.														Δ	Δ
9. Reflect on and revise lessons and materials according to monitoring, feedback, and evaluation data.														Δ	Δ
Strategy 3: Redesign the Academic Excellence Program to include need-based grouping and structured response to intervention activities.	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Create a committee to oversee the redesign of the Academic Excellence Program.	Δ														
2. Develop specific monitoring rubric items for walk-throughs.	Δ	—	▲												
3. Identify student needs by MAP/GLA scores, SRI, AIMS web, and eValuate data.	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
4. Place students into courses based on level and need.	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
5. Develop research and project-based content-area reading lessons responding to student needs across all content areas and courses.			Δ	—	—	—	—	—	—	—	—	▲		Δ	Δ
6. Implement research- and/or promising practice-based content area reading strategies and project-based learning across all academic excellence courses with fidelity.			Δ	—	—	—	—	—	—	—	—	—	—	Δ	Δ

7. Collaborate by sharing and discussing the quality of lesson plans and results of student work.				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
8. Conduct and participate in collegial walk-throughs looking for literacy implementation (embedded professional learning).				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
9. Conduct walk-throughs to monitor and support implementation and provide feedback.					Δ	—	—	—	—	—	—	▲		Δ	Δ
10. Reflect on and revise lessons and materials according to monitoring, feedback, and evaluation data.								Δ	—	—	—	—	▲	Δ	Δ
Strategy 4: Research, develop or identify, and implement a research-based effective reading program, such as Read 180 and Systems 44.	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Research and select an appropriate reading program in consultation with communication arts teachers.	Δ														
2. Purchase chosen reading program.	Δ														
3. Develop specific monitoring rubric items for walk-throughs.	Δ	—	▲												
4. Select and train appropriate school staff.	Δ														
5. Identify students for the intervention, based on the criteria of being two or more grade levels below current grade based on most current SRI lexile score.	Δ	—	▲												
6. Implement reading program for identified students.			Δ	—	—	—	—	—	—	—	—	—	—	Δ	Δ
7. Monitor effectiveness of reading program.			Δ	—	—	—	—	—	—	—	—	—	—	Δ	Δ

8. Conduct and participate in collegial walk-throughs looking for program implementation and provide feedback and support (embedded professional learning).				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
9. Conduct walk-throughs to monitor and support implementation and provide feedback.					Δ	—	—	—	—	—	—	▲		Δ	Δ
10. Reflect on and revise program materials and implementation according to monitoring, feedback, and evaluation data.								Δ	—	—	—	—	▲	Δ	Δ
Objective 2: 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.															
Strategy 1: Hazelwood Central Middle School 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.	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Adopt revised curriculum and associated materials in place at Hazelwood East Middle School.	Δ														
2. Develop specific monitoring rubric items for walk-throughs.	Δ	—	▲												
3. Select and train appropriate staff members.	Δ	—	▲												
4. Implement rigorous instructional mathematics lessons and strategies that are research- and/or promising practice-based, standards-based, and data-driven and increase students' time on task.			Δ	—	—	—	—	—	—	—	—	—	▲	Δ	Δ

5. Collaborate by sharing and discussing the quality of lessons and student work in PLCs.				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
6. Conduct and participate in collegial walk-throughs looking for implementation of instructional strategies and curriculum aligned content (embedded professional learning).				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
7. Conduct walk-throughs to monitor and support implementation and provide feedback (program monitoring).					Δ	—	—	—	—	—	—	▲		Δ	Δ
8. Reflect on and revise lessons, materials, and strategies according to monitoring, feedback, and evaluation data.								Δ	—	—	—	—	▲	Δ	Δ
Strategy 2: Redesign the Academic Excellence program to include need-based grouping and structured response-to-intervention activities.	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Create a committee to oversee the redesign of the Academic Excellence Program	Δ														
2. Develop specific monitoring rubric items for walk-throughs	Δ	—	▲												
3. Identify student needs by MAP/GLA scores, SRI, AIMS web, and eValuate data	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
4. Place students into courses based on level and need.	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
5. Develop research and project-based content-area reading lessons responding to student needs across all content areas and courses.			Δ	—	—	—	—	—	—	—	—	—	—	Δ	Δ

6. Implement research- and/or promising practice-based content area reading strategies and project-based learning across all academic excellence courses with fidelity.			Δ	—	—	—	—	—	—	—	—	—	▲	Δ	Δ
7. Collaborate by sharing and discussing the quality of lesson plans and results of student work.				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
8. Conduct and participate in collegial walk-throughs looking for literacy implementation (embedded professional learning).				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
9. Conduct walk-throughs to monitor and support implementation and provide feedback (program monitoring).					Δ	—	—	—	—	—	—	▲		Δ	Δ
10. Reflect on and revise lessons and materials according to monitoring, feedback, and evaluation data.								Δ	—	—	—	—	▲	Δ	Δ
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.											Δ	—	—	Δ	Δ
1. Research and identify or develop professional development on high-quality content area numeracy strategies that will be provided and supported by coaches and facilitators.											Δ	—	▲		
2. Research and identify or develop high-quality numeracy instructional lessons and resources.														Δ	Δ
3. Develop specific monitoring rubric items for walk-throughs														Δ	Δ

4. Integrate and implement high-quality numeracy instructional lessons and resources across the content areas.														Δ	Δ
5. Collaborate by sharing and discussing the quality of lessons and student work in PLCs.														Δ	Δ
6. Conduct and participate in collegial walk-throughs looking for numeracy strategies (embedded professional learning).														Δ	Δ
7. Conduct walk-throughs to support implementation and provide feedback (program monitoring).														Δ	Δ
8. Reflect on and revise lessons and resources according to monitoring, feedback, and evaluation data.														Δ	Δ
Objective 3: By the end of the 2014–15 school year, 100% of CMS students will monitor academic growth and communicate learning and career goals.															
Strategy 1: Students will create and actively use student portfolios.															Δ
1. Meet with representatives of North Middle School to share successes and lessons learned of implementing student portfolio initiative.															Δ
2. Research, develop, and/or identify a portfolio scoring guide.															Δ
3. Communicate expectations of student portfolios with CMS staff members.															Δ
4. Create and distribute learning guides to students for each unit for inclusion in portfolios.															Δ
5. Work collaboratively to set academic and career goals, collect work samples for inclusion in the portfolio.															Δ

6. Write periodic portfolio reflections on progress toward academic and career goals.															Δ
7. Use portfolio scoring guide to monitor and evaluate effectiveness of student portfolios.															Δ
8. Review random samplings of student portfolios to conduct implementation checks.															Δ
9. Reflect on and revise portfolio procedures, support, and content according to monitoring, feedback, and evaluation data.															
Strategy 2: Students, parents, and teachers will participate in student-led conferences.															Δ
1. Meet with representatives of North Middle School to share successes and lessons learned from implementing student-led conferences.															Δ
2. Communicate the rationale, logistics and expectations of student led conferences with CMS staff.															Δ
3. Teach expectations and process of student-led conferences to students.															Δ
4. Communicate rationale and expectations of student-led conferences to parents through multiple channels.															Δ
5. Arrange a preview showing of student-led conferences for parents.															Δ
6. Monitor student-led conferences.															Δ
7. Complete end-of-conference survey to determine effectiveness of conferences and assist in future conference planning.															Δ

8. Reflect on and revise conference procedures, support, and content according to monitoring, feedback, and evaluation data.															Δ

Goal 2. Highly Qualified Staff

	Pre-implement	First-Year Detail by Month												Years 2–3	
	Jan–Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
Objective 1: 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.															
Strategy 1: The Professional Development Committee will create, implement, and begin monitoring a comprehensive and aligned professional development plan.	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Create a Professional Development Committee to develop and monitor the professional development plan and its implementation.	Δ														
2. Assess needs in the building as they are aligned with the priorities of the school improvement plan.		Δ	▲											Δ	Δ
3. Develop a focused plan to address building needs.		Δ	▲											Δ	Δ
4. Research, develop, and/or identify professional development activity evaluation.		Δ	▲												
5. Research, develop, and/or identify and integrate (when possible) a manageable number of walk-through rubrics that comprise the content and instructional strategies being implemented by specific content area teachers for that specific academic year.			Δ	▲											

6. Develop schedules for professional development implementation and collegial walk-throughs for learning for all staff.			Δ	▲										Δ	Δ
7. Provide mandatory high-quality professional development session and embedded professional development opportunities for all staff to develop, implement, and monitor rigorous instructional strategies.				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
8. Monitor feedback from, administrative walk throughs of learning (evaluation of implementation), curriculum and program fidelity checks, and lesson implementation.				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
9. Review professional development evaluations.				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
10. Adjust the plan and its implementation based on results of monitoring and evaluations.								Δ	—	—	—	—	▲	Δ	Δ
Strategy 2: Central Middle School will ensure the Hazelwood School District pillars of professional learning communities, assessment literacy, race/equity, and systems thinking are embedded within professional learning opportunities for all staff.				Δ	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Design opportunities for job-embedded learning related to professional learning communities, assessment literacy, race/equity, systems thinking, and infusion of 21st century skills.				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
2. Provide timely and specific feedback and support to students using the assessment for learning feedback protocol.														Δ	Δ

3. Achieve proficiency in the use of professional learning communities and systems thinking approach.														Δ	Δ
4. Embed race and equity professional development in the culture and climate at Central Middle School.														Δ	Δ
5. Collaborate by sharing results of professional development activities and implementation of strategic strands of work through PLCs.					Δ			Δ			Δ			Δ	Δ
6. Share results of classroom activities and collaboration, and monitor implementation of pillars within professional learning communities.					Δ			Δ			Δ			Δ	Δ
7. Monitor and evaluate effective instructional practices and utilize 21st century learning skills.														Δ	Δ

Goal 3. Facilities, Support, and Instructional Resources

	Pre-implement	First-Year Detail by Month												Years 2–3	
	Jan–Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
Objective 1: 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.	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Identify students who scoring Basic and Below Basic as measured by the end-of-the-year state assessment in communication arts.	Δ													Δ	Δ

2. Hold individual conferences with parents of students two years or more below grade level as measured by eValuate and SRI.					Δ									Δ	Δ
3. Develop a high-quality, extended reading academy curriculum for identified students.								Δ	—	—	—	▲		Δ	
4. Select and train appropriate staff for the implementation of the reading academy.								Δ	—	—	—	▲		Δ	Δ
5. Establish baseline benchmarking data for participating students													Δ	Δ	Δ
6. Implement Reading Academy Program.													Δ	Δ	Δ
7. Assess student gains using eValuate and SRI.														Δ	Δ
8. Collaborate by sharing and discussing the quality of lesson plans and results of student work utilizing pre-developed rubrics already in place.													Δ	Δ	Δ
9. Conduct walk-throughs to monitor and support program implementation utilizing pre-developed rubrics already in place.													Δ	Δ	Δ
10. Reflect and revise program materials and procedures according to monitoring, feedback, and evaluation data.														Δ	Δ
Strategy 2: Research, identify and develop a high-quality mathematics academy summer program.	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Identify students who scoring Basic and Below Basic as measured by the end-of-the-year state assessment in mathematics.	Δ													Δ	Δ

2. Hold individual conferences with parents of students two years or more below grade level as measured by eValuate and SRI.					Δ									Δ	Δ
3. Develop a high-quality, extended mathematics academy curriculum for identified students.								Δ	—	—	—	▲		Δ	Δ
4. Select and train appropriate staff for the implementation of the mathematics academy.								Δ	—	—	—	▲		Δ	Δ
5. Establish baseline benchmarking data for participating students.													Δ	Δ	Δ
6. Implement Mathematics Academy Program.													Δ	Δ	Δ
7. Assess student gains using eValuate.														Δ	Δ
8. Collaborate by sharing and discussing the quality of lesson plans and results of student work utilizing pre-developed rubrics already in place.													Δ	Δ	Δ
9. Conduct walk-throughs to monitor and support program implementation utilizing pre-developed rubrics already in place.													Δ	Δ	Δ
10. Reflect and revise program materials and procedures according to monitoring, feedback, and evaluation data.														Δ	Δ
Objective 2: 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.															
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.	Δ	—	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ

1. Develop lessons focusing on PBIS, organization, and preparedness to share with teachers and staff.	Δ	—	▲												
2. Implement lessons.		Δ	—	—	—	—	—	—	—	—	—	▲		Δ	Δ
3. Analyze behavior, discipline, and attendance data.			Δ	—	—	—	—	—	—	—	—	▲		Δ	Δ
4. Reflect on, evaluate, and revise "Successful Start" based on discipline and attendance data.							Δ	—	—	—	—	▲		Δ	Δ

Goal 4. Parent and Community Involvement

	Pre-implement	First-Year Detail by Month												Years 2–3	
	Jan–Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
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.															
Strategy 1: Provide opportunities for and encourage parents to participate in fall and spring conferences and other school-sponsored workshops, activities, or programs.		Δ	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Create and administer a parent needs assessment and engagement survey at registration.		Δ	▲												
2. Develop a parent involvement plan based on the parents' needs and engagement survey.			Δ												
3. Organize family and community events at Central Middle School.			Δ	—	—	—	—	—	—	—	—	—	—	Δ	Δ
4. Invite parents, guardians, and community members to school activities and encourage participation.			Δ	—	—	—	—	—	—	—	—	—	▲	Δ	Δ

5. Research, develop, and/or identify family support workshops as part of monthly PTSA meetings.				Δ	—	—	—	▲							
6. Develop or identify an evaluation instrument for parent involvement activities				Δ	—	—	—	▲							
7. Implement the parent involvement plan and organize family and community events at Central Middle School.				Δ	—	—	—	—	—	—	—	▲			
8. Provide family support workshops.					Δ	—	—	—	—	—	—	▲		Δ	Δ
9. Facilitate evaluation of family support workshops.					Δ	—	—	—	—	—	—	▲		Δ	Δ
10. Modify and adjust future workshops based on end-of-event evaluations.								Δ	—	—	—	—	▲	Δ	Δ
11. Modify and adjust parent involvement plan annually based on end of event evaluations and parent needs assessment and engagement survey.													Δ	Δ	Δ
Strategy 2: Teachers will increase the number of positive parent contacts regarding academic and behavioral progress and upcoming events through a variety of methods.			Δ	—	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Research, develop, and/or identify a school-home communication plan.	Δ	—	▲												
2. Arrange for training of staff members on effective methods of communicating with families and parents.			Δ	▲										Δ	Δ
3. Provide staff training.			Δ	—	—	—	▲								
4. Contact parents/guardians regarding academic and behavioral progress at a minimum of each month, as well as in regard to upcoming events via effective utilization of phone and e-mail blasts.				Δ	—	—	—	—	—	—	—	▲		Δ	Δ

5. Gather data on teacher communication patterns and disseminate to the appropriate PLCs for monitoring and follow-up.				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
6. Evaluate the effectiveness of school-home communication.				Δ	—	—	—	—	—	—	—	▲		Δ	Δ
7. Revise and adjust plans and procedures for school-home communications according to monitoring and evaluation outcomes.								Δ	—	—	—	—	▲	Δ	Δ
Strategy 3: Central Middle School will effectively involve community members and organizations within the education environment.												Δ	—	Δ	Δ
1. Create and administer student interest survey for community activities.												Δ			
2. Coordinate student interests with community outreach programs and parent expertise to develop high-quality school activities.													Δ	Δ	Δ
3. Conduct high-quality co-curricular and extracurricular activities.														Δ	Δ
4. Collect feedback from participants of the cocurricular and extracurricular activities.														Δ	Δ
5. Evaluate feedback, reflect on effectiveness, and revise and adjust as necessary.														Δ	Δ

Goal 5. Governance

	Pre-implement	First-Year Detail by Month												Years 2–3	
	Jan–Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
Objective: The Hazelwood Central Middle School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide HCMS through the transformation process.															

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.		Δ	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Hire CMS principal.		Δ													
2. Coordinate the orientation and coaching of the CMS principal.		Δ	—	—	—	—	▲								
3. Develop the site governance model. Samples may include Breaking Ranks or model currently implemented at Hazelwood East Middle School.		Δ	▲												
4. Implement the site governance model via a predetermined structured meeting protocol.			Δ	—	—	—	—	—	—	—	—	▲		Δ	Δ
5. 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 HCMS.			Δ	—	—	—	—	—	—	—	—	▲		Δ	Δ
6. Monitor the site governance model through a constructive dissent process.						Δ	—	—	—	—	—	▲		Δ	Δ
7. Evaluate the site governance model through student assessment data, transformation progress reports, and an annual survey to stakeholders.								Δ	—	—	—	▲		Δ	Δ
8. Adjust the governance structure and processes in response to monitoring and evaluation outcomes.												Δ	—	Δ	Δ

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.		Δ	—	—	—	—	—	—	—	—	—	—	—	Δ	Δ
1. Identify and contact key stakeholders from various groups (district administration, parents, teachers, and students) to become members of the HCMS transformation governance board.		Δ	▲												
2. Provide training to the governance board regarding protocols for meeting participation, roles and responsibilities, and expectations.			Δ	—	—	▲									
3. Implement the governance structure and maintain communication with the school and community regarding the transformation process.			Δ	—	—	—	—	—	—	—	—	—	—	Δ	Δ
4. Facilitate the evaluation of the effectiveness of the governance board through a survey distributed to parents, community members, school and district staff.					Δ	—	—	—	—	—	—	—	—	Δ	Δ
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.			Δ	—	—	—	—	—	—	—	—	—	—	Δ	Δ

1. Recruit members for the leadership team that collectively represent most, if not all, departments, teams, and PLCs.	Δ	—	▲												
2. Meet regularly to analyze data, develop calendars of events, and provide recommendations and feedback to the governance board.			Δ	—	—	—	—	—	—	—	—	▲		Δ	Δ
3. Convey feedback from the governance board to the departments, teams, and PLCs responsible for carrying out the work of the SIG.			Δ	—	—	—	—	—	—	—	—	▲		Δ	Δ
4. Recognize and reward teachers who increase student achievement through implementation of the plan			Δ	—	—	—	—	—	—	—	—	▲		Δ	Δ

VII.E Annual Goals for Student Achievement

In consultation with the Missouri Department of Elementary and Secondary Education, CMS has set student achievement goals for increasing students proficiency on the MAP assessment 15 percent to 20 percent in reading/language (communication) arts and mathematics and for all grade levels in each year of the grant. The baseline for these student achievement goals is set on the most currently available MAP data, from the 2010–11 school year. Student achievement goals for the SIG 1003(g) are reflected in the MAP scores for the 2012–13 school year through the 2014–15 school year. Therefore, these projections will not include the 2011–12 school year.

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.

In 2011, only 34 percent of all Hazelwood Central Middle School students scored at the proficient level in Communication Arts, and 39% of all Hazelwood Central Middle School students scored at the proficient level in math.

Table 17 outlines the annual goals for all three-grade levels and subject areas. 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 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.

Table 17. Student Achievement Goals

Subject		Baseline (2010–11)	2011–12*	2012–13	2013–14	2014–15
Communication Arts	Grade 6	32%		66%	83%	100%
	Grade 7	37%		69%	85%	100%
	Grade 8	34%		67%	84%	100%
Mathematics	Grade 6	37%		69%	85%	100%
	Grade 7	40%		70%	85%	100%
	Grade 8	40%		70%	85%	100%

*2011–12 MAP assessment scores are not currently available or part of the achievement goals related to this plan.

CMS also looks to make progress on the leading indicator benchmarks by setting annual goals.

Table 18. 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	73,080 total minutes in the school schedule	80,280 total minutes (extended school year by 4 hours/day 5 days/week 6 week Academy)	District will be studying options for extending the school year including the option of year round school.	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup.	State reported data on assessment participation	Com Arts • 6th: 100% all subgroups • 7th: 100% all subgroups • 8th: 100% all subgroups Mathematics • 6th: 100% all subgroups • 7th: 100% all subgroups • 8th: 100% all subgroups	100% participation rate all subgroups	100% participation rate all subgroups	100% participation rate all subgroups
Student Attendance	Average daily attendance	95.1%	95%	95%	95%

Rate					
Discipline Incidents	District Discipline Statistical Report – Teacher Referrals	1,548 total incidents	<300 incidents per grade; <900 total incidents	<200 incidents per grade; <600 total incidents	<100 incidents per grade; 300 total incidents
Truants	Missing more than 5 days out of an approximately 88 day semester puts student in jeopardy for not earning credit		.02% each semester	.01% each semester	< .01% each semester
Distribution of Teachers by Performance Level		•			
Teacher Attendance Rate	Total actual days of teacher attendance / possible total days of teacher attendance x 100.	89.6% teacher attendance rate	90%	91%	92%

VII.F Services and Activities

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

VII.G Annual Goals for Student Achievement

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

VII.H Consultation With and Involvement of Stakeholders

HSD and Central Middle School have worked diligently to involve multiple stakeholders in the planning and implementation of the transformation model. With the support of AIR, 12 members of the SIG steering committee attended the Needs Analysis meeting including the following:

- 1 school administrator
- 1 district administrator
- 3 district coaches
- 1 union representative
- 3 teachers
- 2 school staff
- 1 parent

Another action planning meeting was held on November 29, 2011, to create and discuss the CMS plans for all five goals. The 14 members of the SIG steering committee attended that meeting, including the following:

- 0 school administrators
- 1 district administrator
- 4 district coaches
- 1 union representative
- 5 teachers
- 1 parent
- 2 school support staff

Furthermore, the staff and administration of HSD and CMS are committed to this plan and have developed a list of roles for key stakeholder groups, shown in Table 19.

Table 19. Stakeholder Groups and Roles in Plan Implementation

Strategy	Students	District Leadership	School Leadership	Teachers	Parents	Community Members	College & Universities
Goal 1: Student Performance							
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.							

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.		✓	✓	✓			
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.		✓	✓	✓		✓	
Redesign the Academic Excellence Program to include need-based grouping and structured response to intervention activities.			✓	✓			
Research, develop or identify, and implement a research-based effective reading program, such as Read 180 and Systems 44.			✓	✓			
Objective 2: 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.							
Hazelwood Central Middle School 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.				✓			
Redesign the Academic Excellence program to include need-based grouping and structured response-to-intervention activities.			✓	✓			
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.			✓	✓			
Objective 3: By the end of the 2014–15 school year, 100% of CMS students will monitor academic growth and communicate learning and career goals.							
Students will create and actively use student portfolios.	✓		✓	✓			
Students, parents, and teachers will participate in student-led conferences.	✓		✓	✓	✓		
Goal 2: Highly Qualified Staff							
Objective 1: 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.							
The Professional Development Committee will create, implement, and begin monitoring a comprehensive and aligned professional development plan.		✓	✓	✓			
Central Middle School will ensure the Hazelwood School District pillars of professional learning communities, assessment literacy, race/equity, and systems thinking are embedded within professional learning opportunities for all staff.		✓	✓	✓			
Goal 3: Facilities, Support, and Instructional Resources							

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.							
Research and identify or develop a high-quality reading academy summer program.			✓	✓			
Research, identify and develop a high-quality mathematics academy summer program.			✓	✓			
The percentage of student disruptive behavior referrals will decrease from a baseline of 65 percent to 25 peprcent by the end of the 2013–14 school year.							
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.		✓	✓	✓			
Goal 4: Parent and Community Involvement							
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.							
Provide opportunities for and encourage parents to participate in fall and spring conferences and other school-sponsored workshops, activities, or programs.			✓	✓	✓		
Teachers will increase the number of positive parent contacts regarding academic and behavioral progress and upcoming events through a variety of methods.			✓	✓	✓		
Central Middle School will effectively involve community members and organizations within the education environment.			✓	✓	✓	✓	
Goal 5: Governance							
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.							
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.		✓	✓				
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.		✓	✓		✓	✓	
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.			✓	✓			

VII.I Competitive Priorities

HSD has designed and implemented interventions consistent with the final requirements. As a part of the school improvement plan, we have addressed all competitive priorities and focused significant attention on each of the goals of the state application.

Table 20. Competitive Priorities in the Central Middle School plan

Competitive Priority	Goal, Objective, or Strategy of the School Implementation Plan
Implement one plan.	As noted in the results of the needs assessment the Title I plan, the district accountability plan and the school accountability plan are not currently aligned. The plan outlined in this proposal will be utilized to refocus these plans into one aligned plan during their next revisions. Further, all other school improvement plans (e.g., PD plans) will align to the objectives and strategies detailed in this transformation plan. The policies, processes, and procedures of the school and district do not contradict the implementation of the CMS transformation plan.
Set ambitious targets for improvement.	In 2010–11, 34 percent of students in CMS achieved proficiency in communication arts, and 38 percent achieved proficiency in mathematics. These scores fall far short of the 2010 proficiency targets of 59.4 percent and 54.6 percent, respectively. The objectives and strategies of this transformation plan are targeted at aggressive student achievement so that by 2014–15, 100 percent of students will score proficient on MAP tests in communication arts and mathematics. Implementation of a comprehensive school-level early warning system (EWS) including academic and behavioral data as well as a district wide EWS for attendance data will enable district and school leadership and CMS teachers to set rigorous achievement targets quarterly as well as annually.
Design and innovate a plan for recruiting, evaluating, and retaining the best teachers and leaders—and removing those who are ineffective.	CMS will work with HSD to use effective methods to recruit and select highly effective teachers. HSD Strategy 4.1: the Hazelwood School District will create incentives for the recruitment of highly effective teachers. Potential incentives include the following: additional PD opportunities, flexible scheduling, increased salary for additional time, and additional leadership opportunities. This strategy will support CMS efforts to recruit and select new staff to ensure that new teachers at CMS are effective. CMS will implement HSD Strategy 4.4, developing the teacher and principal evaluation system that consists of multiple measures (including student performance) together with the district initiatives to examine teacher performance. CMS will work with HSD to ensure teachers who are ineffective and not a good fit for CMS are not retained. As part of HSD Strategy 4.2, the district states that the Assistant Superintendent of Human Resources, in collaboration with the Transformation Officer, and the school principals will expedite the removal, reassignment, or administrative transfer of teachers at the Hazelwood SIG schools

Competitive Priority	Goal, Objective, or Strategy of the School Implementation Plan
	who are deemed by the evaluation process to be ineffective.
Identify high-risk students and create opportunities for them to succeed.	CMS will identify those students most in need of additional support through interim and benchmark assessment of eValuate and SRI lexile scores. Those students two years or more below grade level will be provided additional learning time and opportunities for instruction through the summer academies in mathematics and reading and a new reading intervention program. All students will be assessed on a regular basis and provided opportunities to focus on areas of need through project-based learning opportunities in the AE program. Those students needing additional support and instruction will receive RTI services, and those students needing opportunities to accelerate will explore new subjects and concepts.
Be bold and innovative.	The CMS transformation plan is bold and innovative. Some components of the plan that illustrate how the CMS plan and supporting HSD plan will make structural changes and update personnel policies to ensure high-quality teachers at CMS include the following: • CMS will research, identify/develop, and implement rigorous instructional lessons and strategies focused on content-area literacy activities that are research-based and/or promising practice-based, standards-based, data-driven and increase students' time-on-task. • After teachers have had the opportunity to learn from the adaptation and implementation process for content-area literacy, the school will look for opportunities to further align and deepen instruction through the integration of content-area numeracy. • CMS will create an atmosphere and culture of student-centered learning through the strategies of experiential learning, creating and actively using student portfolios, and student-led conferences. • HSD Assistant Superintendent of Human Resources, in collaboration with the Transformation 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 (HSD Objective 4, Strategy 2) • HSD will develop an evaluation system that consists of multiple measures, together with the district initiatives to examine teacher performance. Included in these measureable criteria will be student performance (HSD Objective 4, Strategy 3) The CMS plan also demonstrates boldness by the number of initiatives that will be started during the pre-implementation period, to ensure that the reforms of the CMS plan will be well underway by the beginning of the 2012–13 school year. All funds from this SIG grant will supplement, and not supplant, the existing state, local, and federal funding that CMS and HSD receive.
Demonstrate teacher	The CMS SIG planning committee held a meeting with school staff, at which it

Competitive Priority	Goal, Objective, or Strategy of the School Implementation Plan
commitment.	presented the purpose of the transformation model and plan, plan objectives and strategies, and role of school staff in implementing the plan. This meeting was attended by 41 school staff from a variety of roles within the school community.

VII.A – Needs and Capacity

This application is a culmination of the hard work and diligent planning Hazelwood School District (HSD) has developed in partnership with Hazelwood Southeast Middle School (SEMS, Tier II). With the assistance of American Institutes for Research, HSD in partnership with Southeast Middle School conducted a needs analysis in November 2011 that has led to the development of this school improvement plan. The interview report developed for this needs analysis meeting is attached in Appendix I.

This needs analysis was a thorough examination of the following aspects of Southeast Middle School (and where applicable, Hazelwood School 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 Southeast Middle School

Southeast Middle School was one of four middle schools opened in Hazelwood School District in 2007, serving students in the 2007–2008 school year. Since that time, SEMS has operated with a middle school model. Classes have always been organized in trimesters, and since the school's opening, it has always operated in a block schedule where students have 85 minutes of math and communication arts (CA) instruction every

day.

The current principal, Dr. Sonya Ptah, is the second principal to lead SEMS. The 2010–2011 school year was Dr. Ptah's first year as the principal at SEMS. During interviews for the Needs Analysis meeting, teachers stated that the change in administration has had a positive effect on the school, which has resulted in increased organization and structure, more formal collaboration, and more formal data analysis.

In preparation for the Needs Analysis meeting, the principal noted that student transience is a problem at the district, stating the poor economy and high unemployment rate has lead to more population transience. A neighboring district, Riverview Gardens, recently lost its accreditation (before the 2010–2011 school year), which has impacted student enrollment in the Hazelwood School District and at SEMS.

VII.A.1 – Demonstration of Significant Need

VII.A.1.a – Significant Results of Needs Analysis

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

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

their students' and staff needs; and increase extended learning opportunities.

The data submitted through the needs analysis also strongly supports the decision to select the Transformation option for SEMS. The most significant results of the needs analysis are described later as they are evidenced by data submitted and analyzed:

1. Despite the use of formative assessments to guide instructional planning, student achievement scores continue to fall below Adequate Yearly Progress (AYP) targets in math and communication arts (CA).
2. Approximately 45% of students are reading on grade level although they have difficulty comprehending higher level Depth of Knowledge questions.
3. The staff at Southeast Middle School has an average of 6.4 years of experience according to the Missouri School Accountability Report Card.
4. Teachers have received training on using assessment data to inform instruction and many teachers report feeling comfortable in the data-analysis process. However, teachers report feeling less comfortable with collaborative problem-solving related to areas where students lack understanding.
5. Most teachers report feeling proficient or advanced in using a variety of research-based strategies; however, there is a lack of fidelity regarding the implementation of strategies learned in professional development and teachers feel they need more training in the following areas: data analysis, differentiated instruction, progress monitoring, RtI for Tier II and Tier III, and behavior strategies.
6. Multiple programs and supports are in place, yet student achievement in communication arts and math do not meet AYP targets.
7. Overall, 67.0% of SEMS students feel safe, but the bathrooms and hallways are areas of concern from the students' perspective.
8. Almost 50% of behavior referrals are based on insubordination and disruptive behavior; these referrals are attributed to 39% of the student population.
9. Even though many programs and services are offered at SEMS and parents expect success for their

students, socioeconomic issues and awareness may affect parent participation.

10. Teams at SEMS have not historically focused on monitoring program implementation and evaluation of programs.

Goal 1. Student Performance

Need 1:

Despite the use of formative assessments to guide instructional planning, student achievement scores continue to fall below AYP targets in math and CA.

Evidence:

School Accountability Report Card. A summary of results of the MAP assessment from 2009–2011, as reported in the online 2011 School Report Card, part of the Missouri Comprehensive Data System, shows low proficiency levels for all subject areas and grades tested. In sixth grade communication arts, the overall percentage of students meeting or exceeding the state proficiency benchmark was 23.2% in 2011. In 2011, 28.9% of seventh grade students overall and 23% of eighth grade students overall met or exceeded the state proficiency benchmark.

In 2011, 21.9% of sixth grade students overall met or exceeded state proficiency benchmarks in math, with 30.6% of seventh grade students overall and 23.7% of eighth grade students overall meeting state proficiency benchmarks on the state MAP test.

The eighth grade cohort of 2011 has shown some growth in Communication Arts performance on the MAP test over time while at SEMS, although the seventh grade cohort of 2011 has not.

Table 21. Percentage of Students Meeting or Exceeding Standards on the Communication Arts MAP Test Eighth grade cohort of 2011

Year	Grade this Cohort was Tested in	Percent meeting or exceeding state standards on the MAP test
2009	6	17.3
2010	7	15.6
2011	8	23

Table 22. Percentage of Students Meeting or Exceeding Standards on the Communication Arts MAP Test Seventh grade cohort of 2011

Year	Grade this Cohort was Tested in	Percent meeting or exceeding state standards on the MAP test
2010	6	28.8
2011	7	28.9

Neither the eighth grade cohort of 2011 nor the seventh grade cohort of 2011 has shown significant growth in mathematics performance on the MAP test over time while at SEMS.

Table 23. Percentage of Students Meeting or Exceeding Standards on the Mathematics MAP Test Eighth grade cohort of 2011

Year	Grade this Cohort was Tested in	Percent meeting or exceeding state standards on the MAP test
2009	6	22.4
2010	7	23.5
2011	8	23.7

Table 24. Percentage of Students Meeting or Exceeding Standards on the Mathematics MAP Test Seventh grade cohort of 2011

Year	Grade this Cohort was Tested in	Percent meeting or exceeding state standards on the MAP test
2010	6	29.4
2011	7	30.6

Need 2:

Approximately 45% of students are reading on grade level although they have difficulty comprehending higher level depth of knowledge questions.

Evidence:

Educators at SEMS use two benchmark assessments to track the progress of students between the administration of MAP tests, eValuate (in math and reading) and the Scholastic Reading Inventory (SRI). eValuate tests were administered in September and October 2011 and SRI was administered once in the fall of 2011.

eValuate. The eValuate reading assessment tests the same strands and skills each month, so it can be compared across months; but the eValuate math test covers different skills every other month, so the September and October scores cannot be compared in math.

The eValuate tests show increases in student scores in reading in Grade 6 and 8 from the September and October 2011 administration of the test at SEMS. However, eValuate scores dropped from September to October 2011 in Grade 7 reading.

Table 25. Student Scores on Benchmark eValuate Tests in Reading September and October 2011

Reading	Grade 6	Grade 7	Grade 8
Proficiency Threshold	86%	85%	85%
Average score for the grade level at SEMS – September 2011	44%	56%	60%
Average score for the grade level at SEMS – – October 2011	50%	54%	67%

On the eValuate test, students are not expected to score at the proficiency threshold until the end of the year. During the needs analysis meeting, participants noted that data from eValuate indicate that student skills-levels are lower for higher depth-of-knowledge questions. Participants also noted that if students increase approximately seven points a month on eValuate (in either subject) they will hit the proficiency threshold by the spring of 2012.

SRI. According to the Scholastic Reading Inventory, which was administered at SEMS in fall of 2011, currently 43.0% of sixth graders, 40.0% of seventh graders, and 49% of eighth graders are reading and comprehending on grade level.

Goal 2. Highly Qualified Staff

Need 3:

Teachers have received training on using assessment data to inform instruction and many teachers report feeling comfortable in the data analysis process. However, teachers report feeling less comfortable with collaboratively solving problems related to areas where students lack understanding.

Evidence:

Evidence for this statement of need come from the SEMS PD Survey, the Cycle 4 Advance Questionnaire, and the School Profile and Programs Organizer.

SEMS PD Survey. At the beginning of the 2011–2012 school year, SEMS conducted a professional development survey of its teachers to identify the levels of knowledge teachers had on different district professional development topics and programs.

In one part of that survey, the following scale was used:

1. Below basic, you know nothing about this topic and need training
2. Basic, you have some knowledge of the topic
3. Proficient, you implement the topic and have data to support the use of your classroom
4. Advanced, you implement the topic and have data to support the use in your classroom and could teach it to someone else.

Seventy-one percent of SEMS teachers consider themselves proficient in data team processes and 9% consider themselves advanced. Fifty-two percent reported feeling proficient at walkthroughs and 11% consider themselves advanced. Forty-three percent of teachers report feeling proficient at problem solving for student achievement and 13% feel they are advanced.

Cycle 4 Advance Questionnaire. The Cycle 4 Advance Questionnaire was administered by the Missouri Department of Elementary and Secondary Education in December 2010 as part of the Missouri School Improvement Program (MSIP). It was administered to certified faculty, students, and parents in the Hazelwood

School District. According to results from certified faculty at SEMS, 64% of survey respondents agree or strongly agree that they engage in collaborative problem solving around instructional issues. On the Cycle 4 Advance Questionnaire administered to students, 53% of SEMS students who responded to the survey agree or strongly agree that "in most classes if I am having trouble learning something, my teacher finds another way to help me understand." That means that 47% of students disagree or strongly disagree with the statement.

School Profile and Programs Organizer. In the Programs Organizer, completed by the principal for the Needs Analysis meeting on November 9–10, the principal stated that Positive Behavior Interventions and Support (PBIS) has been implemented at SEMS for five years and this school year (2011–2012) is the first year RtI has been implemented at SEMS. Both of these interventions require significant analysis of data to be implemented fully and with fidelity.

Teachers at SEMS meet collaboratively in two different types of teams:

- Professional Learning Communities (PLCs), which include teachers from different subjects who teach the same groups of students; and
- Vertical teams, which are subject-area teams that focus on vertical articulation of the curriculum.

Teachers at the Needs Analysis meeting noted that regularly scheduled PLC and vertical team meetings too often focused on data organization and input, leaving little time for identifying next steps for meeting the needs of students.

Need 4:

Most teachers report feeling proficient or advanced in using a variety of research-based strategies, however, there is a lack of fidelity regarding the implementation of strategies learned in professional development. Teachers feel they need more training in the following areas: data analysis, differentiated instruction, progress monitoring, Response to Intervention (RtI) strategies for Tier II and Tier III students, and behavior strategies.

Evidence:

Evidence for this statement of need come from several sources: the SEMS PD Survey, teacher interviews, and Cycle 4 Advance Questionnaire.

SEMS PD Survey. At the beginning of the 2011–2012 school year, SEMS conducted a professional development survey of its teachers to identify the levels of knowledge teachers had on different district professional development topics and programs.

In one part of that survey, the following scale was used:

1. Below basic, you know nothing about this topic and need training
2. Basic, you have some knowledge of the topic
3. Proficient, you implement the topic and have data to support the use of your classroom
4. Advanced, you implement the topic and have data to support the use in your classroom and could teach it to someone else.

According to this scale, 30% of teachers report they feel proficient implementing Tier II and Tier III behavior strategies and 9% reported feeling advanced. Sixty-nine percent of teachers report feeling proficient in Marzano's instructional strategies and 9% report feeling advanced. Forty-eight percent of teachers reported feeling proficient in culturally responsive teaching and 7% report feeling advanced. Fifty percent of teachers report feeling they are proficient at RtI and 4% reported feeling advanced. Forty-three percent of teachers report feeling proficient at problem solving for student achievement and 13% reported feeling advanced.

Teacher interviews. Interviewees expressed a need for methods for efficiently tracking data and monitoring growth. According to interviewees, there is a perception that the math curriculum is not being followed, especially now that a trainer is not working with the school. Interviewees reported that formative assessments are helpful for guiding instruction. Interviewees also noted that there are not sufficient instructional resources to effectively differentiate instruction. More than one interviewee expressed concern about the fidelity of implementation regarding practices learned in professional development. When discussing the adequacy of materials, teachers cited a lack of sufficient materials for all classes; teachers specifically identified these

needed resources: enough texts and hand-on materials for all classes in a subject area, a greater variety of novels for communication arts, and a supportive text for noncore classes.

Cycle 4 Advance Questionnaire. The Cycle 4 Advance Questionnaire was administered by the Missouri Department of Elementary and Secondary Education in December 2010 as part of the Missouri School Improvement Program (MSIP). It was administered to certified faculty, students, and parents in the Hazelwood School District.

In the certified faculty version of the survey, 76% of respondents agree or strongly agree that "educators in our school use effective practices to promote positive behavior." Seventy percent of respondents agree or strongly agree that "teachers in our school use effective practices to keep all students actively engaged in learning." Fifty-six percent of respondents agree that "educators in our school respond to inappropriate behaviors quickly and effectively."

In the student version of the survey, 53% of students agree or strongly agree that "in most classes if I am having trouble learning something, my teacher finds another way to help me understand." Sixty-two percent of students report that "my teacher makes it clear what I am supposed to learn."

Goal 3. Facilities, Support, and Instructional Resources

Need 5:

Multiple programs and supports are in place, yet student achievement in communication arts and math do not meet AYP targets.

Evidence:

Evidence for this statement of need comes from the School Profile and Programs Organizer and the School Accountability Report Card.

School Profile and Programs Organizer. In the Programs Organizer, completed by the principal for the Needs Analysis meeting on November 9–10, the principal stated that the following instructional supports are currently in place at SEMS:

- Academic Excellence period
- Reading Specialist
- Reading Interventionist
- READ 180
- Learning Coaches
- Positive Behavior Interventions and Support (PBIS)
- RtI.

In the School Profile, completed by the principal for the Needs Analysis meeting, the principal noted that SEMS currently has school tutoring provided by Herbert Hoover Boys and Girls Club, and 80 students out of 714 students attend this after school program. (The student population comes from the 2010–2011 School Accountability Report Card.)

SEMS began implementing Response to Intervention (RtI) this year (2011–2012). However, as described in Need Statement 5, there is a lack of fidelity regarding the implementation of strategies learned in professional development and teachers feel they need more training in the following areas: data analysis, differentiated instruction, progress monitoring, RtI for Tier II and Tier III, and behavior strategies.

Most of the intervention time for Tier II and Tier III students is scheduled to occur during the daily Academic Excellence periods. Academic Excellence periods are classes built into the school day that provide students with remediation and enrichment. Students are assigned to classes based on their identified areas of need.

Additionally, teachers at the Needs Analysis meeting noted regularly scheduled data team meetings included too much time spent on gathering and inputting data and not enough time was spent on determining next steps to meet student needs.

School Accountability Report Card. The overall percentage of students meeting or exceeding the state proficiency benchmark for sixth grade communication arts is only 23.2% in 2011, with 28.9% of seventh grade students overall, and 23% of eighth grade students overall meeting or exceeding the state proficiency benchmark.

In 2011, 21.9% of sixth grade students overall met or exceeded state proficiency benchmarks in math, with 30.6% of seventh grade students overall, and 23.7% of eighth grade students overall meeting state proficiency benchmarks on the state MAP test.

Need 6:

Overall, 67.0% of SEMS students feel safe, but the bathrooms and hallways are areas of concern from the students' perspective.

Evidence:

Evidence for this statement of need comes from the Safe Schools and Healthy Students survey and SEMS Behavior Incident Report.

Safe Schools and Healthy Students survey. According to the Safe Schools and Healthy Students survey report for SEMS, 67% of students who completed the survey in 2010–2011 feel safe or very safe at school. Of the students who answered the survey, 4.9% report feeling unsafe in school bathrooms and 4.6% report feeling unsafe in the hallways, the highest percentages for the areas that students were asked about.

Comparing Safe Schools and Healthy Students survey results from 2008–2009, 2009–2010 and 2010–2011, students during the 2010–2011 school year report feeling less safe in the following areas than in previous years:

- On my way to school
- In the bathroom
- In the cafeteria

- In the gym or changing room
- In the classroom.

SEMS behavior incident report. According to the SEMS behavior incident report, which was pulled on November 8, 2011, and contains summary data from the beginning of the school year to that date, 277 students have been involved in behavior incidents. This number represents 39% of the student population, based on a student enrollment of 714 from the 2010–2011 School Accountability Report Card.

Need 7:

Forty-eight percent of behavior referrals are based on insubordination and disruptive behavior; these referrals are attributed to 39% of the student population.

Evidence:

Evidence for this statement of need comes from the SEMS Behavior Incident Report and School Accountability Report Card.

SEMS behavior incident report. According to the SEMS behavior incident report, which was compiled on November 8, 2011, and contains summary data from the beginning of the school year to that date, behavior problems at SEMS can be categorized as follows:

- Disruptive behavior: 28% of all referrals
- Insubordination: 20% of all referrals
- Danger/Fight/Posturing: 18% of all referrals
- Truancy: 11%. of all referrals

According to this document, 39% of the student population was involved in behavior referrals, based on the student population of 714 from the 2010–2011 School Accountability Report Card.

School Accountability Report Card. Since the 2007–2008 school year, the number of suspension at SEMS has decreased, then risen again.

Table 26. Suspensions at SEMS from 2008–2011

	2008	2009	2010	2011
Number of suspensions more than 10 days long (suspension rate)	55 (8.1%)	36 (5.5%)	40 (5.6%)	88 (12.3%)

Goal 4. Parent and Community Involvement

Need 8:

Even though programs and service are offered at SEMS and parents expect success for their students, socioeconomic issues and lack of awareness about programs and services may affect parent participation.

Evidence:

Evidence for this statement of need comes from four sources: School Profile and Programs Organizer, School Accountability Report Card, the Safe Schools and Healthy Students survey, and the Cycle 4 Advance Questionnaire.

School Profile and Programs Organizer. In preparation for the Needs Analysis meeting, the principal noted that student transience is a problem at the district, stating the poor economy and high unemployment rate has lead to more population transience. In the School Profile, the principal described the neighborhoods and communities that send students to SEMS as:

- Transient
- Low to Middle Socioeconomic
- Predominately African-American
- Single Parent or Grandparent head of household
- Displaced
- Want their children to succeed
- Working parents