- Young parents.

According to the Programs Organizer, the Parent Teacher Student Association (PTSA) is comprised of 75 families out of 745 families in the school.

School Accountability Report Card. The majority of the students at SEMS (95.5%) are black, according to the 2010–2011 School Accountability Report Card. The School Accountability Report Card reports that 77.8% of the students at the school are eligible for free or reduced lunch.

Safe Schools and Healthy Students survey. According to the Safe Schools and Healthy Students survey report for SEMS, 7.1% of students report feeling unsafe or very unsafe when going to school or coming home.

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 student version of the survey, only 36% of students agree or strongly agree that "this community is a good place to grow up." Fifty-six percent of students agree or strongly agree that "my parents have a good idea of what goes on at school." Eighty-six percent of students agree or strongly agree that "my family believes I can do well in school."

Title I Plan. According to the 2011–2012 accountability plan SEMS will provide opportunities for parents to learn about the curriculum, will provide training for parents to access online information about assignments and academic progress, will sponsor academic nights for parents, students, and will have regular meetings with teachers and parents to develop and review the school improvement plan and other school wide plans.

Goal 5. Governance and Leadership

Need 9:

Historically teams at SEMS have not focused on monitoring program implementation and evaluation of programs.

Evidence:

SEMS has several team structures that will be utilized to lead implementation and monitoring of the SIG plan. While the structures are not significantly different, the work the teams are now expected to engage does embody a new focus on accountability for implementation. Grade-level teams (consisting of instructional coaches, team leads, assistant principals and counselors) and administrative team (consisting of principals and district learning facilitators) currently meet regularly. The combination of the grade-level teams and administrative team will now be called the school leadership team. The school leadership team will take on the additional role of monitoring the implementation and outcomes of the school improvement grant, as described in Objective 8.

VII.A.1.b – Methodology

The needs analysis included several data sources and the perspectives of multiple school and district stakeholders. Data were collected through district administrator interviews, school administrator interviews, and teacher interviews. School-level documents were reviewed by participants, including the School Title I Plan, Safe Schools and Healthy Students survey report, and Cycle 4 Advance Questionnaire results. The school provided summary data on school discipline for the 2011–2012 school year to date and the principal filled out a School Profile and Programs Organizer for analysis at the needs assessment meeting. In addition, Missouri Assessment performance scores for reading and math, Scholastic Reading Inventory levels, and other school-generated student data such as monthly eValuate scores were analyzed. One district administrator, the school

principal, and five teachers participated in interviews.

Administrator and Teacher Interviews

During November 2011, American Institutes for Research conducted interviews with one district administrator, the school principal, and five teachers. These interviews examined the following topics:

- Instructional Materials
- Instruction
- Academic Support for Non-proficient Students
- Professional Learning
- School Climate.

Data were analyzed for content. The domains and dimensions structured the analysis (see Table 27). The analysis focused on presenting majority as well as minority opinions of the respondents and presenting viewpoints of both administrators and teachers. For each topic addressed, all responses were read, coded, and synthesized. A single report for administrator interviews and teacher interviews was written and used in the development of the school improvement grant application.

Table 27. Topics Examined for Each Domain

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

Analysis of Documents

During November 2011, Southeast Middle School and the American Institutes for Research gathered the following documents for analysis:

- School Accountability Report Card for 2010–2011
- School Profile (completed by principal)
- Programs Organizer (completed by principal)
- School Title I Plan
- Safe Schools and Healthy Students survey report for SEMS 2008–2011
- Discipline summary data from the beginning of the school year to November 8, 2011
- SEMS Professional Development Survey results
- Cycle 4 Advance Questionnaire results for SEMS for students, certified faculty, and parents.

Needs Analysis Meeting

Stakeholders from the Southeast Middle School community reviewed the results of the interviews and the aforementioned documents during a needs analysis meeting that took place over two days on November 9 and 10 2011. Participants at the meeting were members of the SEMS SIG steering committee, including:

- two school administrators
- one district administrator
- five district coaches
- one union representative
- seven teachers
- two parents.

It was during this analysis of data that the results of the needs analysis were generated by the school community, with facilitation from staff from the American Institutes for Research.

VII.A.1.c – Selected Intervention

At Southeast Middle School, Hazelwood School District has elected to implement the transformation model.

The Hazelwood School District reviewed the four intervention models and determined that two of the models—restart and school closure—were not reasonable choices. In the state of Missouri, based on Statute, charters are allowable only in the City of St. Louis and Kansas City, Missouri. This in short eliminates the restart model. Two new middle schools were built five years ago to address overcrowding in the district. Closing this school and redistributing those students among the other four middle schools would result in overcrowding. For this reason option of closure was eliminated from consideration.

Hazelwood School District chose the Turnaround model for the East Middle School SIG process as part of Cadre I and has decided with the focus on three separate schools in Cadre II, that the reconstitution of a high school combined with two middle schools would be very difficult to effectively staff.

Because the Turnaround and Transformation models have very similar components, it was determined that the transformation model would enable the district to expedite the implementation of district reform models; implement a rigorous staff evaluation and professional development tool; provide schools with the operational flexibility needed to meet their students' and staff needs; and increase extended learning opportunities.

VII.A.2 – Demonstration of Capacity

Hazelwood School District has the capacity to use school improvement funds to provide adequate resources and related support to Southeast Middle School (Tier II) in order to implement, fully and effectively, the required activities of the school transformation model. The District's Accountability Plan will be differentiated to meet Southeast Middle School and each HSD site's unique needs. Ongoing planning, implementation, monitoring, and evaluation of the required activities are a key components of the 2012–2013

HSD Accountability Plan. The district has the capacity to implement federal large-scale grants as evidenced by its management of an annual $250 million budget, which includes an annual $5 million federal program budget and a three-year $6 million federal Safe Schools/Healthy Student Grant. The district has demonstrated its success in implementing school improvement grants; Hazelwood East Middle School received a $5.3 million school improvement grant as part of Cadre I. Since 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.

VII.A.2.a – Recent School Improvement Initiatives

Multiple initiatives have been implemented to improve achievement in the district. In 2007, Hazelwood School District opened four new middle schools to address overcrowding at the two existing middle schools. These new schools, including SEMS, opened for the 2007—2008 school year. When these schools were opened, the district made several other changes to support student achievement at the middle school level, including:

- 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 have been several other improvement initiatives implemented, described in Table 28.

Table 28. 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.

Some informal evaluation data have been collected on the school improvement initiatives at SEMS during the needs analysis process. That information is discussed in Table 29.

Table 29. Success of Selected Intervention at SEMS

District Initiatives	Needs Analysis Finding	How the Intervention will be Different under the SEMS Transformation Model Plan
Professional Learning Communities	Need Statement 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 collaboratively solving problems regarding the lack of student understanding.	Existing PLC structures will provide SEMS teachers with experience and the regular practice of collaborating. PLCs are a good starting point for strengthening teacher practice while working toward greater fidelity of implementation. HSD will also provide support to SEMS, as described in Objective 1&2, Strategy 4: The Hazelwood School District will implement PLCs with the integration of Assessment Literacy and Race and Equity through a Systems-Thinking approach based on the work of Peter Senge to promote collaboration and to transform staff and student learning.

District Initiatives	Needs Analysis Finding	How the Intervention will be Different under the SEMS Transformation Model Plan
Data use	Although Need Statement 4 states teachers have received training on using assessment data to inform instruction and many teachers report feeling comfortable in the data analysis process, teachers also report feeling less comfortable with collaboratively solving problems regarding the lack of student understanding. And teachers at the needs analysis meeting noted that regularly scheduled data team meetings too often focused on data organization and input, and did not spend enough time on identifying next steps for meeting the needs of students.	The SEMS plan includes the following components to ensure that teachers have the resources necessary to use data effectively: • Creating a school-level Early Warning System (EWS) that includes academic and behavioral data (Strategy 5.1 of the SEMS plan) • Utilizing a district wide EWS for attendance (Strategy 3.1 of the HSD plan) • Providing PLCs with weekly collaboration time with support from district coaches (Objective 1&2, Strategy 4)
PBIS	Although PBIS has been implemented from its opening, discipline incidents rose in 2010–2011. Need Statement 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.	PBIS requires significant analysis of data to be implemented fully and with fidelity. The SEMS plan includes the following components to ensure that teachers have the resources necessary to use data effectively: • Creating a school-level EWS that includes academic and behavioral data (Strategy 5.1 of the SEMS plan) • Utilizing a district wide EWS for attendance (Strategy 3.1 of the HSD plan) • Providing PLCs with weekly collaboration time with support from district coaches (Objective 1&2, Strategy 4)

Because some of these district improvement initiatives have not been implemented fully with fidelity, and because of the poor student achievement at the school, there remains a definitive and urgent need for more dramatic yet focused transformation.

SEMS, school stakeholders and Hazelwood School District are committed to implementing the SEMS transformation plan as described next.

VII.A.2.b – LEA Plan

The plan developed by HSD and SEMS to implement the Transformation intervention at SEMS is detailed, aligned with the needs analysis results, and aligned with the requirements of the transformation model. A narrative description of the plan can be found next. The full plan details can be found in Appendix H, including:

- 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 SEMS plan budget)
- Progress measures for each strategy
- Planned district support and oversight.

Objective 1: By 2015, 100% of students will score proficient or above on the state assessment, which represents a 62% increase in mathematics scores from a baseline of 23.0% proficiency in 2010–2011.

As described next, SEMS will work with Hazelwood School District to implement two strategies in support of this objective:

Strategy 1.1: By August 2012, SEMS will restructure and align the curriculum to address the academic needs of all students. The curriculum will:

- Draw on the lessons learned and materials resulting from the Missouri SIG Cadre 1 turnaround initiative in HSD.
- Identify a viable scope and sequence for students to master in one school year.
- Be aligned vertically and to state standards and grade-level expectations.
- Identify research-based teaching and learning strategies (foundational instructional strategies: bell-to-bell instruction, grouping).
- Include project-based activities.

- Be rigorous and challenging as measured by the HSD rubric for rigor.
- Be based on the CMP2 and be supported with a pacing guide and math-specific walkthrough form.

From January 2012 to May 2012, Southeast Middle School grade-level math teachers will conduct a preliminary analysis of the existing curriculum, comparing the current Connected Mathematics program to East Middle School's (EMS) math curriculum, a curriculum that was developed at EMS, the middle school in the district that received SIG funding as part of Cadre I.

In April 2012, the School Leadership Team will form a curriculum committee composed of math, science, and special education teachers. In July of 2012, the SEMS math curriculum committee will revise the math curriculum in grade level and vertical teams to narrow content and create a scope, sequence, and pacing guide utilizing the expertise developed from the turnaround initiative in Cadre 1 of SIG award winners in HSD. During August of 2012 at a one-day presentation, the SEMS math curriculum committee will train instructional and support staff in the revised curriculum, for full implementation during the 2012–2013 school year.

School leaders will monitor classrooms for the implementation and use of the revised curriculum through classroom walkthroughs and observations. School leadership team members and the math vertical team will monitor the math curriculum for effectiveness using the following indicators:

a. 5%–10% increase in eValuate scores to be administered monthly
b. AIMSweb target goals for grade level met
c. Monthly score of proficient or above on the common scoring rubric.

As part of the district plan and to prepare for when the common core standards are implemented in Missouri, the Hazelwood School District plan describes a process of developing CA and math curricula aligned with the common core state standards. The revised HSD curricula will be implemented in the 2014–2015 school year. See HSD Strategy 1.1 for more details.

- **Strategy 1.2: By May 2013, SEMS will create a standards-based mathematics curriculum and supporting lesson plans for summer school that focus on weak prerequisite skills as determined by eValuate assessment data. The curriculum will contain a viable scope and sequence for the four-week**

period, and the length of student attendance will be determined by mastery of standards. Optional enrichment will be offered for students mastering standards before the end of the four weeks.

Beginning in July of 2012 and continuing through May of 2013, the SEMS math curriculum committee (including math and science teachers, and Special Education Math teachers) will work to create a summer school curriculum, assessments and recordkeeping chart, for implementation in the summer of 2013. The summer school math curriculum will be:

a. based on the revised Academic Excellence curriculum (see Strategy 5.2)

b. aligned to the GLEs and Common Core Standards

c. supported with instructional materials and lessons to address weak prerequisite skills

d. continually refined based on student assessments and identified learning needs.

SEMS curriculum committee members will train summer school staff before the end of school year 2012–2013, so that the summer school staff in summer of 2013 can implement the revised summer school curriculum. The effectiveness of the summer school curriculum (and instruction by summer school teachers) will be evaluated and monitored by the School Leadership Team using eValuate and standards-based pre- and post-tests. Revisions to the summer school curriculum will be made during the 2013–2014 school year based on student performance and student needs. Summer school teachers will provide summer school data to following school year math teachers using the school-based early warning system (EWS) that contains academic and behavioral data, in order to ensure all teachers have the data necessary to meet the needs of SEMS students.

Objective 2: By 2015, 100% of students will score proficient or advanced on the state assessment in communication arts, which represents an increase of 61% in communication arts scores from a baseline of 23.7% proficiency in 2010–2011.

Two strategies will be implemented to meet this objective:

- **Strategy 2.1: In consultation with an outside curriculum expert, SEMS will review and evaluate curriculum to determine necessary revisions as it applies to the needs of our students.**

The SEMS administration will form a selection committee to review the curriculum and select a curriculum expert by March of 2012. The curriculum committee and chosen expert will meet during the 2012–2013 school year to review the Communication Arts curriculum developed at East Middle School to determine its application at SEMS. During the 2013–2014 school year, all Communication Arts teachers will implement the revised Communication Arts curriculum. During the 2013–2014 school year, teachers will reflect and report on implementing revised curriculum providing feedback on implementation of revised curriculum at least twice a trimester during PLCs. Implementation of revised curriculum will be monitored by walkthroughs, observations, and student performance by the school leadership team during the 2013–2014 school year.

Additionally, as part of the district plan and to prepare for when the common core standards are implemented in Missouri, the Hazelwood School District plan describes a process of developing Communication Arts and math curricula aligned with the common core state standards. The revised HSD curricula will be implemented in the 2014–2015 school year. See HSD Strategy 1.1 for more details.

- **Strategy 2.2: Create a standards-based communication skills summer school curriculum and lesson plans that focus on weak prerequisite skills as determined by eValuate assessment data. The curriculum will contain a viable scope and sequence for the four-week period, and the length of student attendance will be determined by the mastery of standards. Optional enrichment will be offered for students mastering standards before the end of the four weeks.**

A SEMS Communication Arts curriculum committee will be formed and comprised of classroom and Special Education teachers who teach Communication Arts. Beginning in July of 2012 and continuing through May of 2013, this group will create a summer school Communication Arts curriculum, write lessons and select standards-based assessments, and recordkeeping chart. The Communication Arts curriculum for summer school will:

a. include assessments and recordkeeping chart based on the eValuate skills that were not mastered during the school year
b. be aligned to the GLEs and Common Core
c. be supported with instructional materials and lessons to address weak prerequisite skills
d. be continually refined based on student assessments and identified learning needs.

Summer school staff will be trained before the end of the 2012–2013 school year to implement the curriculum during the summer of 2013. The school leadership team will monitor the implementation of the new summer school curriculum through weekly observations. The summer school Communication Arts teachers will provide summer school student achievement data to the following year's communication skills teacher. The school leadership team will evaluate the effectiveness of the created curriculum and instruction using eValuate and standards based pre- and post-test.

Additionally, before the revision of the Communication Arts summer school curriculum, summer school will be offered to struggling students during the summer of 2012. Instead of a half-day summer school for four weeks, the program will last for a full day for those students identified as being more than a grade level behind in reading, based on SRI data, providing those students with additional targeted instructional time to help them catch up to grade level.

Objective 3: The Southeast Middle School interviewing team will identify and select highly qualified staff who can effectively work with a diverse student population.

In order to reach this objective, SEMS will implement **Strategy 3.1: The SEMS interviewing team will design a process for recruiting, identifying, and selecting highly qualified staff who can effectively work with a diverse student population.**

The first step in recruiting teachers is for the administrative team at SEMS to work with the district to develop an interview tool that aligns with the SIG plan priorities. Before the 2011–2012 school year ends, the current teachers at SEMS will be informed of the grant requirements. If any of those current faculty members

do not wish to work at SEMS through the Transformation process, the school will notify the district human resources department. These individuals will be allowed to participate in the district transfer program. After forming a selection committee, that group will review applications, schedule and conduct interviews, and select candidates to work at SEMS during the 2012–2013 school year who are highly qualified and who have demonstrated that they can work effectively with a diverse student population.

SEMS also plans to hire teachers for its four-week long summer school program in two two-week sessions. Historically, the school has had difficulty recruiting highly qualified staff from SEMS to work at summer school because of its length. By arranging summer school in two-week sessions, the school hopes the job appeals to more of the teachers at SEMS. For any summer school teachers hired outside of HSD, SEMS plans to provide one-day training.

Objective 4: By 2015, 100% of our staff will demonstrate proficiency in developing and implementing high-quality lessons that meet the needs of a diverse student population.

As described next, SEMS will work with Hazelwood School District to implement two strategies in support of this objective:

- **Strategy 4.1: Newly hired teachers will be provided ongoing job-embedded professional development through teacher mentors, co-teaching with veteran teachers in summer school, and instructional coaches.**

The SLT will assign mentors to newly hired teachers by May 2012. The administrative team will ensure that all newly hired teachers will attend the HSD training on data use and assessment literacy.

The SLT and professional development committee will develop the SEMS Summer Teacher Academy, to be attended by all teachers and the SEMS new teacher professional development academy by June 2012. Newly hired teachers will attend both the Summer Teacher Academy and the new teacher professional development academy.

Newly hired teachers will be inducted and supported by:

- participating in co-teaching for one to four weeks during summer school
- working with an instructional coach during summer school.

In order to ensure a good fit between new teachers and the school, newly hired teachers will be allowed to "opt out" of working at SEMS after their one week of teaching summer school if they do not feel that teaching at SEMS will be a good fit.

Additionally, newly hired teachers will be provided ongoing job-embedded professional development as determined by classroom observations, walkthroughs, and/or consultation with teacher leaders during summer school instruction and provided by the instructional support team throughout the school year. Newly hired teachers will collaborate with colleagues and analyze data during regularly scheduled PLC meetings.

The SLT will evaluate the effectiveness of professional development and new teacher academies and based on surveys, teacher observations, and lessons learned, and design the professional development academy and new teacher summer academy for year two (2013–2014).

- **Strategy 4.2: During a three-year period, all SEMS teachers will participate in ongoing professional development designed to develop proficiency in planning and the implementation of effective lessons.**

The SEMS professional development committee and school leadership team will work from February 2012 to April 2012 to complete three tasks:

- Planning a summer professional development academy for all teachers;
- Developing teacher portfolio guidelines and rubrics; and
- Developing fidelity checklists for all SEMS instructional components.

SEMS will implement a Summer Teacher Academy for all SEMS teachers that will occur over two two-week periods. The academies will occur in June and August 2012 (this timing allows SEMS teachers to teach at summer school in July). Different information will be presented at each of the teacher academies, so that all teachers at SEMS are familiar with the transformation plan and the instructional priorities of the school –

including differentiation, teaching in a block format, and strategies for teaching struggling students. This summer academy will draw from several funding streams, including district, SIG, Missouri Integrated Model (MIM), and Title I funding.

The professional development committee and SLT will develop a three-year teacher PD plan to support all teachers – the scope of the PD plan will be from June 2012 to May 2015. The instructional support team, a district team, will provide teachers with ongoing job-embedded professional development through the 2014–2015 school year. Teachers will collaborate with colleagues and analyze data during regularly scheduled PLC meetings.

Individual teachers will develop annual PD portfolios that identify and monitor their progress toward proficiency on SEMS instructional components, starting in June 2012. All SEMS teachers will participate in videotaped classroom observations for self-reflection and evaluation starting in June 2012. Additionally, each trimester students and parents will be provided with an opportunity to provide feedback on relationships and student progress.

Each trimester the professional development committee and school leadership team will review the professional development plan and current instructional data to monitor implementation of the plan and indicators of effectiveness. The SLT will evaluate the effectiveness of professional development and new teacher academies and based on surveys, teacher observations, and lessons learned, and design the professional development academy and new teacher summer academy for year 2 (2013–2014). The 2013 summer academy will also maximize funding streams, including district funds, SIG, MIM, and Title I funding.

Objective 5: By 2015, 100% of Tier 2 and Tier 3 students will receive focused interventions and intensive academic support to strengthen academic performance in mathematics and communication skills.

In order to reach this objective, the following four strategies will be implemented at SEMS:

- **Strategy 5.1: Implement an early warning system (EWS) that includes identified and agree-on academic and behavioral information.**

An early warning system (EWS) will play an important role in both the HSD plan as well as the SEMS plan; the HSD EWS focuses on student attendance (EWS-attendance) while SEMS plans to create an EWS (EWS-academic and behavioral) that includes student academic information as well as information on student behavior.

In order to meet Objective 3 of the HSD plan, that by 2014–2015, 100% of Hazelwood SIG schools, East High, Central Middle, and Southeast Middle schools attendance rate will meet the state standard of 95%, Hazelwood School District plans to design and implement an early warning tool for monitoring student attendance using the components of systems thinking to analyze the data.

The EWS-attendance will be phased in district wide, including monitoring student attendance starting in April 2012 and implementing a monthly system for monitoring attendance in August 2012. SEMS teachers and school leadership team will use the HSD EWS-attendance to identify students who have chronic attendance problems and whose attendance puts them at risk for failure. During the 2010–2011 school year, according to the School Accountability Report Card, the attendance rate at SEMS was 91.7%, below the state goal of 95%. Monitoring student attendance will be one way SEMS will seek to improve student learning outcomes.

At SEMS, the school plans to implement an EWS that will track student academic progress (EWS-academic and behavioral). The school leadership team will obtain a copy of the early warning system used at East Middle School, part of MO SIG Cadre I. The SLT will present the model for SEMS teacher input, to see if any changes need to be made to meet SEMS school needs.

Vertical PLCs will meet and create or modify the proposed EWS spreadsheets to be used in their subject area, ensuring information from common assessments eValuate, SRI, and AIMSweb are included in the tool. Then, the school leadership team will combine the spreadsheets created by the vertical teams, so that student data in all subject areas are in a single spreadsheet. The school leadership team will have this integration completed by March of 2012. A staff member who is familiar with using spreadsheets will train the school staff in April 2012 on how to effectively use spreadsheets. In May 2012 (and continuing), content-area teachers will

input their student achievement data from benchmark tests into the EWS-academic and behavioral tool. When the initial data have been input, the school administration will review the tool for completeness.

PLCs will work together from May 2012 to July 2012, using the information in the EWS-academic and behavioral, to assign students to Academic Excellence (AE) periods for the next school year. Using the data from the 2011–2012 school year, PLCs will identify student placement for the beginning of the 2012–2013 school year, so students can begin the year placed in the AE period with the appropriate teacher who can help them meet their identified needs.

The school leadership team will provide ongoing monitoring of the EWS-academic and behavioral data instrument and will evaluate the effectiveness of student assignments, both the decision process used to place students and student outcomes as a result of those placements.

- **Strategy 5.2: Restructure the existing Academic Excellence period by creating a differentiated curriculum and lesson plans for Tier 2 and Tier 3 students. Standards-based assessments will be used to determine student placement. Staff will consistently monitor progress of all intervention strategies and use the data to make decisions for student placement in Academic Excellence classes.**

As was mentioned previously, Academic Excellence periods are classes built into the school day in order to provide students with regular, ongoing opportunities for remediation and enrichment. Selected CA and math teachers will revise the AE curriculum, lessons, assessments, and recordkeeping chart for all strands during the summer in grade-level committees. The math AE curriculum will be revised in summer of 2012 and the CA AE curriculum will be revised in summer of 2013.

The revision will align the CA and math AE curriculum to the GLEs and common Core State Standards. The revision will ensure that the AE curricula in CA and math identify instructional materials to address weak prerequisite skills. The CA and math teachers selected to revise the curriculum will also write standards-based lessons and assessments to be used during the AE period. Because the math curriculum is also being revised during the summer of 2012, the two curricula (regular and AE) will be closely aligned.

The school leadership team will use the EWS-academic and behavioral described in Strategy 5.1 to create a decision-making protocol by May of 2012 to place students in appropriately leveled and monitored AE classes.

The revised math AE curriculum will be presented to SEMS staff during the summer academy in August 2012. The school leadership team will monitor the implementation of the new math AE curriculum through weekly walkthroughs and observations. PLCs will consistently monitor progress of all intervention strategies and use the data to make decisions for student placement in AE classes in an ongoing fashion. The revised CA AE curriculum will be presented to SEMS staff, monitored and implemented in an identical fashion during the 2013–2014 school year.

Weekly discussions in PLCs of AE student placement based on mastery of standards will guide how students move in and out of AE based on achievement and needs; one tool that PLCs will use to determine how to group students for AE will be the decision-making protocol created by the school leadership team. Both CA and math PLCs will use this tool to determine entrance and exit criteria for students receiving support in AE during the 2012–2013 school year.

The math teachers will continue to collaborate in their vertical teams to create and revise lessons and assessment for AE units throughout the 2012–2013 school year and beyond. Similarly, the CA teachers will continue to collaborate in their vertical teams to create and revise lessons and assessments for AE units throughout the 2013–2014 school year in an ongoing way.

In May 2013, the SLT will evaluate the effectiveness of the revised math AE curriculum and instruction using eValuate and common assessments. Based on this evaluation and student data, changes to the math AE curriculum will be made in summer of 2013. Similarly, in May 2014, the SLT will evaluate the effectiveness of the revised CA AE curriculum and instruction using eValuate and common assessments. Based on this evaluation and student data, changes to the CA AE curriculum will be made in summer of 2014.

- **Strategy 5.3: To build stronger staff-to-student relationships, to increase student achievement, and for consistency in monitoring and implementation of adaptations and modifications, Special**

School District (SSD) teachers will loop from year to year with their SSD students.

In order to meet the needs of students with disabilities, starting in 2012–2013 with the sixth grade, SSD teachers will loop with their students, moving up from grade to grade to provide students with continuity of support. SEMS chose to implement this strategy because the school has seen the benefits of strengthened relationships with the assistant principals and counselors, who currently move with a student cohort through their time at SEMS.

Any additional curriculum training needed by SSD teachers, as they enter into seventh grade with their students, will be provided in July 2013 to help prepare teachers for the 2013–2014 school year.

- **Strategy 5.4: To build stronger relationships with identified incoming Grade 6, Tier 3, high-needs students, a teacher cohort of mathematics, communication arts, and SSD personnel will loop from Grades 6 to 8 with a cohort of students.**

Similarly to having SSD teachers loop with a cohort of students, starting with one class of sixth grade students, a teacher cohort (in math, CA, and SSD) will loop with a group of students, moving to seventh grade then eighth grade, with that same group of students. The goal is to develop stronger relationships with the group of students, and the students identified to be in this configuration will those students identified as Tier III with high needs.

The school leadership team will solicit and identify potential looping volunteer teachers from existing staff. A feasibility committee will be formed at the beginning of the 2012–2013 school year to study different looping options, working to ensure teachers are still able to collaboratively plan and participate in PLCs with the appropriate group of teachers. By April of 2013, the feasibility committee will recommend the most feasible option to the school leadership team, who will choose an option and establish a timeline for implementation. Throughout August 2013, teachers participating in the looping configuration will participate in grade-level curriculum training, if the teachers are moving to a different grade.

The looping plan will begin for the group of incoming sixth grade students in Tier III in the 2013–2014 school year. In January 2014 and May 2014, the school leadership team will examine student achievement data that is part of the EWS-academic and interview the looping teachers to identify what aspects of the plan are successful and what can be improved for the 2014–2015 school year, when the initial teachers move to seventh grade with their students and a new team of looping teachers begins to teach the incoming sixth grade identified Tier III students. In June 2014 (and annually thereafter), the school leadership team will evaluate the effectiveness of the looping plan.

Objective 6: By 2015, 100% of SEMS students will feel safe while at school as measured by the Safe Schools and Healthy Students survey.

The two strategies described next will be used to meet Objective 6:

- **Strategy 6.1: Implement an ongoing, year-round program on bullying prevention.**

The existing PBIS committee will begin to investigate bullying prevention programs in January of 2012. They will present their findings to the school leadership team in March of 2012. In spring of 2012, the SLT will make a final decision on which bullying prevention program to implement. The PBIS committee will be responsible for presenting the selected program to staff during the summer of 2012 and coordinating any staff training. Staff at SEMS will implement the selected bullying prevention program during the 2012–2013 school year. The PBIS committee will monitor the fidelity of the program's implementation monthly. Every trimester, the SLT will monitor the results of the bullying prevention program for its effectiveness in preventing behavioral incidents, using data from the EWS-academic and behavioral.

- **Strategy 6.2: Implement a peer mediation program or student court.**

The administration and PBIS committee will establish a Student Welfare and Conduct Committee in August of 2013, consisting of eighth grade students and some faculty members. The Student Welfare and Conduct Committee chairperson will identify infractions to be addressed by the Peer Mediation/Student Court Program in September of 2013, while the committee begins to plan the program. The committee will form the Student

Leadership Team from selected eighth grade students to serve as Peer Mediators in October 2013, training the Student Leadership Team and staff on conflict management, mediation, and negotiation in November of 2013. The Student Welfare and Conduct Committee will implement the pilot Peer Mediation/Student Court Program in January 2014. The effectiveness of the Peer Mediation/Student Court Program will be monitored monthly by the Student Welfare and Conduct Committee. The committee will select and train successor Student Leadership Team from incoming eighth grade students to serve as Peer Mediators in the 2014–2015 academic year from March 2014 to May 2014.

Objective 7: Increase the capacity of parents and family members to support their children's education measured by an increase in metrics established by an instrument to be developed in consultation with families and the PTSA in the first grant year.

In order to reach this objective, the following strategy will be implemented at SEMS:

Strategy 7.1: Implement a family advocacy system and parent resource center that that provides ongoing opportunities for families to build strong relationships with at least one caring adult in the building. The system will utilize a four-pronged approach to strengthen relationships among teachers, students, and families through:

1. **Teacher training on how to develop and sustain positive relationships with the community we serve.**
2. **Family advocates that will loop with their families and remain with the same family throughout their tenure at SEMS. Multiple students in the same family will have one advocate.**
3. **A peer mentoring program with the high school that establishes and builds peer relationships that are ongoing throughout their tenure in the district.**

4. **Collective partnerships that bridge relationships with parents of Tier II and Tier III students. This may include SEMS parent organizations, faith- and community-based organizations, health clinics, state and local agencies.**

The purpose of the family advocacy system will be to foster strong relationships between student families, SEMS staff and faculty, and to build the capacity of families to support education in the home. Although all students at SEMS will be eligible to benefit from the advocacy, the system will target high-needs students and families for services. The family advocacy system will go beyond the mere dissemination of information by proactively identifying needs of students and families, collaborating with external partners, and ensuring access to services and training.

SEMS will create an action team to lead the development of the family advocacy system by May 2012. The team will include teachers, parents and family members, SEMS counselors, social workers, and school-based medical personnel. The action team will also include a designated number of seats for at-large community members such as service agencies, and faith-based or community-based organizations.

The priorities of the team in year 1 will be to lead a school wide self-assessment about knowledge of the community and available resources; recruit family advocates and define the roles, responsibilities, and processes for connecting families to services and supports; and identify professional learning needs. Simultaneously, the team will research, select, or develop an instrument to gauge the capacity of families to support education in the home. The instrument will be in place for the start of year 2 (2013–2014). The action team will collaborate with the SEMS professional development committee and work to identify the professional learning needs to enhance the skills and abilities of SEMS staff and faculty to collaborate effectively with diverse family members. Training will be provided in the summer of 2013. An outcome of the training will be for staff and faculty to identify goals for implementing the strategies learned in training. The professional development plan for year 2 will include time for teachers to continuously reflect on the use of and collaborate with peers on the implementation of strategies.

In year 2, the action team will focus on four priorities. First, family advocate assignments will be made and the new roles and process articulated in year 1 will be implemented. Secondly, using the instrument selected or developed in year 1, the team will appraise the capacity of families to support education in the home. This will establish baseline data to be tracked annually and inform the pursuit and selection of external partnerships. The third priority in year 2 will be to use the data gathered to identify external partnerships that can fill service gaps or address the needs of SEMS families. Throughout year 2, the action team will endeavor to establish relationships with external partners and articulate roles and responsibilities of all parties in serving SEMS families for full implementation of partnerships in year 3. Lastly, the action team will undertake the development of a peer mentoring program. In year 2 the action team will research peer mentoring programs, define the roles and responsibilities of mentors and mentees, begin designing activities for the program and recruiting program participants.

In year 3, the action team will have established the groundwork to implement formal partnership and the peer mentoring program. In year 3 all aspects of the family advocate system will be in place. Specific activities will be supported by external partners and the parent executive board.

Objective 8: District Learning Support Team along with the HSD 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 transformation process..

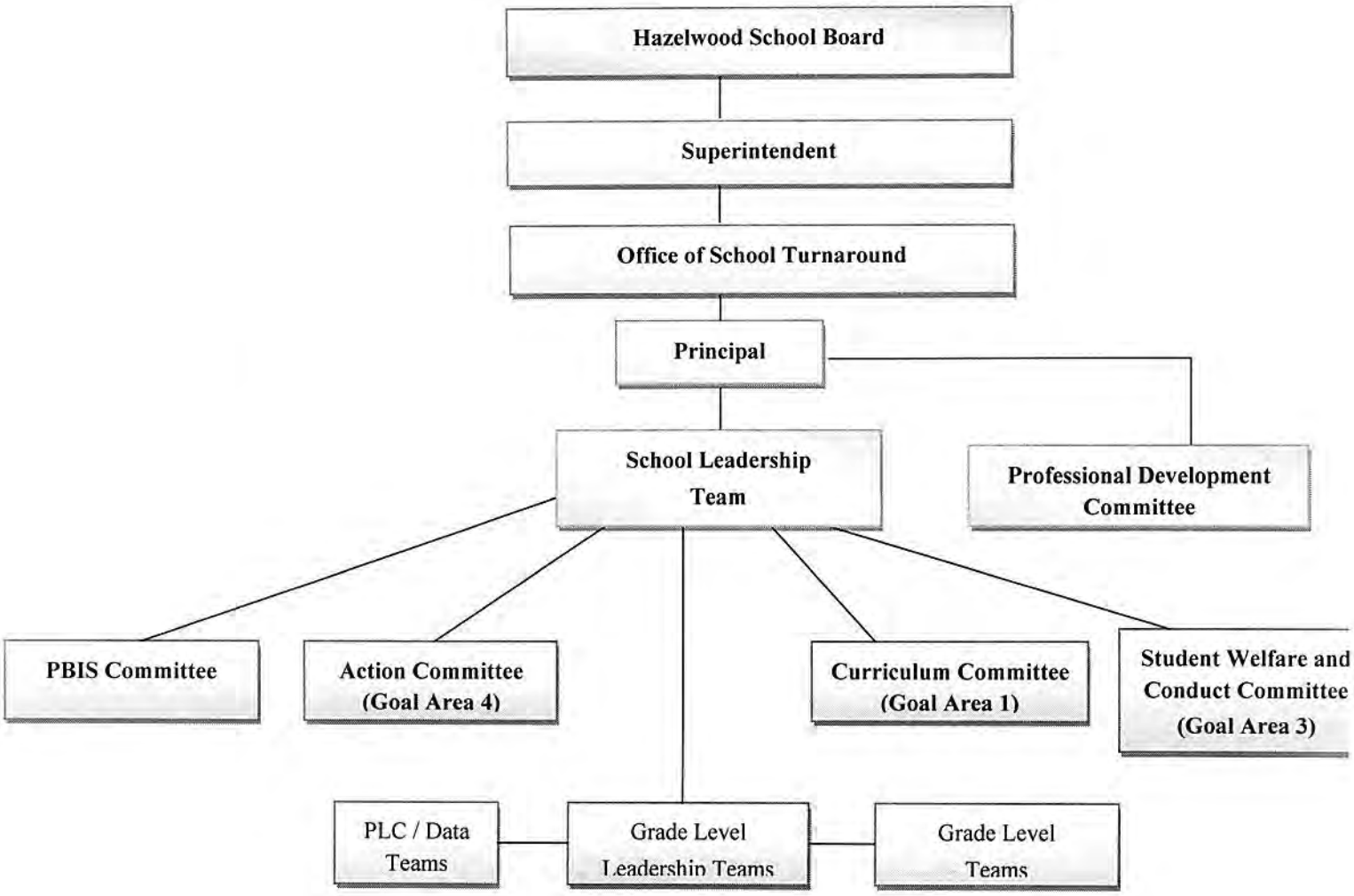
Strategy 8.1 SEMS SLT will regularly meet to monitor the implementation of the SIG plan and action steps, reflect on data, and ensure that obstacles to implementation are addressed, removed, mitigated, and minimized.

Starting in January 2012, a School Leadership Team (SLT) will be formed by combining several existing teams, the Administrative Team and Grade-Level Teams. The Administrative Team currently consists of three assistant principals, the principal, and a district Learning Facilitator. Grade-Level Teams are comprised of cross-disciplinary teacher teams at each grade level (grades 6 through 8) as well as instructional coaches,

team leads, and counselors. Each grade-level team and the administrative team will meet once a week throughout the year to monitor the implementation of the SIG plan, reflect on data, and ensure that obstacles to implementation are addressed, removed, mitigated, and minimized. Once each trimester the entire SLT will convene to discuss successes and challenges to implementation, examine data to determine effectiveness of strategies, and decide if adjustments to the plan or strategies are needed to best serve SEMS students and families and meet the stated SIG objectives.

In addition to the monitoring and evaluation activities, the SLT will designate a liaison to provide monthly updates to the Parent Executive Board on the successes and challenges related to implementing the SIG plan. The monthly updates will include opportunities for families to provide input on decisions and collaborate with SEMS. This will be coupled with regular ongoing dissemination of information related to SIG objectives using a variety of communication channels, media outlets, and social media forums.

Figure X. SEMS Organizational Chart



This SEMS plan is based on the significant findings of the needs analysis, as shown in Table 30.

Table 30. Alignment of Key Findings of the Needs Analysis and the Goals, Objectives, and Strategies of the School Implementation Plan

Needs Statement of the Needs Analysis of Southeast Middle School	Objective or Strategy of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR 1	YR 2	YR 3

Need Statement 1: Despite the use of formative assessments to guide instructional planning, student achievement scores continue to fall below AYP targets in math and CA.	Objective 1: By 2015, 100% of students will score proficient or above on the state assessment, which represents a 62% increase in mathematics scores from a baseline of 23.0% proficiency in 2010–2011.
	• Strategy 1.1: By August 2012, SEMS will restructure and align the curriculum to address the academic needs of all students. The curriculum will:
	  • Draw on the lessons learned and materials resulting from the Missouri SIG Cohort 1 turnaround initiative in HSD.
	  • Identify a viable scope and sequence for students to master in one school year.
	  • Be aligned vertically and to state standards and grade-level expectations.
	  • Identify research-based teaching and learning strategies (foundational instructional strategies: bell-to-bell instruction, grouping)
	  • Include project-based activities.
	  • Be rigorous and challenging as measured by the HSD rubric for rigor.
	  • Be based on the CMP2 and be supported with a pacing guide and math-specific walkthrough form
		X					X	X	X

Needs Statement of the Needs Analysis of Southeast Middle School	Objective or Strategy of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR 1	YR 2	YR 3
Need Statement 1: Despite the use of formative assessments to guide instructional planning, student achievement scores continue to fall below AYP targets in math and CA.	• Strategy 1.2: By May 2013, SEMS will create a standards-based mathematics curriculum and supporting lesson plans for summer school that focus on weak prerequisite skills as determined by eValuate assessment data. The curriculum will contain a viable scope and sequence for the four-week period, and the length of student attendance will be determined by mastery of standards. Optional enrichment will be referred for students mastering standards before the end of the four weeks.	X					X	X	X
Need Statement 1: Despite the use of formative assessments to guide instructional planning, student achievement scores continue to fall below AYP targets in math and CA. Need Statement 2: Approximately 45% of students are reading on grade level although they have difficulty with higher level Depth of Knowledge questions.	Objective 2: By 2015, 100% of students will score proficient or advanced on the state assessment in communication arts, which represents an increase of 61% in communication arts scores from a baseline of 23.7% proficiency in 2010–2011. • Strategy 2.1: In consultation with an outside curriculum expert, SEMS will review and evaluate curriculum to determine necessary revisions as it applies to the needs of our students. • Strategy 2.2: Create a standards-based communication skills summer school curriculum and lesson plans that focus on weak prerequisite skills as determined by eValuate assessment data. The curriculum will contain a viable scope and sequence for the four-week period, and the length of student attendance will be determined by the mastery of standards. Optional enrichment will be offered for students mastering standards before the end of the four weeks.	X					X	X	X

Needs Statement of the Needs Analysis of Southeast Middle School	Objective or Strategy of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR 1	YR 2	YR 3
Need Statement 3: On average, the staff at Southeast Middle School has 6.4 years of experience.	Objective 3: The SEMS interviewing team will identify and select highly qualified staff who can effectively work with a diverse student population. • Strategy 3.1: The SEMS interviewing team will design a process for recruiting, identifying, and selecting highly qualified staff who can effectively work with a diverse student population.		X				X	X	X
Need Statement 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 collaboratively solving problems regarding the lack of student understanding.	Objective 4: By 2015, 100% of our staff will demonstrate proficiency in developing and implementing high-quality lessons that meet the needs of a diverse student population. • Strategy 4.1: Newly hired teachers will be provided ongoing job-embedded professional development through teacher mentors, co-teaching with veteran teachers in summer school, and instructional coaches. • Strategy 4.2: During a three-year period, all SEMS teachers will participate in ongoing professional development designed to develop proficiency in planning and the implementation of effective lessons.		X				X	X	X
Need Statement 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.									

Needs Statement of the Needs Analysis of Southeast Middle School	Objective or Strategy of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR 1	YR 2	YR 3
Need Statement 6: Multiple programs and supports are in place, yet student achievement in communication arts and math do not meet AYP targets.	Objective 5: By 2015, 100% of Tier 2 and Tier 3 students will receive focused interventions and intensive academic support to strengthen academic performance in mathematics and communication skills. • Strategy 5.1: Implement an early warning system (EWS) that includes identified and agree-on academic and behavioral information. • Strategy 5.2: Restructure the existing Academic Excellence period by creating a differentiated curriculum and lesson plans for Tier 2 and Tier 3 students. Standards-based assessments will be used to determine student placement. Staff will consistently progress monitor all intervention strategies and use the data to make decisions for student placement in Academic Excellence classes. • Strategy 5.3: To build stronger staff-to-student relationships, to increase student achievement, and for consistency in monitoring and implementation of adaptations and modifications, SSD teachers will loop from year to year with their SSD students.			X			X	X	X
Need Statement 7: Overall, 67.0% of SEMS students feel safe, but the bathrooms and hallways are areas of concern from the students' perspective.	Objective 6: By 2015, 100% of SEMS students will feel safe while at school. • Strategy 6.1: Implement an ongoing, year-round program on bullying prevention.			X			X	X	X
Need Statement 8: Forty-eight percent of behavior referrals are based on insubordination and disruptive behavior; these referrals are attributed to 39% of the student population.	Objective 6: By 2015, 100% of SEMS students will feel safe while at school. • Strategy 6.2: Implement a peer mediation program or student court.			X				X	X

Needs Statement of the Needs Analysis of Southeast Middle School	Objective or Strategy of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR 1	YR 2	YR 3
Need Statement 9: Even though many programs and service are offered at SEMS and parents expect success for their students, socioeconomic issues and awareness may impact parent participation.	Objective 7: Increase the capacity of parents and family members to support their children's education measured by an increase in metrics established by an instrument to be developed in consultation with families and the PTSA in the first grant year. Strategy 7.1: Implement a family advocacy system and parent resource center that that provides ongoing opportunities for families to build strong relationships with at least one caring adult in the building. The system will utilize a four-pronged approach to strengthen relationships among teachers, students, and families through: • Teacher training on how to develop and sustain positive relationships with the community we serve. • Family advocates that will loop with their families and remain with the same family throughout their tenure at SEMS. Multiple students in the same family will have one advocate. • A peer mentoring program with the high school that establishes and builds peer relationships that are ongoing throughout their tenure in the district. • Collective partnerships that bridge relationships with parents of Tier II and Tier III students. This may include SEMS parent organizations, faith- and community-based organizations, health clinics, state and local agencies.				X		X	X	X

Needs Statement of the Needs Analysis of Southeast Middle School	Objective or Strategy of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR 1	YR 2	YR 3
Need Statement 10: Teams at SEMS have not historically focused on monitoring program implementation and evaluation of programs.	Objective 8: District Learning Support Team along with the HSD 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 transformation process. • Strategy 8.1 To ensure the success of the transformation process, the district will employ three integrated strategies: o Designate a Turnaround Officer o Meet with building leadership to monitor and evaluate early warning data o Develop a progress-monitoring template • Strategy 8.2 SEMS will develop leadership practices that emphasize implementation monitoring and continuous reflection on data to evaluate effectiveness of improvement initiatives on student achievement.					X	X	X	X

The SEMS plan is aligned with the required activities of the Transformation Model, as well as the appropriate permissible activities of the Transformation Model, as detailed in Table 31.

Table 31. 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;	Dr. Sonya Ptah will remain the principal at SEMS because 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. Dr. Ptah has 25 years of administrative experience in traditional and alternative educational settings, with an emphasis on working with at-risk youth and students with special needs.
(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;	This required activity is part of the Hazelwood School District plan. Strategy 4.4 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. The Hazelwood School District is working in partnership with the American Institutes for Research 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;	As describe in SEMS Objective 8, SEMS will recognize teachers for the following accomplishments: • Teacher with the highest personal attendance rate • Teacher with the highest eValuate average at end of each trimester • Teacher with the greatest growth in their students' eValuate average at end of each trimester • Teacher with the highest number of students scoring Proficient or Advanced on MAP (annually). Additionally, as described in HSD Strategy 4.2, Hazelwood School District Assistant Superintendent of Human Resources in collaboration with the Turnaround Officer, and the School Principals will expedite the removal, reassignment, or

Activities of Transformation Model	School Plan
	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.	As part of Strategy 4.2, all SEMS teachers will participate in ongoing professional development designed to develop proficiency in planning and the implementation of effective lessons. The professional development will include a four-week Summer Teacher Academy (two sessions, each two weeks in duration) for all SEMS teachers. All SEMS teachers will develop individual professional development plans. The existing PLCs and vertical teams at SEMS will continue and will help support the school plan, including analyzing EWS data and supporting students in AE classes. As part of 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 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.	This required activity is part of the Hazelwood School District plan. Strategy 4.1 states: HSD 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.
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;	As is described in SEMS Strategy 4.2, each trimester the professional development committee and school leadership team will review the professional development plan and current instructional data to monitor implementation of the plan and indicators of effectiveness. The SLT will evaluate the effectiveness of professional development and new teacher academies and based on surveys, teacher observations, and lessons learned.
(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	This permissible activity is part of the Hazelwood School District plan. Strategy 4.2 states: 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.
Required activities related to comprehensive instructional reform strategies.	
(A) Use data to identify and implement an instructional program that is research-	Strategies 1.1 and 2.1 describe how SEMS plans to revise the school math and CA curriculum, respectively.

Activities of Transformation Model	School Plan
based and vertically aligned from one grade to the next as well as aligned with State academic standards;	Strategy 1.1: By August 2012, SEMS will restructure and align the curriculum to address the academic needs of all students. The curriculum will: • Draw on the lessons learned and materials resulting from the Missouri SIG Cohort 1 turnaround initiative in HSD. • Identify a viable scope and sequence for students to master in one school year. • Be aligned vertically and to state standards and grade-level expectations. • Identify research-based teaching and learning strategies (foundational instructional strategies: bell-to-bell instruction, grouping). • Include project-based activities. • Be rigorous and challenging as measured by the HSD rubric for rigor • Be based on the CMP2 and be supported with a pacing guide and math-specific walkthrough form. Strategy 2.1: In consultation with an outside curriculum expert, SEMS will review and evaluate curriculum to determine necessary revisions as it applies to the needs of our students. Additionally, as described in 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, for implementation in 2014–2015.
(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.	As mentioned earlier, PBIS has been implemented at SEMS for five years and this year (2011–2012) is the first year RtI has been implemented. Both of these interventions require significant analysis of data to be implemented fully and with fidelity. Although Need Statement 4 states teachers have received training on using assessment data to inform instruction and many teachers report feeling comfortable in the data analysis process, teachers also report feeling less comfortable with collaboratively solving problems regarding the lack of student understanding. And teachers at the needs analysis meeting noted that regularly scheduled data teams meetings too often focused on data organization and input and did not spend enough time on identifying next steps for meeting the needs of students. In order to meet this need and ensure that student data are used consistently and effectively to inform and differentiate instruction to meet student needs, the SEMS plan includes the following components: • Creating a school-level EWS that includes academic and behavioral data

Activities of Transformation Model	School Plan
	• Utilizing a district wide EWS for attendance • Providing PLCs with weekly collaboration time with support from district coaches.
Permissible activities related to comprehensive instructional reform strategies.	
(B) Implementing a school wide ''response-to-intervention'' model;	SEMS began implementing Response to Intervention (RtI) this year (2011–2012), so there is not significant data about how effective this intervention has been at SEMS. 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. In order to meet this need and ensure faithful implementation of RtI, the SEMS plan includes the following components: • Creating a school-level EWS that includes academic and behavioral data • Utilizing a district wide EWS for attendance • Providing support to identified Tier II and Tier III students during AE periods, using revised math and CA curricula • Having SSD teachers loop with Tier III students with IEPs, to provide consistency, starting in 2012–2013 • Having one math and one CA teacher loop with Tier III students, starting in 2013–2014 • Providing PLCs with weekly collaboration time with support from district coaches.
(E)(*4*) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	As described in Strategy 5.1, SEMS will implement an early warning system that includes identified and agree-upon academic and behavioral information. SEMS teachers will also utilize a district wide EWS for attendance, described in Strategy 3.1 of the HSD 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);	In order to increase the amount of instructional time experienced by its lowest-performing students, SEMS will offer a four-week summer school program, as described in Strategy 1.2 and 2.2, focusing on math and communication arts, respectively.
(B) Provide ongoing mechanisms for family and community engagement.	Objective 7: Increase the capacity of parents and family members to support their children's education measured by an increase in metrics established by an instrument to be developed in consultation with families and the PTSA in the first grant year. The four strategies related to this objective discuss specific methods SEMS plans to use to engage with the Parent Executive Board and reach out to families, parent organizations, faith- and community-based organizations, health clinics, state and local agencies and local high school students, and also training

Activities of Transformation Model	School Plan
	teachers.
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;	Objective 7: Increase the capacity of parents and family members to support their children's education measured by an increase in metrics established by an instrument to be developed in consultation with families and the PTSA in the first grant year. The four strategies related to this objective discuss specific methods SEMS plans to use to reach out to parents, parent organizations, faith- and community-based organizations, health clinics, state and local agencies and local high school students, and also training teachers.
(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;	In addition to continuing its existing PBIS program, in order to reach Objective 6, that by 2015, 100% of SEMS students will feel safe while at school, SEMS plans to implement Strategy 6.1: Implement an ongoing, year-round program on bullying prevention, and Strategy 6.2: Implement a peer mediation program or student court.
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;	As outlined in the district roles and responsibilities table, the district Turnaround Officer, Assistant Superintendent of Human Resources, and Learning Support Team members will provide support to ensure that SEMS has sufficient operational flexibility to effectively implement the transformation model.
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	As outlined in the district roles and responsibilities table, the district will provide ongoing assistance and support to SEMS throughout the transformation process via the efforts of the District Turnaround Officer and the Learning Support Teams.

VII.A.2.c – LEA Support of Interventions and Improvement Activities at Central Office Level

The SEMS 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 SEMS plan, the Hazelwood School District is committed to leading school improvement efforts and working with SEMS to fully support and implement all transformation initiatives. The full Hazelwood School District plan can be found in Appendix A.

Table 32 outlines the strategies that the Hazelwood School District will use to fully support and implement this plan throughout the duration of the grant.

Table 32. 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, Director of Federal Programs	X	X	X	X
	Objectives 1&2, Strategy 2: The Hazelwood School District will develop and implement assessment for learning strategies based on the work of Rick Stiggins and The Assessment Training Institute (ATI).	District Learning Support Teams; School Leadership Teams; District Assessment Literacy Steering Committee	X	X	X	X
	Objective 1&2, Strategy 3: The Hazelwood School District will develop and implement culturally responsive teaching and racial awareness strategies based on the work of Glenn Singleton.	District Learning Support Teams; School Leadership Teams; District Race and Equity Steering Committee	X	X	X	X
	Objective 1&2, Strategy 4: The Hazelwood School District will implement PLCs with the integration of Assessment Literacy and Race and Equity through a Systems-Thinking approach based on the work of Peter Senge to promote collaboration and to transform staff and student learning.	District Professional Learning Committee; District Learning Support Teams; School Leadership Teams	X	X	X	
	Objective 3, Strategy 1: The Hazelwood School District will design and implement an early warning tool for monitoring student attendance using the components of systems thinking to analyze the data.	District Learning Support Teams; School Leadership Teams	X			
Highly Qualifie	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,	Assistant Superintendent of Human Resources; Learning Leadership	X			

Goal	Key Strategies for Hazelwood School District	Responsible District Staff	Implementation Timeline			
			Pre Imp	YR 1	YR 2	YR 3
	flexible scheduling, increased salary for additional time, and additional leadership opportunities.	Team (LLT)				
	Objective 4, Strategy 2: The Hazelwood School District Assistant Superintendent of Human Resources in collaboration with the Turnaround Officer, and the School Principals will expedite the removal, reassignment, or administrative transfer of teachers at the Hazelwood SIG Schools who are deemed by the evaluation process to be ineffective.	Building Principals; Assistant Superintendent of Human Resources; SIG Turnaround Officer; Learning Leadership Team (LLT)	X			
	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.	American Institutes of Research; West Wind Education Policy, Inc.; Hazelwood Educator Evaluation Taskforce; Assistant Superintendent of Human Resources; Hazelwood NEA	X	X	X	X
Goal 3	Objective 5, Strategy 1: The Hazelwood School District will develop an early warning implementation tool to determine the monthly progress and effectiveness of SIG schools programs and initiatives (monitoring plan).	School Leadership Teams; District Turnaround Officer; District Learning Support Teams	X	X	X	X
Goal 4: Parent and Community Involvement	Objective 6, Strategy 1: Hazelwood School District Communication Office, Learning Support Team, MOSPRA (Missouri School Public Relations Associations), and CSD (Cooperating School District), will meet twice this April 2012 and twice again in 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.	Turnaround Office; Communication Office; Learning Support Team; School Leadership Teams				
	Objective 6, Strategy 2: Continue the HSD Legislative Advocacy Committee that was formed to better engage various members of our community in the development of a legislative platform. Meetings are held about six times per year. HSD staff	Turnaround Office; Communication Office; Learning Support Team; School Leadership		X	X	

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

Goal	Key Strategies for Hazelwood School District	Responsible District Staff	Implementation Timeline			
			Pre Imp	YR 1	YR 2	YR 3
	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.	Site Leadership Teams; Turnaround Officer				
	Objective 8, Strategy 3: The Hazelwood District Learning Support Team will develop a progress-monitoring presentation template for SIG schools to use for their quarterly and end-of-year presentations.	Turnaround Officer; District Leadership Support Team; Building Leadership Teams		X	X	X

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 (3) 1 Plan Consistent with Final Requirements

The school improvement plans for both Hazelwood School District and Hazelwood Central and Southeast Middle Schools and Hazelwood East High School are 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:

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

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

provided by the district in summer 2011 and continues in the current school year.

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

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

- Fidelity walkthrough data
- Bimonthly LST progress report documents
- Implementation walkthrough progress reports
- Common assessment data
- Revised curriculum documents
- PLC collection logs and support documents

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

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

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

Goal 2: Highly Qualified Staff

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

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

Three core strategies support this objective:

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 2012–13, the Hazelwood School District will implement a field test in SIG schools. Participating schools will receive technical assistance and professional development from consultants and technical experts. Considering lessons learned from the pilot year, the evaluation tool will be implemented throughout the district in 2014–15.

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

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

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

Goal 3: Facilities, Support, and Instructional Resources

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

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

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

- Analyze student performance data
- Develop action steps and timelines for course corrections based on an analysis of the results and feedback from the Turnaround Officer and Learning Support Team
- Develop a PD plan to operationalize the action steps in coordination with the Learning Support Team
- Create a monthly monitoring system and track growth towards goals
- Conduct midyear reassessment of SIG plan, with potential rewriting of objectives and strategies
- Periodically present SIG update on initiatives at Board of Education meetings

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

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

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

The SIG schools will have the autonomy to ensure that students are properly placed in rigorous coursework by redesigning their master schedule and the autonomy to develop or adjust curriculum and instructional pacing guides to align their instruction and interventions to Missouri's Common Core Standards in reading, writing, and Mathematics. Curriculum support will be provided by District Learning Facilitators/Curriculum Coordinators and outside providers to include DESE and SLACCA (St. Louis Area Curriculum Coordinators Association). External and internal consultants will review any curriculum instructional pacing guide aligned to Missouri's Common Core Standards in reading, writing, and Mathematics.

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

The project will include:

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

Goal 4: Parent and Community Involvement

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

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

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

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

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

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

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

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

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

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

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

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

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

- MU Partnership for Educational Renewal

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

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

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

Curriculum and assessments will be aligned to the Common Core State Standards to meet the State of Missouri's Show-Me Standards and Grade Level Expectations (GLEs) or Course Level Expectations (CLEs).

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

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

VII C (3) 4 Modification of Practices or Policies

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

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

- Assess, design, and implement a policy modification protocol that includes input from state and local education agency administrators, board members, and personnel
- Develop an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) teacher-performance rewards; and (iv) altering the traditional school day and/or calendar to include additional instructional and planning time.

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

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

- Choose a site governance model utilizing the support and knowledge of our many partners (i.e., Pearson Assessment Training Institute, American Institutes for Research, West Wind Education Policy, Pacific

Education Group, the Lead and Learn Center, Washington University, and Missouri's Regional Professional Development Committee).

- Develop and implement the site governance model.
- Monitor the site governance model through a constructive dissent process. Meetings with central office staff, staff, PTA, and the student council can refine the site governance model and create a structure that is tailored to SIG schools' context.
- Evaluate the site governance model through walkthroughs, student assessment data, and surveys.

VII C (3) 5 Sustainability Beyond Funding Period

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

- Supporting the new FTE positions for two years 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 School Informational System (SIS)

- 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
- Implement 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

	First-Year Detail by Month													Years 2–3	
	Pre Impl	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**2**	**3**
Strategy 1.1: Restructure and align the curriculum to address the academic needs of all students.			△	—	—	—	—	—	▲						
1. Preliminary analysis of the curriculum beginning in January a. Begin implementing the Common Core State Standards that are similar to the grade-level expectations. b. Draw on expertise and experience gained from Missouri SIG Cadre1 turnaround initiative	▲														
2. Form curriculum committees with mathematics, science, and special education teachers.	▲														
3. Revise the curriculum in the summer in grade level and vertical teams to narrow content and create a scope, sequence, and pacing guide a. Build on curricular documents developed during Missouri SIG Cadre1 turnaround initiative		▲													
4. Train instructional and support staff in the revised curriculum and provide professional development for block instruction, effective grouping, and strategies for teaching struggling students prior to the start of the 2012 school year.			▲												
5. Monitor classrooms for rigor and implementation and use of the revised curriculum through classroom walk-throughs and observations.				▲	—	—	—	—	—	—	—	—	—		

	First-Year Detail by Month													Years 2–3	
	Pre Impl	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**2**	**3**
6. Monitor the curriculum for effectiveness a. Five percent to 10 percent increase in eValuate scores monthly to reach the eValuate threshold number per grade / eValuate data form b. AIMSweb target goals for grade level met c. Monthly score of proficient or above on the common scoring rubric					▲	—	—	—	—	—	—	—	—		
Strategy 1.2: Create a standards-based math summer school curriculum and lesson plans	▲														
1. Create the summer school curriculum, assessments, and record-keeping chart	▲	▲	—	—	—	—	—	—	—	—	—	—	—		
2. Train summer school staff before the end of the 2012–13 school year. This is repeated in Goal 2.	▲														
3. Implement the new Academic Excellence curriculum and plan. a. Weekly through walk-throughs and observations b. High student and teacher engagement			▲	—	—	—	—	—	—	—	—	—	—		
4. Students move in and out of Academic Excellence curriculum based on achievement				▲	—	—	—	—	—	—	—	—	—		
5. Evaluate the effectiveness of the summer school curriculum and instruction using eValuate and standards-based pretest and posttest. Two strands of study for each year will be determined by student data from the previous school year.				▲	—	—	—	—	—	—	—	—	—		
6. Provide summer school data to following school year mathematics teacher using the Early Warning System data sheet.		▲	▲												

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
Strategy 2.1: In consultation with an outside curriculum expert, SEMS will review and evaluate curriculum to determine necessary revisions as it applies to the needs of our students.	△	—	—	—	—	—	—	—	—	—	—	—	▲		
1. Form selection committee to review and select curriculum expert.	▲														
2. Review East Middle School's curriculum with curriculum expert to determine applications at SEMS.			△	—	—	—	—	—	—	—	—	—	▲		
3. Apply recommendations to revise curriculum.			△	—	—	—	—	—	—	—	—	—	▲		
4. Teachers will implement revised curriculum.														△	—
5. Teachers will reflect and report on implementing revised curriculum, providing feedback on implementation of revised curriculum at least twice per trimester during PLCs.														△	—
6. Monitor revised curriculum with walk-throughs, observations, and student performance.														△	—
7. Monitor the curriculum for effectiveness														△	—
Strategy 2.2: Create a standards-based communication skills summer school curriculum and lesson plans.		△	—	—	—	—	—	—	—	—	—	—	△	▲	
1. Create summer school curriculum, write lessons, and select standards-based assessments and record-keeping chart.		△	—	—	—	—	—	—	—	—	—	▲			
2. Train summer school staff before the end of 2012–13 school year.												▲			
3. Monitor the implementation of the new summer school curriculum through weekly observations.														▲	
4. Provide summer school data to following school														▲	

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
year communication arts teacher.															
5. Evaluate the effectiveness of the created curriculum and instruction using eValuate and standards-based on pretest and posttest.														▲	

Goal 2. Highly Qualified Staff

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
Strategy 3.1: The SEMS interviewing team will design a process for recruiting, identifying, and selecting highly qualified staff who can effectively work with a diverse student population.	▲														
1. Develop interview tool.	▲														
2. Inform current SEMS teachers of SIG grant components and requirements. Identify current SEMS faculty who do not want to remain in transformation model and notify human resources. Waive requirements of three-year residency requirement for transfer.	▲														
3. Early advertisement of vacancies with language specific to transformation model included in advertisement.	▲														
4. Create SEMS teacher selection committee.	▲														
5. Schedule and conduct interviews for SEMS openings.	▲														
6. Select candidates.	▲														
7. Offer summer school teaching positions as two-week assignments to recruit highly qualified staff from SEMS.	▲														
8. One-day training for summer school teachers hired from outside HSD.	▲														
Strategy 4.1: Newly hired teachers will be provided ongoing job embedded professional development through teacher mentors, co-teaching with veteran teachers in summer school, and instructional coaches.	△	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1. Assign mentors to newly hired teachers.	▲														

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
2. Newly hired teachers will attend HSD data/assessment workshop.	▲														
3. Develop SEMS summer teacher academy and the SEMS new teacher professional development academy.	▲														
4. Newly hired teachers will attend the SEMS summer teacher academy and the SEMS new teacher professional development academy.	△													△	△
5. Newly hired teachers will be inducted and supported by a. Participating in co-teaching for three to five weeks during summer school. b. Working with an instructional coach during summer school.	△													△	△
6. Newly hired teachers will be provided ongoing job-embedded professional development as determined by (classroom observations, walk-throughs, and consultation with teacher leaders) during summer school instruction and provided by the instructional support team throughout the school year.	△													△	△
7. Evaluate the effectiveness of professional development and new teacher academies based on surveys, teacher observations, and lessons learned; design professional development academy and new teacher summer academy for year two (2013–14) .	△													△	△
Strategy 4.2: During a three-year period, all SEMS teachers will participate in ongoing professional development designed to develop proficiency in planning and implementation of effective lessons.	△													△	△
1. Plan the summer professional development	▲														

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
academy using student achievement data and data about instruction.															
2. Develop the teacher portfolio guidelines and rubric.	▲														
3. Develop fidelity checklists for all SEMS instructional components.	▲														
4. Implement two 2-week summer teacher academies. a. Early June 2012 b. Early August			△												
5. All teachers will attend HSD training or SEMS training on data and assessment literacy prior to the start of the school year.	▲														
6. Develop a three-year teacher professional development plan/program to support all teachers in attaining proficiency in SEMS instructional components.	△	—	–	—	—	—	—	—	—	—	—	—	—	–	–
7. Each teacher will develop an annual professional development portfolio that identifies and monitors each trimester their progress toward proficiency on SEMS instructional components.	△	—	–	—	—	—	—	—	—	—	—	—	—	–	–
8. Teachers will be provided ongoing job embedded professional development provided by the HSD instructional support team.	△	—	–	—	—	—	—	—	—	—	—	—	—	–	–
9. All SEMS teachers will participate in videotaped classroom observations for self-reflection and evaluation.	△	—	–	—	—	—	—	—	—	—	—	—	—	–	–
10. All SEMS faculty will be assessed each trimester by students and parents regarding relationships and academic support.						▲				▲			▲	△	△

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
11. Each trimester, the SLT will review the professional development plan and current instructional data to monitor implementation of the plan and indicators of effectiveness.						▲				▲			▲	△	△
12. Evaluate effectiveness of professional development and new teacher academies based on surveys, teacher observations, and lessons learned; design professional development academy and new teacher summer academy for Year 2 (2013–14).											△	△		△	△

Goal 3. Facilities, Support, and Instructional Resources

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
Objective 5: By 2015, 100 percent of Tier 2 and Tier 3 students will receive focused interventions and intensive academic support to strengthen academic performance in mathematics and communication skills.															
Strategy 5.1: Implement an early warning system (EWS) that includes identified and agree-on academic and behavioral information.	▲														
1. Obtain protocol/model of EWS modeled after East Middle School (Missouri SIG Cohort 1 school); develop EWS modeled after East Middle School.	▲														
2. Present model for SEMS teacher input.	▲														

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
3. Develop school model based on input from vertical PLC.	▲														
4. Create a master spreadsheet of combined PLC's spreadsheets.	▲														
5. Train staff on expectations of EWS spreadsheet use and skills needed to use it.	▲														
6. Compile student data into EWS.	△	—	—	—	—	—	—	—	—	—	—	—	—	—	—
7. Review EWS data, analyze trends and patterns, and assign students to their new grade-level teams.	▲														
8. Assign students next year's grade-level team and Academic Excellence classes based on EWS data.	△	▲													
9. Monitor use of EWS data instrument and evaluate effectiveness of student assignments (decision process and student outcomes).			△	—	—	—	—	—	—	—	—	—	▲		
Strategy 5.2: Restructure the existing Academic Excellence period by creating a differentiated curriculum and lesson plans for Tier 2 and Tier 3 students. Standards-based assessments will be used to determine student placement. Staff will consistently progress monitor all intervention strategies and use the data to make decisions for student placement in Academic Excellence classes.			△	—	—	—	—	—	—	—	—	—	▲		
1. During the summer, revise the Academic Excellence curriculum, lessons, assessments, and record-keeping chart for all strands in grade-level committees. a. Revise the Academic Excellence mathematics and communication arts curricula during summer 2012 and summer 2013, respectively,		△												△	

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
in concert with the core curriculum alignment work (Goal Area 1). i. Present revised Academic Excellence mathematics curriculum to staff before the start of school (2012–13). ii. Present revised Academic Excellence communication arts curriculum to staff before the start of school (2013–14). b. Align Academic Excellence curriculum to grade-level expectations and the Common Core State Standards.															
2. Develop and use an EWS (Strategy 5.1) with a corresponding decision-making protocol to place all students in appropriately leveled and monitored Academic Excellence classes. a. Review and synthesize existing data spreadsheets from all grade-level teams.	▲														
3. Present revised Academic Excellence mathematics curriculum to staff before the start of school.			▲												
4. Present revised Academic Excellence communication arts curriculum to staff before the start of school.														▲	
5. Provide training on effective instructional strategies to accelerate and enrich below-level students.			▲												
6. Monitor implementation of the new Academic Excellence curriculum, plan, and instructional strategies. a. Weekly through walk-throughs and observations b. High student and teacher engagement			△	—	—	—	—	—	—	—	—	—	—	—	—

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
7. Consistently monitor progress of all intervention strategies and use the data to make decisions for student placement in Academic Excellence classes in an ongoing fashion.			△	—	—	—	—	—	—	—	—	—	—	—	—
8. Students move in and out of Academic Excellence classes based on achievement and needs. a. Weekly discussions in PLCs of Academic Excellence student placement based on mastering standards b. Establish protocols for determining movement			△	—	—	—	—	—	—	—	—	—	—	—	—
9. Ongoing creation of lessons and assessment for Academic Excellence units.			△	—	—	—	—	—	—	—	—	—	—	—	—
10. In 2012–13, evaluate the effectiveness of the revised Academic Excellence mathematics curriculum and instruction using eValuate and common assessments. In 2013–14, evaluate the effectiveness of the revised Academic Excellence communication arts curriculum and instruction using eValuate and common assessments.											△	△		△	△
Strategy 5.3: To build stronger staff-to-student relationships, to increase student achievement, and for consistency in monitoring and implementation of adaptations and modifications, SSD teachers will loop from year to year with their SSD students.			△	—	—	—	—	—	—	—	—	—	—	—	—
1. Identify incoming sixth-grade students in 2012–13 school year.	▲														
2. Arrange students' schedules for the incoming school year.	▲														

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
3. Provide curriculum training for the 2013–2014 school year.														▲	

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
Strategy 5.4: To a build stronger relationship with identified incoming Grade 6, Tier 3, high-needs students, a teacher cohort of mathematics, communication arts, and SSD personnel will loop from Grades 6 to 8 with a cohort of students.	△	—	—	—	—	—	—	—	—	—	—	–	—	–	–
1. Solicit and identify potential looping volunteer teachers.	▲														
2. Form feasibility committee to study looping options and determine inquiry questions.	▲														
3. Committee recommends most feasible option.	▲														
4. Choose option and establish timeline for implementation.	▲														
5. Provide grade-level curriculum training for looping teachers.			△	—	—	—	—	—	—	—	—	—	—	–	—
6. Implement looping plan for incoming Tier 3 students.														△	–
7. Monitor progress of student cohort (FREQUENCY).														△	–
8. Evaluate the effectiveness of looping plan.														△	–

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
Objective 6: By 2015, 100 percent of SEMS students will feel safe while at school.															
Strategy 6.1: Implement an ongoing, year-round program on bullying prevention.			△	—	—	—	—	—	—	—	—	—	—	—	—
1. PBIS committee investigates bullying prevention programs.	▲														
2. Present findings and recommendations to leadership team.	▲														
3. Determine which bullying prevention program to implement.	▲														
4. Present to and train staff on selected bullying prevention program.	▲														
5. Staff implements bullying prevention program.			△	—	—	—	—	—	—	—	—	—	—	—	—
6. Check fidelity of bullying prevention program's implementation.			△	—	—	—	—	—	—	—	—	—	—	—	—
7. Monitor results of bullying prevention program for effectiveness.						△				△			△	—	—
Strategy 6.2: Implement a peer mediation program or student court.														△	—
1. Establish an SWCC.														△	—
2. Identify infractions to be addressed by peer mediation or student court program.														△	—
3. SWCC will plan peer mediation or student court program.														△	—
4. Form student leadership team from selected eighth-grade students to serve as peer mediators.														△	—
5. Train student leadership team and staff on conflict management, mediation, and negotiation.														△	—
6. Implement pilot peer mediation or student court program.														△	—

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
7. Monitor effectiveness of peer mediation or student court program.														△	–
8. Select and train successor student leadership team from incoming eighth-grade students to serve as peer mediators in the 2014–15 school year.															△

Goal 4. Parent and Community Involvement

	First-Year Detail by Month													Years 2–3	
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
Objective 7: Increase the capacity of parents and family members to support their children's education, measured by an increase in metrics established by an instrument to be developed in consultation with families and the PTSA in the first grant year.															
Strategy 7.1: Implement a family advocacy system and parent resource center that provides ongoing opportunities for families to build strong relationships with at least one caring adult in the building. The system will utilize a four-pronged approach to strengthen relationships between teachers, students, and families through teacher training, peer mentors, family advocates, and external partnerships.			Δ	--	--	--	--	--	--	--	--	--	--	--	--
1. Create an action team.	▲														
2. Action team will lead a school wide self assessment.			Δ	--	--	--	▲							Δ	Δ
3. Action team will research and select or develop an instrument to gauge the capacity of families to support education in the home.			Δ	--	--	--	--	--	--	--	--	--	--	▲	

	First-Year Detail by Month													Years 2–3	
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
4. Recruit and select a parent liaison and family advocates. the roles, responsibilities, and processes for connecting families to services and supports. Plan family advocate activities to include monthly workshops to provide home learning resources for families. These parent workshops will focus on how parents can support their children's learning in the home and provide subject/grade specific learning activities for parents to do with their children.			Δ	--	--	--	--	--	--	--	--	--	--	▲	
5. Collaborate with PDC to identify staff expertise and skills needed for all staff and faculty to collaborate and communicate effectively with diverse families and plan professional learning experiences.								Δ	--	--	--	▲			
6. Implement professional learning opportunities and collect staff and faculty feedback. Staff and faculty develop goals for implementing and reflecting on the use of skills and strategies learned in professional learning experiences.													Δ	Δ	
7. Teachers will meet with parents quarterly to share aggregate and individual student performance data. Each parent receives a folder with their child's data and learns how to set parent-student academic goals, interpret assessment data. and understand their child's scores in relation to class, school, district, state, and national standards.														Δ	
8. Family capacity data collection instrument will be administered to establish baseline data about family														▲	

	First-Year Detail by Month													Years 2–3	
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
capacity to support education in the home.															
9. Implement family advocate roles, assignments, and activities.														Δ	
10. The action team will explore potential partnering organizations and solicit plan/program ideas from potential partners and make recommendations to Admin and School Leadership Team.			Δ	--	--	--	--	--	--	--	▲				
11. Select partnering organization and obtain commitment of external partnering organizations.												▲			
12. Teachers will meet with parents quarterly.														Δ	
13. Research peer mentoring programs and activities and develop roles and responsibilities for peer mentors.														▲	
14. Recruit and select peer mentors and obtain commitment of high school mentors and advisors.														Δ	--
15. Implement peer-mentoring activities.															Δ
16. Implement partnership agreements and activities.														Δ	Δ
17. Monitor implementation of all four prongs of family advocacy system and collect data about the effectiveness of initiatives and activities.	Δ	--	--	--	--	--	--	--	--	--	--	--	--	--	--
18. Evaluate effectiveness of all four prongs of family advocacy system and make any needed adjustments to ensure success.			Δ	--	--	--	--	--	--	--	--	--	--	--	--

Goal 5. Governance

	First-Year Detail by Month													Years 2–3	
	Pre Impl	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**2**	**3**
Objective 8: District Learning Support Team along with the HSD Turnaround Officer will 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 transformation process.															
Strategy 8.1: SLT will regularly meet to monitor the implementation of the SIG plan and action steps, reflect on data, and ensure that obstacles to implementation are addressed, removed, mitigated, and minimized.	△	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1. Administrative and grade-level teams will each establish weekly meeting dates and processes for reviewing progress on SIG action steps.	△	—	—	—	—	—	—	—	—	—	—	—	—	—	—
2. The administrative and grade-level teams will each designate a liaison to provide monthly updates on SIG implementation and effectiveness to the parent executive board and provide parent attendees with an opportunity to ask questions, as well as to provide input and feedback.	△	—	—	—	—	—	—	—	—	—	—	—	—	—	—
3. The SLT will review data each trimester to implement the teacher recognition program,							△			△		△		△	△

VII.E – Annual Goals for Student Achievement

In consultation with the Hazelwood School District, Southeast Middle School has set student achievement goals of increasing students proficiency on the MAP assessment so that students at SEMS reach 100% proficiency by the 2014–2015 school year. The baseline for these student achievement goals is set on the most currently available MAP data, from the 2010–2011 school year. Student achievement goals for the School Improvement Grant 1003(g) are reflected in the MAP scores for the 2012–2013 through 2014–2015 school year. Therefore, these projections will not include the 2011–2012 school year.

The average percent of students scoring proficient or better for Grades 6–8 in Communication Arts is 26.1%. The average percent of students scoring proficient or better for Grades 6–8 in Mathematics is 29.9%.

Table 33. Communication Student Achievement Goals

Communication Arts	2011	2012	2013	2014	2015	State Average 2011
6th grade	23%	42%	62%	81%	100%	54.6%
7th grade	29%	47%	65%	83%	100%	54.8%
8th grade	23%	42%	62%	81%	100%	53.5%

Table 34. Math Student Achievement Goals

Math	2011	2012	2013	2014	2015	State Average 2011
6th grade	22%	42%	62%	81%	100%	57.8%
7th grade	31%	48%	66%	83%	100%	56.7%
8th grade	21%	41%	61%	81%	100%	51.8%

*2011–2012 MAP assessment scores are not currently available, nor part of the achievement goals related to this plan.

Hazelwood Southeast Middle School also looks to make progress on the leading indicator benchmarks by setting annual goals.

Table 35. Leading Indicator Benchmarks and Annual Goals

Leading Indicator	Measure	Baseline 2010–2011 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	67,020 minutes in a school year	Increase learning time for struggling students (those more than one year below grade level in CA as measured by SRI) by lengthening summer school day	District will be studying options for extending the school year.	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup.	State reported data on assessment participation	Communication Arts • All students – 99.6% • Black – 99.6% • Free/reduced lunch – 99.5% • IEP students – 99.1% Mathematics • All students – 99.4% • Black – 99.4% • Free/reduced lunch – 99.3% • IEP students – 98.1%	100% participation rate all subgroups	100% participation rate all subgroups	100% participation rate all subgroups
Student Attendance Rate	Average daily attendance	91.7%	95%	95%	95%
Discipline Incidents	State Reported Incident Referrals	• 88 incidents leading to 10-day out-of-school suspension • 0 expulsions	• 60 incidents leading to suspension and • 0 expulsions	• 40 incidents leading to suspension and • 0 expulsions	• 20 incidents leading to suspension and • 0 expulsions
Truants	Truancy is defined as being over 5 minutes late to class w/o a valid excuse	24%	20%	15%	10%

Leading Indicator	Measure	Baseline 2010–2011 unless noted	Year 1 Target 2012–2013	Year 2 Target 2013–2014	Year 3 Target 2014–2015
	or being absent from 1 or more classes without a valid excuse.				
Distribution of Teachers by Performance Level	Revised teacher evaluation process to be piloted in all SIG schools during the 2012–2013 school year	Recommend for rehire: 93% Recommend with reservations: 5% Not recommended: 2%	Increased observations may increase the number of teachers not recommended for rehire.	New teacher evaluation processes will result in new performance levels. Targets for years 2 and 3 will be determined when the new performance levels are determined.	
Teacher Attendance Rate	Total actual days of teacher attendance/possible total days of teacher attendance × 100.	88.5% teacher attendance rate	92% teacher attendance rate	95% teacher attendance rate	98% teacher attendance rate

VII.F – Services and Activities

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

VII.G – Annual Goals for Student Achievement

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.H – Consultation With and Involvement of Stakeholders

Hazelwood School District and Southeast Middle School have worked diligently to involve multiple stakeholders in the planning and implementation of the Transformation model. With the support of the American Institutes for Research, 18 members of the SIG steering committee attended the Needs Analysis meeting including:

- two school administrators
- one district administrator
- five district coaches
- one union representative
- seven teachers
- two parents.

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

- one school administrator
- one district administrator
- four district coaches
- one union representative
- six teachers
- one parent.

Furthermore, the staff and administration of the Hazelwood School District and SEMS are committed to this plan and have developed a list of roles for key stakeholder groups in Table 36.

Table 36. Stakeholder Groups and Roles in Plan Implementation

	Students	District Leadership	School Leadership	Teachers	Parents	Community Members	College & Universities
Goal Area 1							
Objective 1: By 2015, 100% of students will score proficient or above on the state assessment, which represents a 62% increase in mathematics scores from a baseline of 23.0% proficiency in 2010–2011.		X	X	X			
Strategy 1.1: By August 2012, SEMS will restructure and align the curriculum to address the academic needs of all students. The curriculum will: • Draw on the lessons learned and materials resulting from the Missouri SIG Cohort 1 turnaround initiative in HSD. • Identify a viable scope and sequence for students to master in one school year. • Be aligned vertically and to state standards and grade-level expectations. • Identify research-based teaching and learning strategies (foundational instructional strategies: bell-to-bell instruction, grouping). • Include project-based activities. • Be rigorous and challenging as measured by the HSD rubric for rigor. • Be based on the CMP2 and be supported with a pacing guide and math-specific walkthrough form.			X	X			
• Strategy 1.2: By May 2013, SEMS will create a standards-based mathematics curriculum and supporting lesson plans for summer school that focus on weak prerequisite skills as determined by eValuate assessment data. The curriculum will contain a viable scope and sequence for the four-week period, and the length of student attendance will be determined by mastery of standards. Optional enrichment will be offered for students mastering standards before the end of the four weeks.			X	X			
Objective 2: By 2015, 100% of students will score proficient or advanced on the state assessment in communication arts, which represents an increase of 61% in communication arts scores from a		X	X	X			

baseline of 23.7% proficiency in 2010–2011.							
• Strategy 2.1: In consultation with an outside curriculum expert, SEMS will review and evaluate curriculum to determine necessary revisions as it applies to the needs of our students.			X	X			
• Strategy 2.2: Create a standards-based communication skills summer school curriculum and lesson plans that focus on weak prerequisite skills as determined by eValuate assessment data. The curriculum will contain a viable scope and sequence for the four-week period, and the length of student attendance will be determined by the mastery of standards. Optional enrichment will be offered for students mastering standards before the end of the four weeks.			X	X			
Goal Area 2							
Objective 3: The SEMS interviewing team will identify and select highly qualified staff who can effectively work with a diverse student population.		X	X	X			
• Strategy 3.1: The SEMS interviewing team will design a process for recruiting, identifying, and selecting highly qualified staff who can effectively work with a diverse student population.		X	X	X			
Objective 4: By 2015, 100% of our staff will demonstrate proficiency in developing and implementing high-quality lessons that meet the needs of a diverse student population.		X	X	X			
• Strategy 4.1: Newly hired teachers will be provided ongoing job-embedded professional development through teacher mentors, co-teaching with veteran teachers in summer school, and instructional coaches.		X	X	X			
• Strategy 4.2: During a three-year period, all SEMS teachers will participate in ongoing professional development designed to develop proficiency in planning and the implementation of effective lessons.		X	X	X			
Goal Area 3							
Objective 5: By 2015, 100% of Tier 2 and Tier 3 students will receive focused interventions and intensive academic support to strengthen academic performance in mathematics and communication skills.		X	X	X			
• Strategy 5.1: Implement an early warning system (EWS) that includes identified and agree-on academic and behavioral information.		X	X	X			

• Strategy 5.2: Restructure the existing Academic Excellence period by creating a differentiated curriculum and lesson plans for Tier 2 and Tier 3 students. Standards-based assessments will be used to determine student placement. Staff will consistently progress monitor all intervention strategies and use the data to make decisions for student placement in Academic Excellence classes.			X	X			
• Strategy 5.3: To build stronger staff-to-student relationships, to increase student achievement, and for consistency in monitoring and implementation of adaptations and modifications, SSD teachers will loop from year to year with their SSD students.			X	X			
• Strategy 5.4: To build stronger relationships with identified incoming Grade 6, Tier 3, high-needs students, a teacher cohort of mathematics, communication arts, and SSD personnel will loop from Grades 6 to 8 with a cohort of students.			X	X			
Objective 6: By 2015, 100% of SEMS students will feel safe while at school.	X		X	X			
• Strategy 6.1: Implement an ongoing, year-round program on bullying prevention.			X	X			
• Strategy 6.2: Implement a peer mediation program or student court.	X		X	X			
Goal Area 4							
Objective 7: Increase the capacity of parents and family members to support their children's education measured by an increase in metrics established by an instrument to be developed in consultation with families and the PTSA in the first grant year.		X	X	X	X	X	X
• Strategy 7.1: Implement a family advocacy system and parent resource center that that provides ongoing opportunities for families to build strong relationships with at least one caring adult in the building. The system will utilize a four-pronged approach to strengthen relationships among teachers, students, and families through: o Teacher training on how to develop and sustain positive relationships with the community we serve. o Family advocates who will loop with their families and remain with the same family throughout their tenure at SEMS. Multiple students in the same family will have one	X	X	X	X	X	X	X

advocate. ○ A peer mentoring program with the high school that establishes and builds peer relationships that are ongoing throughout their tenure in the district. ○ Collective partnerships that bridge relationships with parents of Tier II and Tier III students. This may include SEMS parent organizations, faith- and community-based organizations, health clinics, state and local agencies.							
Goal Area 5							
Objective 8: District Learning Support Team along with the HSD Turnaround Officer will 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 transformation process.		X	X	X			
Strategy 8.1: To ensure the success of the transformation process, the district will employ three integrated strategies: • Designate a Turnaround Officer • Meet with building leadership to monitor and evaluate early warning data • Develop a progress-monitoring template.		X	X	X			
• Strategy 8.2: SEMS will develop leadership practices that emphasize implementation monitoring and continuous reflection on data to evaluate effectiveness of improvement initiatives on student achievement.		X	X	X	X		

VII.I – Competitive Priorities

1. Implement one plan.

The plan outlined in this proposal is aligned to the Title I plan, the District Accountability Plan, and the School Accountability Plan. All other school improvement plans (e.g., professional development 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 SEMS Transformation plan.

As is detailed in the plan in Appendix H, the SEMS Transformation plan utilizes resources from several funding streams to implement different aspects of this one plan, including district, Missouri Integrated Model (MIM), and Title I funds.

2. Set ambitious targets for improvement.

In 2010, 26.1% of students in SEMS achieved proficiency in Communication Arts, and 29.9% achieved proficiency in Mathematics. These scores fall far short of the 2010 proficiency targets of 67.4% and 63.3%, respectively.

The objectives and strategies of this transformation plan are targeted at aggressive student achievement so that by 2014–2015, 100% of students will score proficient on MAP tests in Communication Arts and Mathematics. Implementation of a comprehensive school-level EWS including academic and behavioral data as well as a district wide EWS for attendance data will enable district and school leadership and SEMS teachers to set rigorous achievement targets quarterly as well as annually.

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

SEMS will work with HSD to use effective methods to recruit and select highly effective teachers. Strategy 3.1 of the SEMS plan states the Southeast Middle School interviewing team will design a process for recruiting, identifying, and selecting highly qualified staff who can effectively work with a diverse student population. This aligns with HSD Strategy 4.1: 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. This revised SEMS recruitment and interviewing process will combine with the district recruitment incentives to ensure that newly hired teachers at SEMS are effective.

SEMS will implement HSD Strategy 4.4, implementing the teacher and principal evaluation system that consists of multiple measures (including student performance) along with the district initiatives to examine teacher performance for the 2013-14 school year.

SEMS will work with HSD to ensure teachers who are ineffective and not a good fit for SEMS are not retained. As part of HSD Strategy 4.2, the district states that the 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. SEMS Strategy 4.1 includes action steps that have newly hired teachers participate in co-teaching summer school, permitting newly hired teachers to "opt out" of working at SEMS after their first week of teaching summer school if they do not feel that teaching at SEMS will be a good fit. This innovative strategy will ensure that the most committed teachers are retained at SEMS.

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

SEMS plans to implement a:

- school-level EWS including academic and behavioral data; and
- district wide EWS for attendance data.

These two early warning systems will help SEMS to identify students who are in need of additional academic, behavioral, or attendance support. SEMS will use regular eValuate, SRI, and AIMSweb formative and summative data to monitor student progress. School teams will utilize these tools and processes to drive the collection and analysis of data, assign and monitor effectiveness of interventions, and produce reports to communicate with stakeholders.

Students identified as high-risk students will be placed in daily AE periods where teachers will provide math and/or CA support, using a newly revised AE curriculum in both subjects, beginning in 2012–2013 for math and 2013-2014 for CA.

Incoming Tier III students who have IEPs, starting in 2012–2013, will have the same SSD teacher throughout their time at SEMS, in order to build stronger staff to student relationships, to increase student achievement and for consistency in monitoring, implementation of adaptations and modifications. Incoming Tier III students without IEPs will have the same opportunity to have consistent math and CA teachers, starting during the 2013–2014 school year.

Starting in the summer of 2012, summer school will be offered for four weeks for a full day (instead of a half day), so that those students identified as being a year or more behind in reading can receive extra instruction.

5. Be bold and innovative.

The SEMS transformation plan is bold and innovative. Some components of the plan that illustrate how the SEMS plan and supporting HSD plan will make structural changes and update personnel policies to ensure high-quality teachers at SEMS include:

- Extending summer school, making it a full day for those students identified as being more than a grade level behind in reading, to provide them with additional targeted instruction (described in SEMS Strategy 2.2)