- Having newly hired teachers participate in co-teaching for one to four weeks during summer school; and allowing them 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 (described in SEMS Strategy 4.1)
- Looping a teacher cohort of Math, Communication Arts, SSD from grades 6–8 with a cohort of students in order to a build stronger relationships with identified incoming sixth graders who are Tier III or high needs students, (SEMS Strategy 5.4)
- SEMS will implement a peer mediation program or Student Court (SEMS Strategy 6.2)
- Expediting the removal, reassignment, or administrative transfer of teachers at the Hazelwood SIG schools who are deemed by the evaluation process to be ineffective with the support and collaboration of the Hazelwood School District Assistant Superintendent of Human Resources, the Turnaround Officer and the School Principals, (HSD Objective 4, Strategy 2)
- Implementing 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 (HSD Objective 4, Strategy 3).

The SEMS plan also demonstrates boldness by the number of initiatives that will be started during the pre-implementation period, to ensure that the reforms of the SEMS plan will be well underway by the beginning of the 2012–2013 school year.

All funds from this SIG grant will supplement, and not supplant, the existing state, local, and federal funding that SEMS and HSD receive.

6. Demonstrate teacher commitment.

All SEMS teachers have been notified of the school plan and required activities of the Transformation model. The details of the goals were shared at six different team meetings that took place from November 14 to November 17 and were presented by teachers who were members of the SIG steering committee. Seven

teachers were members of the SIG steering committee and helped to develop and write the SIG plan. Another whole-school meeting took place on December 5, 2011, to discuss the contents of the application.

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, waiving the three-year residency required for teachers to transfer schools to ensure teachers who remain at SEMS for the 2012–2013 school year are committed to implementing the Transformation plan.

Appendix A:

Hazelwood School District
Action Planning Worksheet
School Improvement Grant (SIG) Application
December 2011

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	**Performance Measure(s):**	**Evidence/Documentation**
By 2014–2015, 100% 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.	Missouri School Accountability Report Card	Communication Arts and Math MAP state Assessments results Missouri School Accountability Report Card Monthly eValuate Benchmark Assessment SRI—Scholastic Reading Inventory Assessment (trimester) AIMSweb (trimester) Common Formative District Assessments

Objective: 2	**Performance Measure(s):**	**Evidence/Documentation**
By 2014–2015, 100% 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.	Missouri School Accountability Report Card	Communication Arts and Math EOC state Assessments results Missouri School Accountability Report Card Monthly eValuate Benchmark Assessment Common Formative District Assessments

Objective: 3	**Performance Measure(s):**	**Evidence/Documentation**
By 2014–2015, 100% of Hazelwood SIG schools, East High, Central Middle, and Southeast Middle Schools' attendance will meet the state standard of 95%.	Missouri School Accountability Report Card	Student Information System (SIS) Daily and Yearly Attendance Report

Objective: 1 By 2014–2015, 100% 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 2014–2015, 100% 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.

Strategy 1.1	**Responsible Person(s):**	**Timeline:**
The Hazelwood School District will vertically align all core curricula with the common core and state standards that support critical thinking skills.	1. District Learning Support Teams Comprised of Asst. Superintendents, Learning Facilitators, Learning Coaches, PD Director, and Director of Federal Programs	1. January 2012 informational meeting with staff (PD) 2. February 2012 identify a writing committee 3. March 2012 begin writing 4. August 2013 BOE approval of new curricula 5. September 2013–2014 provide Professional Development to staff 6. August 2014–2015 begin full implementation 7. Provide job-embedded support

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
1. Curriculum writing resources 2. Common Core State Standards (CCSS) 3. Committee members who will write	1. New Core Curricula	1. New Core Curricula 2. Committee sign-in sheets 3. BOE minutes 4. Professional Development handouts

DRAFT ACTIONS	Responsible Person(s)	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
Action 1.1.1: Staff in all common core areas will be given an overview of the new Common Core State Standards (CCSS).	Learning Facilitators	January 2012	n/a	n/a	Ramp up the implementation with the SIG schools by having effective staff pilot the curriculum

Action 1.1.2: Content area staff and teachers will work throughout the summer to create a crosswalk of the standards and materials.	Learning Facilitators, Assistant Superintendents, Learning Coaches, Teachers	March 2012– August 2012	n/a	n/a	Ramp up the implementation with the SIG schools by having effective staff pilot the curriculum
Action 1.1.3: Staff will write, pilot, and revise the components of the Hazelwood School District CCSS.	Learning Facilitators, Assistant Superintendents, Learning Coaches, Teachers	August 2012– August 2013	n/a	n/a	Ramp up the implementation with the SIG schools by having effective staff pilot the curriculum
Action 1.1.4: BOE Approval	Assistant Superintendent for Learning, LST	September 2013	n/a	n/a	Ramp up the implementation with the SIG schools by having effective staff pilot the curriculum
Action 1.1.5: Provide Professional Development to the entire staff	Learning Facilitators, Assistant Superintendents, Learning Coaches, Teachers	September 2013 – September 2014	n/a	n/a	Ramp up the implementation with the SIG schools by having effective staff pilot the curriculum

Action 1.1.6: Implement throughout the district and provide job-embedded professional support	LST, Teachers	September 2014–June 2015	n/a	n/a	Ramp up the implementation with the SIG schools by having effective staff pilot the curriculum

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
Objective 1: By 2014–2015, 100% 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 2014–2015, 100% 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.																	
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.	▲	-	-	-	-	-	-	-	-	-	-	-	-	▲	▲	District Learning Support Teams Comprised of Assistant Superintendents, Learning Facilitators, Learning Coaches, PD Director, and Director of Federal Programs	Curriculum writing resources Common Core State Standards (CCSS). Committee members who will write
Action 1.1.1: Staff in all common core areas will be given an	▲															Learning Facilitators	n/a

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
overview of the new Common Core State Standards (CCSS).																	
Action 1.1.2: Content area staff and teachers will work throughout the summer to create a crosswalk of the standards and materials.	▲	-	-	▲												Learning Facilitators, Assistant Superintendents, Learning Coaches, Teachers	n/a
Action 1.1.3: Staff will write, pilot, and revise the components of the Hazelwood School District CCSS.			▲	-	-	-	-	-	-	-	-	-	-	▲		Learning Facilitators, Assistant Superintendents, Learning Coaches, Teachers	n/a
Action 1.1.4: BOE Approval														▲		Assistant Superintendent for Learning, LST	n/a
Action 1.1.5: Provide Professional Development to the entire staff														▲		Learning Facilitators, Assistant Superintendents, Learning Coaches, Teachers	n/a
Action 1.1.6:															▲	LST, Teachers	n/a

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
Implement throughout the district and provide job-embedded professional support																	

Objective 1: By 2014–2015, 100% 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 2014–2015, 100% 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.

Strategy 1.2:	**Responsible Person(s):**	**Timeline:**
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).	1. District Learning Support Teams 2. School Leadership Teams 3. District Assessment Literacy Steering Committee	1. February 2012–2013 Develop and refine strategies to scale up in SIG schools based on pilot 2. 2013–2014 Provide Professional Development for district staff 3. 2013–2014 Implement and support the Assessment Literacy Initiative 4. 2014–2015 Provide ongoing job-embedded support

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
1. Release time cost 2. ATI costs (Facilitators)	1. Increased achievement results on local assessments 2. Increased MAP and EOC results 3. The seven strategies of Assessment for Learning in instructional plans 4. Effective development of common formative and summative assessments	1. Focused Lesson Plans and post modifications 2. PLC collection logs 3. Fidelity Walkthrough Data 4. Building monthly LST walkthrough progress report 5. Bimonthly Implementation Progress Reports 6. Common Assessment Data

DRAFT ACTIONS	Responsible Person(s)	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
Action 1.2.1: Identify model teachers in SIG schools and throughout the district who are piloting Assessment Literacy.	Assessment Literacy Steering Committee, Assistant Superintendent	February 2012	n/a	n/a	Scale up Assessment for Learning practices in SIG

	of Learning, Learning Support Teams				schools
Action 1.2.2: ATI support—ATI facilitator to visit HSD (March 12–13) –Leading PD in Classroom Assessment for Student Learning (CASL).	Assessment Literacy Steering Committee, Assistant Superintendent of Learning, Learning Support Team	March 12–13, 2012	Cost of substitute teachers	n/a	Scale up Assessment for Learning practices in SIG schools
Action 1.2.3: Have model teachers serve as lead learners to scale up SIG schools with support of district Learning Support Teams.	Assessment Literacy Steering Committee, Assistant Superintendent of Learning, Learning Support Team	March 2012–May 2013	n/a	n/a	Scale up Assessment for Learning practices in SIG schools
Action 1.2.4: Provide professional development for model teachers through summer seminars and building PLCs.	Assessment Literacy Steering Committee, Assistant Superintendent of Learning, Learning Support Team	March 2012–May 2013	n/a	Cost of summer seminars ($14/hour)	Scale up Assessment for Learning practices in SIG schools
Action 1.2.5: Provide release time for SIG teachers to observe/model Assessment for Learning practices	Assessment Literacy Steering	August 2012–May 2013	Cost of substitute teachers	n/a	Scale up Assessment for

in a job-embedded structure.	Committee, Assistant Superintendent of Learning, Learning Support Team				Learning practices in SIG schools
Action 1.2.6: Replicate Assessment Literacy monthly pilot professional development to scale up to SIG schools.	Assessment Literacy Steering Committee, Assistant Superintendent of Learning, Learning Support Team	August 2012–May 2013	Cost of payment to teachers for attending after-school meetings	n/a	Scale up Assessment for Learning practices in SIG schools

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**2**	**3**		
Objective 1: By 2014–2015, 100% 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 2014–2015, 100% 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.																	
Strategy 1.2: The Hazelwood School District will develop and implement assessment for learning strategies based on the work of Rick Stiggins and The Assessment Training Institute (ATI).	▲													▲	▲	Assessment Literacy Steering Committee, Assistant Superintendent of Learning, Learning Support Teams	

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
Action 1.2.1: Identify model teachers in SIG schools and throughout the district who are piloting Assessment Literacy.	▲															Assessment Literacy Steering Committee, Assistant Superintendent of Learning, Learning Support Teams	Cost of substitute teachers
Action 1.2.2: ATI support—ATI facilitator to visit HSD (March 12–13) –Leading PD in Classroom Assessment for Student Learning (CASL).	▲															Assessment Literacy Steering Committee, Assistant Superintendent of Learning, Learning Support Teams	
Action 1.2.3: Have model teachers serve as lead learners to scale up SIG schools with support of district Learning Support Teams.	▲	-	-	-	-	-	-	-	-	-	-	▲				Assessment Literacy Steering Committee, Assistant Superintendent of Learning, Learning Support Teams	

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
Action 1.2.4: Provide professional development for model teachers through summer seminars and building PLCs.	▲	-	-	-	-	-	-	-	-	-	-	▲				Assessment Literacy Steering Committee, Assistant Superintendent of Learning, Learning Support Teams	
Action 1.2.5: Provide release time for SIG teachers to observe/model Assessment for Learning practices in a job-embedded structure.			▲	-	-	-	-	-	-	-	-	▲				Assessment Literacy Steering Committee, Assistant Superintendent of Learning, Learning Support Teams	Cost of substitute teachers
Action 1.2.6: Replicate Assessment Literacy monthly pilot professional development to scale up to SIG schools.			▲	-	-	-	-	-	-	-	-	▲				Assessment Literacy Steering Committee, Assistant Superintendent of Learning, Learning Support Teams	Cost of payment to teachers for attending after-school meetings

Objective 1: By 2014–2015, 100% 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 2014–2015, 100% 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.

Strategy 1.3:	**Responsible Person(s):**	**Timeline:**
The Hazelwood School District will develop and implement culturally responsive teaching and racial-awareness strategies based on the work of Glenn Singleton.	1. District Learning Support Teams 2. School Leadership Teams 3. District Race and Equity Steering Committee	1. January 2012 Develop a Race and Equity Committee 2. January–March 2012 Committee will begin work on Beyond Diversity I, an online program 3. August 2012–2013 Develop and identify staff who will learn and pilot the Courageous Conversation protocols 4. 2013–2014 Develop and refine the skills and strategies needed based on Pilot 5. 2014–2015 Provide Professional Development for district staff 6. 2014–2015 Provide ongoing job-embedded support

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
1. Cost for the Courageous Conversation books 2. Cost for the consultants (District funds)	1. Increased achievement results on local assessments 2. Increased MAP and EOC results 3. Cultural Response Instruction in lesson plans 4. The Courageous Conversation about Race Protocols being used in PLC meetings	1. Focused Lesson Plans and post modifications 2. Bimonthly Implementation Progress Reports 3. PLC collection logs 4. Fidelity Walkthrough Data 5. Building monthly LST walkthrough progress report 6. Implementation Progress Reports 7. Revised Curriculum documents 8. Cultural Responsive Instruction 9. Revised District Policies

DRAFT ACTIONS	Responsible Person(s)	Timeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
Action 1.3.1: Identify and train staff members who will function as the district Race and Equity steering committee.	Race and Equity Steering Committee, Assistant Superintendent of Learning	February2012	n/a	n/a	Scale up Race and Equity practices in SIG schools
Action 1.3.2: Identify model teachers in SIG schools who will be professionally developed and pilot Race and Equity protocols and instructional strategies.	Race and Equity Steering Committee, Assistant Superintendent of Learning, Learning Support Teams	March 2012	n/a	n/a	Scale up Race and Equity practices in SIG schools
Action 1.3.3: Identify model teachers throughout the district who can support SIG schools.	Race and Equity Steering Committee, Assistant Superintendent of Learning, Learning Support Team	August 2012	Cost of substitute teachers	n/a	Scale up Race and Equity practices in SIG schools
Action 1.3.4: Model teachers who are piloting Race and Equity will serve as lead learners to scale up	Race and Equity Steering	October 2012	n/a	n/a	Scale up Race and Equity

SIG schools with support of district Learning Support Teams.	Committee, Assistant Superintendent of Learning, Learning Support Team				practices in SIG schools
Action 1.3.5: Release time will be given for SIG teachers to observe/model lessons in a job-embedded structure.	Race and Equity Steering Committee, Assistant Superintendent of Learning, Learning Support Team	March 2013–May 2013	Cost for substitute teachers	n/a	Scale up Race and Equity practices in SIG schools
Action 1.3.6: Model teachers will also provide professional development through summer seminars, PLCs, and regular PD.	Race and Equity Steering Committee, Assistant Superintendent of Learning, Learning Support Team	July 2013	n/a	Cost of summer seminars ($14/hour)	Race and Equity practices in SIG schools
Action 1.3.7: Replicate Race and Equity monthly pilot professional development to scale up to SIG schools.	Race and Equity Steering Committee, Assistant Superintendent of Learning, Learning Support Team	September 2013	Cost of payment to teachers for attending after-school meetings	n/a	Scale up Race and Equity practices in SIG schools

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
Objective 1: By 2014–2015, 100% 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 2014–2015, 100% 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.																	
Strategy 1.3: The Hazelwood School District will develop and implement culturally responsive teaching and racial-awareness strategies based on the work of Glenn Singleton.								▲	-	-	-	-	-	▲	▲	Race and Equity Steering Committee, Assistant Superintendent of Learning, Learning Support Team	n/a
Action 1.3.1: Identify and train staff members who will function as the district Race and Equity steering committee.									▲	-	-	-	-	▲	▲	Race and Equity Steering Committee, Assistant Superintendent of Learning, Learning Support Team	n/a
Action 1.3.2: Identify model teachers in SIG schools who will be professionally developed and pilot Race and Equity										▲	-	-	-	▲	▲	Race and Equity Steering Committee, Assistant	Cost of substitute teachers

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
protocols and instructional strategies.																Superintendent of Learning, Learning Support Team	
Action 1.3.3: Identify model teachers throughout the district who can support SIG schools.														▲	▲	Race and Equity Steering Committee, Assistant Superintendent of Learning, Learning Support Team	n/a
Action 1.3.4: Model teachers who are piloting Race and Equity will serve as lead learners to scale up SIG schools with support of district Learning Support Teams.														▲	▲	Race and Equity Steering Committee, Assistant Superintendent of Learning, Learning Support Team	n/a
Action 1.3.5: Release time will be given for SIG teachers to observe/model lessons in a job-embedded structure.														▲	▲	Race and Equity Steering Committee, Assistant Superintendent of Learning, Learning	n/a

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
																Support Team	
Action 1.3.6: Model teachers will also provide professional development through summer seminars, PLCs, and regular PD.														▲	▲	Race and Equity Steering Committee, Assistant Superintendent of Learning, Learning Support Team	Cost of substitute teachers
Action 1.3.7: Replicate Race and Equity monthly pilot professional development to scale up to SIG schools.															▲	Race and Equity Steering Committee, Assistant Superintendent of Learning, Learning Support Team	Cost of payment to teachers for attending after-school meetings

Objective 1: By 2014–2015, 100% 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 2014–2015, 100% 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.

Strategy 1.4:	**Responsible Person(s):**	**Timeline:**
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.	1. District Professional Learning Committee 2. District Learning Support Teams 3. School Leadership Teams	1. July 2010–August 2011—the Professional Learning Community Taskforce created district mission, vision, and values and supporting professional development and communication plan 2. September 2011—begin the work on conversation protocols to provide support to schools on the implementation of values statements. 3. November 2011—begin the integration of the systems-thinking tools in the PLC structures. 4. 2012–2013 Develop and refine Systems-Thinking tools and strategies 5. 2013–2014 Provide Professional Development for district staff 6. 2013–2014 Implement and support the Systems-Thinking Tools

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
1. Nelda Cambron-McCabe—Miami Ohio University Systems-Thinking Training 2. Mary Scheetz—Waters Foundation System thinking resources	1. Increased achievement results on local assessments 2. Increased MAP and EOC results 3. The PLC Conversation Protocol 4. Use of Systems-Thinking Tools in PLC meetings	1. PLC collection logs 2. Fidelity Walkthrough Data 3. Bimonthly LST progress report documents 4. Implementation Walkthrough Progress Reports 5. Common Assessment Data 6. Revised Curriculum documents 7. Solution Tree (DuFour) PLC assessment tools

DRAFT ACTIONS	Responsible Person(s)	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
Action 1.4.1:	Turnaround Officer, LST,	Sept 2011,	Meeting time,	n/a	Scale up the implementation

HSD will continue monitoring the work on PLC Task Force Conversation Protocols, which was designed to provide support to schools on the implementation of HSD values statements.	School Leadership Team	ongoing	resources and materials		in the SIG schools.
Action 1.4.2: HSD will continue to send out implementation updates of HSD Mission/Vision/Values and individual school and teacher success stories related to M/V/V using HSD E-mail Extra (26,000+ enrolled) and Channel 99 (HSD TV channel).	Turnaround Officer, LST, School Leadership Team, Communication Office	Sept 2011, ongoing	n/a	n/a	Scale up the implementation in the SIG schools.
Action 1.4.3: 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.	Turnaround Officer, LST, School Leadership Team, HSD PD Coordinator	Sept 2011, ongoing	Cost of progress monitoring	n/a	Scale up the implementation in the SIG schools.
Action 1.4.4: Begin the learning about and integration of the systems-thinking tools in the PLC structures through Learning Support Teams.	Turnaround Officer, LST, School Leadership Team	2013–2015	Meeting time, resources and materials	n/a	Scale up the implementation in the SIG schools.
Action 1.4.5: Plan the 3-day PLC Summer Data and Assessment professional development on collaborative inquiry and action research skills using systems-thinking tools – Projected presenters are Dr. Nelda Cambron-McCabe, and Dr. Mary Scheetz. SIG schools will also present their best practices and findings after year one implementation to non-SIG schools in a 3-hour breakout session.	Turnaround Officer, LST, School Leadership Team, HSD PD Coordinator	July 2012, annually	Cost of presenters	n/a	Scale up the implementation in the SIG schools.
Action 1.4.6 LSTs and building leadership teams will continue to develop and refine the use of Systems-Thinking tools and strategies during PLCs.	Turnaround Officer, LST, School Leadership	July 2012	Cost of presenters, teacher extra duty	n/a	Scale up the implementation in the SIG

	Team, HSD PD Coordinator		pay, and food		schools.

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre-Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
Objective 1: By 2014–2015, 100% 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 2014-2015, 100% 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.																	
Strategy 1.4: 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.	▲	-	-	-	-	-	-	-	-	-	-	-	-	▲	▲	Turnaround Officer, LST, School Leadership Team	Meeting time, resources and materials
Action 1.4.1: HSD will continue monitoring the work on PLC Task Force Conversation Protocols, which was designed to provide support to schools on the implementation of	▲	-	-	-	-	-	-	-	-	-	-	-	-	▲	▲	Turnaround Officer, LST, School Leadership Team, Communication Office	n/a

HSD values statements.																	
Action 1.4.2: HSD will continue to send out implementation updates of HSD Mission/Vision/Values and individual school and teacher success stories related to M/V/V using HSD E-mail Extra (26,000+ enrolled) and Channel 99 (HSD TV channel).	▲	-	-	-	-	-	-	-	-	-	-	-	-	▲	▲	Turnaround Officer, LST, School Leadership Team, HSD PD Coordinator	Cost of progress monitoring
Action 1.4.3: 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.	▲	-	-	-	-	-	-	-	-	-	-	-	-	▲	▲	Turnaround Officer, LST, School Leadership Team	Meeting time, resources and materials
Action 1.4.4: Begin the learning about and integration of the systems-thinking tools in the PLC structures through Learning Support Teams.														▲	▲	Turnaround Officer, LST, School Leadership Team, HSD PD Coordinator	Cost of presenters
Action 1.4.5: Plan the 3-day PLC Summer Data and Assessment professional		▲	-	-	-	-	-	-	-	-	-	-	-	▲	▲	Turnaround Officer, LST, School Leadership	Cost of presenters, teacher extra duty

development on collaborative inquiry and action research skills using systems-thinking tools – Projected presenters are Dr. Nelda Cambron-McCabe and Dr. Mary Scheetz. SIG schools will also present their best practices and findings after year one implementation to non-SIG schools in a 3-hour breakout session.																Team, HSD PD Coordinator	pay, and food
Action 1.4.6: LSTs and building leadership teams will continue to develop and refine the use of Systems-Thinking tools and strategies during PLCs.		▲	-	-	-	-	-	-	-	-	-	-	-	▲	▲	Turnaround Officer, LST, School Leadership Team, AL Steering Committee, HSD PD Coordinator	Release time for pilot teachers

Objective 3: 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%.

Strategy 3.1:	**Responsible Person(s):**	**Timeline:**
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.	1. District Learning Support Teams 2. School Leadership Teams	1. February 2012 Research early warning systems and identify potential staff members for a design committee. 2. April 2012 Design an early warning system that measures student attendance. 3. August 2012 Implement a monthly early warning system. 4. September 2012 Make necessary modification to plans based on the ongoing feedback. 5. October 2012 Building LTS and District LST will use the data collected to develop ongoing targeted professional development for schools to improve implementation level.

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
1. Staffing for the design work 2. Computer programming support	1. Attendance Rate 2. Increased achievement results on local assessments 3. Increased MAP and EOC results	1. The Average Daily Attendance rate reports 2. Correlation of attendance to discipline

DRAFT ACTIONS	Responsible Person(s)	Timeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
Action 3.1.1: Research attendance early warning systems and identify potential staff members for a	Turnaround Officer,	February 2012	Materials and staff meeting	n/a	Scale up the strategies and

design committee.	District LSTs, District Technology Staff, Building Leadership Teams		time		tracking of attendance data
Action 3.1.2: Design an early warning system that measures student attendance.	Turnaround Officer, District LSTs, District Technology Staff, Building Leadership Teams	April 2012	Materials and staff meeting time	n/a	Working draft of EWS and supporting documents
Action 3.1.3: Implement a monthly early warning system.	Turnaround Officer, District LSTs, District Technology Staff, Building Leadership Teams	August 2012	Materials and staff meeting and professional development time	n/a	Scale up the strategies and tracking of attendance data
Action 3.1.4: Make course corrections to SIG plan based on an analysis of the data and feedback from Turnaround Officer and District LSTs.	Turnaround Officer, District LSTs, District Technology Staff, Building Leadership Teams	Sept–Dec 2012	Materials and staff meeting time	n/a	Scale up the strategies and tracking of attendance data

Action 3.1.5: The Building Leadership and District Learning Support Teams will use the data collected to develop ongoing targeted strategies.	Turnaround Officer, District LSTs, District Technology Staff, Building Leadership Teams	October 2012–June 2015	Materials and staff meeting time	n/a	Scale up the strategies and tracking of attendance data

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
Objective 3: 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%.																	
Strategy 3.1: The Hazelwood School District will design and implement an early warning tool for monitoring student attendance using the components of systems thinking to analyze the data.	▲	-	-	-	▲									▲	▲	Turnaround Officer, District LSTs, District Technology Staff, Building Leadership Teams	Staffing for the design work, Computer programming support
Action 3.1.1: Research attendance early warning systems and identify potential staff members for a design committee.	▲															Turnaround Officer, District LSTs, District Technology Staff, Building Leadership Teams	

Action 3.1.2: Design an early warning system that measures student attendance.	▲															Turnaround Officer, District LSTs, District Technology Staff, Building Leadership Teams	
Action 3.1.3: Implement a monthly early warning system.			▲													Turnaround Officer, District LSTs, District Technology Staff, Building Leadership Teams	
Action 3.1.4: Make course corrections to SIG plan based on an analysis of the data and feedback from Turnaround Officer and District LSTs.				▲	--	--	▲									Turnaround Officer, District LSTs, District Technology Staff, Building Leadership Teams	
Action 3.1.5: The Building Leadership and District Learning Support Teams will use the data collected to develop ongoing targeted strategies.					▲	--	--	--	--	--	--	--	--	▲	▲	Turnaround Officer, District LSTs, District Technology Staff, Building Leadership Teams	

Goal 2: Highly Qualified Staff

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

Objective 4:	Performance Measure(s):	Evidence/Documentation:
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.	1. The number of effective staff employed from district recruiting/job fairs. 2. Analyze the current job descriptions for positions in the SIG schools and modify based on findings.	1. New staff to buildings 2. Yearly staffing trend analysis 3. Yearly Human Resources document review 4. Yearly summative post-evaluation data related to student performance

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.		
Strategy 4.1: 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.	**Responsible Person(s):** 1. American Institute for Research 2. West Wind Education Policy, Inc. 3. Hazelwood Educator Evaluation Taskforce 4. Assistant Superintendent of Human Resources 5. Hazelwood NEA	**Timeline:** 1. November 2011–March 2012 Define a set of educator standards. 2. March 2012 – Communicate to stakeholder the progress of the committee for feedback. 3. April 2012 – Determine the multiple measures that evaluate educator effectiveness (including student growth, teacher performance, measures for nontested grades and subjects, consequences for inadequate educator performance). 4. May 2012 – Determine the structure of the system. 5. June–September 2012 – Provide professional development on the use of the tool. 6. October 2012 –May 2013 – Piloting the tool in SIG schools. 7. June 2013–September 2013 – Assess and revise the tool based on the pilot.

		8. October 2013–January 2014 – Integrate and enhance the district's Human Capital systems. 9. February 2014–August 2014 – Provide professional development for all staff. 10. September 2014 – Implement tool throughout the district.
Resources Required: The Hazelwood School District is working in partnership with the American Institute for Research and West Wind Associates. District funds are supporting this process.	**Measureable Outcome(s):** 1. A work plan for the taskforce 2. Approved set of effective performance standards 3. An effective communication plan 4. A set of multiple measures 5. A new educator performance document 6. Adoption of new evaluation tool	**Evidence/Documentation:** 1. An Educator Effectiveness Plan of Action 2. Taskforce agenda and sign-in sheets 3. District Articles of Agreement with HNEA

DRAFT ACTIONS	Responsible Person(s)	Timeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
Action 4.1.1: Define a set of educator standards.	• American Institute for Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce • Assistant Superintendent of Human Resources • Hazelwood NEA	November 2011–March 2012	Cost of Contract with AIR and West Wind, cost for substitutes	n/a	Scale up effectiveness feedback and support to educators in SIG schools

Action 4.1.2: Begin the implementation of the communication plan to stakeholder about the progress of the committee for feedback.	• American Institute for Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce	March 2012–August 2014	Cost of Contract with AIR and West Wind, cost for substitutes	n/a	Scale up effectiveness feedback and support to educators in SIG schools
Action 4.1.3: Determine the multiple measures that evaluate educator effectiveness (including student growth, teacher performance, measures for nontested grades and subjects, and consequences for inadequate educator performance).	• American Institute for Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce • Assistant Superintendent of Human Resources • Hazelwood NEA	April 2012	Cost of Contract with AIR and West Wind, cost for substitutes	n/a	Scale up effectiveness feedback, and support to educators in SIG schools
Action 4.1.4: Determine the structure of the system.	• American Institute for Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce	May 2012	Cost of Contract with AIR and West Wind, cost for substitutes	n/a	Scale up effectiveness feedback and support to educators in SIG schools

	• Assistant Superintendent of Human Resources • Hazelwood NEA				
Action 4.1.5: Provide professional development on the use of the tool.	• American Institute for Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce	June–September 2012	Cost of Contract with AIR and West Wind, cost for substitutes	n/a	Scale up effectiveness feedback and support to educators in SIG schools
Action 4.1.6: Piloting the tool in SIG schools.	• Piloting Schools • Assistant Superintendent of Human Resources • Hazelwood NEA	October 2013–May 2014	Cost of Contract with AIR and West Wind, cost for substitutes	n/a	Scale up effectiveness feedback and support to educators in SIG schools
Action 4.1.7: Assess and revise the tool based on the pilot.	• American Institute for Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce	June 2014–September 2015	Cost of Contract with AIR and West Wind, cost for substitutes	n/a	Scale up effectiveness feedback and support to educators in SIG schools
Action 4.1.8:	• American Institute for	October 2013–	Cost of Contract	n/a	Scale up effectiveness

Integrate and enhance the district's Human Capital systems.	Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce • Assistant Superintendent of Human Resources • Hazelwood NEA	January 2014	with AIR and West Wind, cost for substitutes		feedback and support to educators in SIG schools
Action 4.1.9: Provide professional development for all staff.	• Hazelwood Educator Evaluation Taskforce • Assistant Superintendent of Human Resources • Hazelwood NEA	February 2014–August 2014	Cost of Contract with AIR and West Wind, cost for substitutes	n/a	Scale up effectiveness feedback and support to educators in SIG schools
Action 4.1.10: Implement tool throughout the district.	• Hazelwood Educator Evaluation Taskforce • Assistant Superintendent of Human Resources • Hazelwood NEA	September 2014	Cost of Contract with AIR and West Wind, cost for substitutes	n/a	Scale up effectiveness feedback and support to educators in SIG schools

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
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.																	
Strategy 4.1: 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 Institute for Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce • Assistant Superintendent of Human Resources • Hazelwood NEA	The Hazelwood School District is working in partnership with the American Institute for Research and West Wind Associates. District funds are supporting this process.
Action 4.1.1: Define a set of educator standards.	▲															• American Institute for Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce • Assistant Superintendent of Human	n/a

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
																Resources • Hazelwood NEA	
Action 4.1.2: Begin the implementation of the communication plan to stakeholder about the progress of the committee for feedback.	▲	-	-	-	-	-	-	-	-	-	-	-	-	▲	▲	• American Institute for Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce	n/a
Action 4.1.3: Determine the multiple measures that evaluate educator effectiveness (including student growth, teacher performance, measures for non-tested grades and subjects, consequences for inadequate educator performance).	▲															• American Institute for Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce • Assistant Superintendent of Human Resources • Hazelwood NEA	n/a
Action 4.1.4: Determine the structure of the system.	▲															• American Institute for Research • West Wind Education Policy, Inc.	n/a

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
																• Hazelwood Educator Evaluation Taskforce • Assistant Superintendent of Human Resources • Hazelwood NEA	
Action 4.1.5: Provide professional development on the use of the tool.	▲	-	-	▲												• American Institute for Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce	n/a
Action 4.1.6: Piloting the tool in SIG schools.														▲		• Piloting Schools • Assistant Superintendent of Human Resources • Hazelwood NEA	n/a
Action 4.1.7: Assess and revise the tool based on the pilot.														▲	▲	• American Institute for Research • West Wind Education Policy, Inc. • Hazelwood	n/a

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
																Educator Evaluation Taskforce	
Action 4.1.8: Integrate and enhance the district's Human Capital systems.														▲		• American Institute for Research • West Wind Education Policy, Inc. • Hazelwood Educator Evaluation Taskforce • Assistant Superintendent of Human Resources • Hazelwood NEA	n/a
Action 4.1.9: Provide professional development for all staff.														▲		• Hazelwood Educator Evaluation Taskforce • Assistant Superintendent of Human Resources • Hazelwood NEA	n/a
Action 4.1.10: Implement tool throughout the district.															▲		n/a

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.

Strategy 4.2:	**Responsible Person(s):**	**Timeline:**
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.	1. Building Principals 2. Assistant Superintendent of Human Resources 3. SIG Turnaround Officer 4. Learning Leadership Team (LLT)	1. August–June review formative evaluation process 2. August–June review collection of data logs 3. March 1 analyze summative evaluation 4. April 15 determine future employment status 5. May–June determine school assignment

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
Contract payouts if needed	1. The evaluation of staff 2. The attendance of the staff 3. The student achievement results	1. The evaluation of staff 2. The number of staff retained 3. The number of staff removed 4. The number of staff transferred

DRAFT ACTIONS	Responsible Person(s)	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
Action 4.2.1: Review formative evaluation process.	Building Principals, Assistant Superintendent of Human Resources,	August 2012–June 2013	n/a	n/a	Supporting HR Documents for SIG school instructional

	SIG Turnaround Officer, Learning Leadership Team (LLT)				staff
Action 4.2.2: Review collection of data logs.	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	August 2012–June 2013	n/a	n/a	Supporting HR Documents for SIG school instructional staff
Action 4.2.3: Analyze summative evaluation.	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	March 2012	n/a	n/a	Supporting HR Documents for SIG school instructional staff
Action 4.2.4: Determine future employment status.	Building Principals, Assistant Superintendent of Human Resources,	April 2012	n/a	n/a	Supporting HR Documents for SIG school instructional

	SIG Turnaround Officer, Learning Leadership Team (LLT)				staff
Action 4.2.5: Determine school assignment.	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	May–June 2012	n/a	n/a	Supporting HR Documents for SIG school instructional staff

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**2**	**3**		
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.																	
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,			▲	--	--	--	--	--	--	--	--	--	▲	▲	▲	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround	n/a

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
reassignment, or administrative transfer of teachers at the Hazelwood SIG schools who are deemed by the evaluation process to be ineffective.																Officer, Learning Leadership Team (LLT)	
Action 4.2.1: Review formative evaluation process.			▲	--	--	--	--	--	--	--	--	--	▲	▲	▲	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	n/a
Action 4.2.2: Review collection of data logs.			▲	--	--	--	--	--	--	--	--	--	▲	▲	▲	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership	n/a

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
																Team (LLT)	
Action 4.2.3: Analyze summative evaluation.										▲	--	--	▲	▲	▲	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	n/a
Action 4.2.4: Determine future employment status.											▲	--	▲	▲	▲	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	n/a
Action 4.2.5: Determine school assignment.												▲	▲	▲	▲	Building Principals, Assistant Superintendent	n/a

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
																of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	
Action 4.2.6: Review formative evaluation process.	▲		▲	--	--	--	--	--	--	--	--	--	▲	▲	▲	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	n/a

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.

Strategy 4.3:	Responsible Person(s):	Timeline:
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.	1. Assistant Superintendent of Human Resources 2. Learning Leadership Team (LLT)	1. December 2011 Identify potential recruitment areas and candidates 2. January 2012 Research, develop new, or adopt EMS interview tool 3. February 2011 Using tool, allow staff to transfer to SIG schools to replace those not passionate about Turnaround assignment 4. March 2012 Identify open positions and potential high-quality candidates to fill positions 5. April 2012 Fill positions and begin the professional development processes with those candidates, allowing for release or extra duty time to familiarize them with the school and build the necessary skills to successfully start the year 6. June 2012 Summer PD Institute to build team, develop assessment literacy skills, PLCs knowledge, and begin their introduction to the district initiatives.

Resources Required:	Measureable Outcome(s):	Evidence/Documentation:
1. Cost for summer institutes 2. HR recruiting cost	1. Increased achievement results on local assessments 2. Increased MAP and EOC results 3. The seven strategies of Assessment for Learning in instructional plans 4. Use of Systems-Thinking tools in PLC meetings 5. Effective development of common formative and summative assessments	1. Professional Growth Logs 2. Extra Duty Contracts Provided 3. MAP and EOC results

	6. The Courageous Conversation about Race Protocols being used in PLC meetings				
DRAFT ACTIONS	Responsible Person(s)	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
Action 4.3.1: Identify potential recruitment areas and candidates.	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	December 2011–June 2015	n/a	n/a	Supporting HR Documents for SIG school instructional staff
Action 4.3.2: Research, develop new, or adopt district interview tool.	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	January 2012	n/a	n/a	Supporting HR Documents for SIG school instructional staff
Action 4.3.3: Using tool, allow staff to transfer to SIG schools to replace those not passionate about	Building Principals,	February 2012	n/a	n/a	Supporting HR Documents

Turnaround assignment.	Assistant Superintendent of Human Resources, SIG Turnaround Officer,				for SIG school instructional staff
Action 4.3.4: Identify open positions and potential high-quality candidates to fill positions.	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer,	March 2012	n/a	n/a	Supporting HR Documents for SIG school instructional staff
Action 4.3.5: Fill positions and begin the professional development processes with those candidates allowing for release or extra duty time to familiarize them with the school and build the necessary skills to successfully start the year.	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	April 2012	n/a	n/a	Supporting HR Documents for SIG school instructional staff
Action 4.3.6: Summer PD Institute to build team, develop assessment literacy skills, PLCs knowledge, and begin their introduction to the district initiatives.	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer,	June 2012	n/a	n/a	Supporting HR Documents for SIG school instructional staff

	Learning Leadership Team (LLT)				

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
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.																	
Strategy 4.3: The Hazelwood School District will create incentives for the recruitment of highly effective teachers. Potential incentives include: additional professional development opportunities, flexible scheduling, increased salary for additional time, and additional leadership opportunities.	▲	--	--	--	--	--	--	--	--	--	--	--	--	▲	▲	Assistant Superintendent of Human Resources, Learning Leadership Team (LLT)	Cost for summer institutes
Action 4.3.1: Identify potential recruitment areas and candidates.	▲	--	--	--	--	--	--	--	--	--	--	--	--	▲	▲	Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer,	District HR recruiting cost

																Learning Leadership Team (LLT)	
Action 4.3.2: Research, develop new, or adopt district interview tool.	▲															Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	n/a
Action 4.3.3: Using tool, allow staff to transfer to SIG schools to replace those not passionate about Turnaround assignment.	▲															Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer	n/a
Action 4.3.4: Identify open positions and potential high-quality candidates to fill positions.	▲															Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer	n/a

Action 4.3.5: Fill positions and begin the professional development processes with those candidates, allowing for release or extra duty time to familiarize them with the school and build the necessary skills to successfully start the year.	▲															Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	n/a
Action 4.3.6: Summer PD Institute to build team, develop assessment literacy skills, PLCs knowledge, and begin their introduction to the district initiatives.	▲															Building Principals, Assistant Superintendent of Human Resources, SIG Turnaround Officer, Learning Leadership Team (LLT)	n/a

Goal 3: Facilities, Support, and Instructional Resources

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

Objective 5:	**Measureable Outcome(s):**	**Evidence/Documentation:**
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).	1. Increased achievement results on local assessments 2. Increase results on Response to Intervention (RtI) and Positive Behavior Intervention (PBIS) measures 3. Increased MAP and EOC results 4. The seven strategies of Assessment for Learning in instructional plans 5. Use of Systems-Thinking tools in PLC meetings 6. Effective development of common formative and summative assessments 7. The Courageous Conversation about Race Protocols being used in PLC meetings	1. Focused Lesson Plans 2. PLC collection logs 3. Fidelity Walkthrough Data 4. Monthly LST progress report documents 5. Implementation Progress Reports 6. Common Assessment Data (eValuate, AIMSweb, Scholastic Reading Inventory, and teacher created) 7. Revised Curriculum documents 8. Cultural Responsive Instruction

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).		
Strategy 5.1: The Hazelwood School District will develop an early warning implementation tool to determine the monthly progress and effectiveness of SIG schools programs and initiatives (monitoring plan).	**Responsible Person(s):** 1. School Leadership Teams 2. District Turnaround Officer 3. District Learning Support Teams	Timeline: 1. February 2012 Research early warning systems and identify potential staff members for a design committee. 2. April 2012 Design an early warning system that measures the implementation and progress of district and school measureable outcomes. 3. August 2012 Implement a monthly early warning system. 4. September 2012 Make necessary modification to plans based on the

		ongoing feedback. 5. October 2012 The Building LTS and District LST will use the data collected to develop ongoing targeted professional development for schools to improve implementation level.

Resources Required:	Measureable Outcome(s):	Evidence/Documentation:
1. Staffing for the design work	8. Increased achievement results on local assessments 9. Increase results on Response to Intervention (RtI) and Positive Behavior Intervention (PBIS) measures 10. Increased MAP and EOC results 11. The seven strategies of Assessment for Learning in instructional plans 12. Use of Systems-Thinking tools in PLC meetings 13. Effective development of common formative and summative assessments 14. The Courageous Conversation about Race Protocols being used in PLC meetings	9. Focused Lesson Plans 10. PLC collection logs 11. Fidelity Walkthrough Data 12. Monthly LST progress report documents 13. Implementation Progress Reports 14. Common Assessment Data (eValuate, AIMSweb, Scholastic Reading Inventory, and teacher created) 15. Revised Curriculum documents 16. Cultural Responsive Instruction

DRAFT ACTIONS	Responsible Person(s)	Timeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
Action: 5.1.1: Research early warning systems and identify potential staff members for a design committee.	Turnaround Officer, District LSTs. Building Leadership Teams	February 2012	Materials and staff meeting time	n/a	Comprehensive research documents and examples
Action 5.1.2: Design an early warning system that measures the implementation and progress of	Turnaround Officer,	April 2012	Materials and staff	n/a	Working draft of EWS and

district and school measureable outcomes.	District LSTs, Building Leadership Teams		meeting time		supporting documents
Action 5.1.3: Implement a monthly early warning system.	Turnaround Officer, District LSTs, Building Leadership Teams	August 2012	Materials and staff meeting and professional development time	n/a	Feedback from staff surveys, focus groups, and observation
Action 5.1.4: Make necessary modification to plans based on the ongoing feedback.	Turnaround Officer, District LSTs, Building Leadership Teams	Sept–Dec 2012	Materials and staff meeting time	n/a	Feedback from staff surveys, focus groups, and observation with draft of EWS revisions and supporting documents
Action 5.1.5: The Building Leadership and District Learning Support Teams will use the data collected to develop ongoing targeted professional development for schools to improve implementation levels.	Turnaround Officer, District LSTs, Building Leadership Teams, HSD PD Coordinator	October 2012	Materials and staff meeting time	n/a	

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**2**	**3**		

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).																	
Strategy 5.1: The Hazelwood School District will develop an early warning implementation tool to determine the monthly progress and effectiveness of SIG schools programs and initiatives (monitoring plan).	▲	-	-	-	-	-	-	-	-	-	-	-	-	▲	▲	Turnaround Officer, District LSTs, Building Leadership Teams	Materials and staff meeting time
Action: 5.1.1: Research early warning systems and identify potential staff members for a design committee.	▲	-	-	-	-	-	-	-	-	-	-	-	-	▲	▲	Turnaround Officer, District LSTs, Building Leadership Teams	Materials and staff meeting time
Action 5.1.2: Design an early warning system that measures the implementation and progress of district and school measureable outcomes.	▲	-	-	-	-	-	-	-	-	-	-	-	-	▲	▲	Turnaround Officer, District LSTs, Building Leadership Teams	Materials and staff meeting and professional development time
Action 5.1.3: Implement a monthly early warning system.			▲	--	--	▲								▲	▲	Turnaround Officer, District LSTs, Building Leadership Teams	Materials and staff meeting time
Action 5.1.4:														▲	▲	Turnaround	Materials

Make necessary modification to plans based on the ongoing feedback.																Officer, District LSTs, Building Leadership Teams, HSD PD Coordinator	and staff meeting time
Action 5.1.5: The Building Leadership and District Learning Support Teams will use the data collected to develop ongoing targeted professional development for schools to improve implementation levels.					▲									▲	▲	Turnaround Officer, District LSTs, Building Leadership Teams	Materials and staff meeting time

Goal 4: Parent and Community Involvement

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

Objective 6:	**Performance Measure(s):**	**Evidence/Documentation:**
The Hazelwood School District-Communication Office, MOSPRA (Missouri School Public Relations Associations), CSD (Cooperating School District), Learning Support Team, and Turnaround Office will provide support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan.	1. The district Turnaround Office and the Learning Support Team will evaluate the parent communication, support, and mentoring plans each quarter through document review, surveys, interviews, and observations. Based on the evaluations, strategic changes will be implemented by the buildings leadership team. The Communications Division, Professional Development, and Learning Support teams will use the data collected from the evaluation to develop targeted professional development for teachers to improve parent, staff, community supports, and communications. **(Draft Action)** 2. The Student Attendance Monitoring System will be monitored by Learning Support Teams, the School Leadership Team, and using Systems-Thinking tools will discuss with the Turnaround Officer biweekly and at a mid-year and end-of-year Implementation Progress Reports and will be communicated to all stakeholders. 3. Percentage of parent participation in students' educational process as indicated by partnership portfolios, parent attendance at conferences and events, and parent/teacher surveys.	1. Collection of building materials used in training programs for volunteers. 2. Copies of all communication venues utilized. 3. Partnership portfolios will be established to record parent/teacher communication, parent attendance at school events, and the results of parent/teacher surveys. 4. Student attendance will be monitored weekly through the HSD Student Information System (SIS) and reported to buildings, parents, and community each quarter. 5. Copy of the community-wide assessment of identified major factors that significantly affect the academic achievement and the inventory of the support resources in the community. 6. Parent sign-in sheets for PTSA Council, Key Communicators, and Legislative Advocacy Committee.

Objective 7:	**Performance Measure(s):**	**Evidence/Documentation:**
Student and parent mentoring programs will be developed in partnership with the business community, the A+ Program, local churches, Oasis, (Oasis is a nationwide, nonprofit	1. The district Turnaround Office and the Learning Support Team will evaluate the mentoring plans each quarter through document review, surveys, interviews, and observations.	Quarterly monitor of mentoring programs will be tracked through individual building and community meetings with central office staff, Learning Support Teams, staff, PTSA, and the student council to

organization that pairs adults 50 and older with educational and volunteer opportunities), and universities. Schools and these organizations will recruit mentors who will work closely with teachers, students, and parents to assure that regular attendance and literacy are top priority for students. Mentoring will be funded through private, district, and federal (Title I) funds.	Based on the evaluations, strategic changes will be implemented by the buildings leadership team. The Communications Division, Professional Development, and Learning Support teams will use the data collected from the evaluation to develop targeted professional development for teachers to improve parent, staff, community supports, and communications. **(Draft Action)**	refine the site governance model and create a structure that is tailored to each school individual context.

Detail Level 2: Map strategies to objectives. Make sure objectives in Level 2 are aligned with objectives in Level 1. A single objective may have multiple strategies.

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 support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan.		
Strategy 6.1: The Hazelwood School District Communication Office, Learning Support Team, MOSPRA (Missouri School Public Relations Associations), and CSD (Cooperating School District) will meet twice this April 2012 and twice again in July 2012 with the leadership teams of EHS, SEMS, and CMS to provide expertise, resources, and professionally develop those 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.	**Responsible Person(s):** Turnaround Office, Communication Office, Learning Support Team, and School Leadership Teams	**Timeline:** Pre-implementation Activities will include: February–March 2012 – Identify potential community and staff members to serve on the leadership team that will design the building mentoring and comprehensive communication and parent support/involvement plan. April 2012 – HSD, CSD, and MOSPRA resources will meet twice with each school Leadership Team to learn and begin the development of their comprehensive communication and parent support/involvement plan. June 2012 – Develop, deploy, and analyze community-wide assessment. Grant Start: July 2012 – HSD, CSD, and MOSPRA resources will meet

To support the planning process the district will conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges.		twice with each school Leadership Team to continue to learn and to finalize their comprehensive communication and parent support/involvement communication plan. August 2012 – Implement their comprehensive communication and parent support/involvement plan and begin monitoring process. Ongoing – Continue to develop the work of the Legislative Advocacy Committee, PTSA Council, Key Communicators, Student Advisory, and HSD Clergy Coalition with a focus on SIG school community involvement.
Resources Required: 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. Cost of MOSPRA and CSD resources and services.	**Measureable Outcome(s):** Obtain 100% parent participation in students' educational process as indicated by partnership portfolios, parent attendance at conferences and events, and parent/teacher surveys. Provide effective and appropriate parent support that they can utilize at home to improve their child's academic achievement.	**Evidence/Documentation:** The leadership team will evaluate attendance data from open houses, parent/teacher conferences, individual students' home visits, and the percentage of parents who volunteer in school events. This information will be monitored and shared with the entire school community. All communication will include: 1. achievement and attendance updates with parent/student intervention resources 2. implementation updates of improvement and mentoring strategies 3. potential volunteer opportunities 4. information about parent outreach activities such as training programs for volunteers, parent training on accessing use of school technology, course curriculum, any skill/strategy that will build the capacity of parents and school staff to work together to improve student academic achievement. Information shared will not only increase the awareness of organizations and services such as PTSA, but promote participation in those organizations. 5. Summaries of all attendance information, findings of data analysis, and improvement

			plans will be included in a regular and accessible way in the communications plan.		
DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
Action 6.1.1: The Hazelwood School District Communication Office, Learning Support Team, MOSPRA (Missouri School Public Relations Associations), and CSD (Cooperating School District) representatives will meet in February to develop an agenda for the two April 2012 and July 2012 meetings with the leadership teams of EHS, SEMS, and CMS. Our plan will provide expertise, resources, and professionally developed strategies for each team on the development of a comprehensive communication and parent support/involvement plan. This team will meet quarterly with the school teams to support the implementation, evaluation, and necessary modification of the plan.	Communication Office Turnaround Officer, Learning Support Team	February–May 2012	n/a	Cost of MOSPRA and CSD resources	Plan to support buildings in the creation of a comprehensive communication and parent support/involvement plan.
Action 6.1.2: Develop, conduct, and analyze a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges.	Communications Office, Learning Support Team	June 2012	n/a	Cost of MOSPRA and CSD resources	Major factors of poor performance identified, analyzed, and communicated through plan.
Action 6.1.3: Parents participate with teachers in helping children set academic goals each year. Parents will be provided with a summer/first quarter/trimester conference session to discuss last year's ELA, Science, and Math performance	School and Central Office Data staff	Aug 2012	Resource information and communication support	n/a	Copies of all materials and strategies used with associated timelines from each building plus a list of parents met and strategies to meet any

(MAP, SRI, AIMSweb, PSAT, ACT, Explore, and any other applicable measurement) and set academic and behavior goals for the upcoming semester or trimester. This could be done face to face, over the phone, or electronically based on parents' needs.					parents not seen
Action 6.1.4: All parents will be signed up and oriented to use the HSD Parent Portal to access their child's academic performance. Those parents without Internet access will have that information provided to them via telephone or individual visit.	School and Central Office Data staff	August–September 2012	Resource information and communication support	n/a	Copies of all materials and strategies used with associated timelines from each building plus a list of parents with access to portal and strategies to meet needs of any parents without access

	First-Year Detail by Month													Years 2–3		Resp.	Resources
	Pre Imp	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**2**	**3**		
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.																	
Strategy 6.1: The Hazelwood School District Communication Office, Learning Support Team, MOSPRA (Missouri School Public Relations Associations), and CSD (Cooperating School District), will meet twice	▲	-	-	-	-	-	-	-	-	-	-	-	-	▲	▲	Communication Office, Turnaround Officer, Learning Support Team	Cost of MOSPRA and CSD resources

this April 2012 and twice again in July 2012 with the leadership teams of EHS, SEMS, and CMS to provide expertise, resources, and professionally develop those teams on the development of a comprehensive communication and parent support/involvement plan. These groups will meet quarterly with the school teams to support the implementation, evaluation, and necessary modification of the plan. The plan should integrate and coordinate with the SIG school activities of the Legislative Advocacy, PTSA Council, Key Communicators, Student Advisory, and Clergy Coalition groups. To support the planning process the district will conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the																	

community and the school that could be aligned, integrated, and coordinated to address these challenges.																	
Action 6.1.1: The Hazelwood School District Communication Office, Learning Support Team, MOSPRA (Missouri School Public Relations Associations), and CSD (Cooperating School District) representatives will meet in February to develop an agenda for the two April 2012 and July 2012 meetings with the leadership teams of EHS, SEMS, and CMS. Our plan will provide expertise, resources, and professionally develop strategies for each team on the development of a comprehensive communication and parent support/involvement plan. This team will meet quarterly with the school teams to support the implementation, evaluation, and necessary modification of the plan.	▲	-	-	-	-	-	-	-	-	-	-	-	-	▲	▲	Communications Office, Learning Support Team	Cost of MOSPRA and CSD resources

Action 6.1.2: Develop, conduct, and analyze a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges.	▲															School and Central Office Data staff	Resource information and communicatio n support
Action 6.1.3: Parents participate with teachers in helping children set academic goals each year. Parents will be provided with a summer/first quarter/trimester conference session to discuss last year's ELA, Science, and Math performance (MAP, SRI, AIMSweb, PSAT, ACT, Explore and any other applicable measurement) and set academic and behavior goals for the upcoming semester or trimester. This could be done face to face, over the phone, or			▲													School and Central Office Data staff	Resource information and communicatio n support

electronically based on parents' needs.																	
Action 6.1.4: All parents will be signed up and oriented to use the HSD Parent Portal to access their child's academic performance. Those parents without Internet access will have that information provided to them via telephone or individual visit.			▲	▲												Communication Office, Turnaround Officer, Learning Support Team	Cost of MOSPRA and CSD resources

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 support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan.		
Strategy 6.2: Continue the HSD Legislative Advocacy Committee that was formed to better engage various members of our community in the development of a legislative platform. Meetings are held about six times per year. HSD staff members share information on pending legislation and work with committee members to develop a stance on the legislation. A focus will be on engaging our SIG school communities with a goal of four parents per school on the committee.	**Responsible Person(s):** Turnaround Office, Communication Office, Learning Support Team, and School Leadership Teams	**Timeline:** Ongoing – Continue to develop the work of the Legislative Advocacy Committee with a focus on SIG school community involvement with a goal of four parents per school on the committee.
Resources Required: Resource information and technology/communication support	**Measureable Outcome(s):** Membership in the Legislative Advocacy Committee by parents in our SIG schools will increase by four parents.	**Evidence/Documentation:** HSD Legislative Advocacy Committee sign-in sheets

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
Action 6.2.1: Further engage and develop communication strategies through the HSD Legislative Advocacy Committee.	School, parents, students, community members, and Central Office staff	Aug 2012–Aug 2013	Resource information and technology/ communication support		Copies of all meeting minutes and plans; List of strategies by school

	First-Year Detail by Month													Years 2–3		Resp.	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
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 support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan.																	
Strategy 6.2: Continue the HSD Legislative Advocacy Committee that was formed to better engage various members of our community in the development of a legislative platform. Meetings are held about six times per year. HSD staff members share information on pending legislation and work with committee members to develop a stance on the legislation. A focus will be on engaging our SIG school communities with a goal of four parents per school on the committee.			▲	-	-	-	-	-	-	-	-	-	-	▲		Turnaround Office, Communication Office, Learning Support Team, School Leadership Teams	Resource information and technology/ communication support
Action 6.2.1: Further engage and develop communication strategies through the HSD Legislative Advocacy Committee.			▲	-	-	-	-	-	-	-	-	-	-	▲		School, parents, students, community members, Central	Resource information and technology/ communication support

																Office staff	

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 support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan.		
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.	**Responsible Person(s):** Turnaround Office, Communication Office, Learning Support Team, and School Leadership Teams	**Timeline:** Ongoing – Continue to develop the work of the PTSA Council and Key Communicators with a focus on SIG school community involvement with a goal of four parents per school on both committees.

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
Resource information and technology/ communication support	Membership in the Key Communicators Committee and PTSA Council by parents in our SIG schools will increase by four parents.	Key Communicators and PTSA Council sign-in sheets

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
Action 6.3.1: Further engage and develop communication strategies through the HSD Key Communicators and PTSA Council.	School, parents, community members, and Central Office staff	Aug 2012–Aug 2013	Resource information and technology/ communication support		Copies of all meeting minutes and plans; List of strategies by school

	First-Year Detail by Month	**Years**	**Resp.**	**Resour**

														2–3			ces
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
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 support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan.																	
Strategy 6.3: 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	Resource information and technology/communication support
Action 6.3.1: Further engage and develop communication strategies through the HSD Key Communicators and PTSA Council.			▲	-	-	-	-	-	-	-	-	-	-	▲		School, parents, community members, Central Office staff	Resource information and technology/communication support

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 support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan.		
Strategy 6.4: 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.	**Responsible Person(s):** Turnaround Office, Communication Office, Learning Support Team, and School Leadership Teams	**Timeline:** Ongoing – Continue to develop the work of the Student Advisory Committee with a focus on expanding the SIG school student involvement.

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
Resource information and technology/ communication support	EHS Student Advisors will attend all meetings.	Student Advisory Committee sign-in sheets

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
Action 6.4.1: Engage and develop support strategies that focus on engaging the EHS student community to support the communication and mentoring process through the Student Advisory Committee. 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.	School, parents, students, clergy, community members, and Central Office staff	Aug 2012–Aug 2013	Resource information and technology/ communication support	n/a	Copies of all meeting minutes and plans; Meeting sign-in sheets

	First-Year Detail by Month													Years 2–3		Resp.	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
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 support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan.																	
Strategy 6.4: 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			▲	-	-	-	-	-	-	-	-	-	-	▲		Turnaround Office, Communication Office, Learning Support Team, School Leadership Teams	Resource information and technology/ communication support

Legislative Advocacy Committee.																	
Action 6.4.1: Engage and develop support strategies that focus on engaging the EHS student community to support the communication and mentoring process through the Student Advisory Committee. 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.			▲	-	-	-	-	-	-	-	-	-	-	▲		Turnaround Office, Communication Office, Learning Support Team, School Leadership Teams	Resource information and technology/ communication support

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 support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan.		
Strategy 6.5: 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.	**Responsible Person(s):** Turnaround Office, Financial Office, Learning Support Team, and School Leadership Teams	**Timeline:** May 2012–July 2012 Building leadership teams, with support of the Turnaround Office, CFO, and LST, will meet multiple times to coordinate when and how the flex time will be allocated.

Resources Required:	Measureable Outcome(s):	Evidence/Documentation:
The ability to flex their contractual time will be provided by the Hazelwood School District to all SIG schools.	Adequate flex time will be provided to allow schools to obtain 100% parent participation in students' educational process.	Copy of the plans, attendance and contact log documents, and school calendars

DRAFT ACTIONS	Responsible Person(s)	Timeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
Action 6.5.1: The Hazelwood School District will provide flex time for teachers to meet with parents in Parent/Teacher conferences allowing schools to meet in a timelier manner based on the needs of the students and parents.	School and Central Office Data, Finance and Communication staff	May–July 2012	Resource information and technology/ communication support	n/a	Copies of all conferences plus timeline for future conferences

	First-Year Detail by Month													Years 2–3		Resp.	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
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 support, resources, and professional development for each school to create a comprehensive parent and community communication, involvement, and support plan.																	
Strategy 6.5: 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, Financial Office, Learning Support Team, School	The ability to flex their contractual time will be provided by the Hazelwood School

																Leadership Teams	District to all SIG schools.
Action 6.5.1: The Hazelwood School District will provide flex time for teachers to meet with parents in Parent/Teacher conferences allowing schools to meet in a timelier manner based on the needs of the students and parents.	▲															School and Central Office Data, Finance and Communication staff	Resource information and technology/ communication support

Objective 7: Student and parent mentoring programs will be developed in partnership with the business community, the A+ Program, local churches, Oasis, (Oasis is a nationwide, nonprofit organization that pairs adults 50 and older with educational and volunteer opportunities), and universities. Schools and these organizations will recruit mentors who will work closely with teachers, students, and parents to assure that regular attendance and literacy are top priority for students. Mentoring will be funded through private, district, and federal (Title I) funds.		
Strategy 7.1: Objective 7, Strategy 1: A mentoring program for each SIG school will be developed in partnership with HSD Clergy Coalition, local businesses, and universities.	**Responsible Person(s):** Communication Office, Finance Office, Turnaround Office, Learning Support Team, and School Leadership Teams	**Timeline:** June 2012 – Recruit local businesses and universities. July 2012 – Meet with HSD Clergy Coalition, business, university representatives to develop resources recruitment strategies and begin developing mentoring plan. August 2012 – Finalize plan and begin implementation of HSD Mentoring Plan.

		Ongoing – Continue to develop the work of the Legislative Advocacy Committee, PTSA Council, Key Communicators, Student Advisory, and HSD Clergy Coalition with a focus on SIG school community involvement.
Resources Required: Flex time will be provided by the Hazelwood School District.	**Measureable Outcome(s):** Adequate flex time will be provided to allow schools to obtain 100% parent participation in students' educational process.	**Evidence/Documentation:** Copy of the school calendars, mentor schedules, and contact logs

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
Action 7.1.1: Engage and develop mentoring support strategies through the HSD Clergy Coalition, local businesses, and university partnerships to support our SIG schools.	School, parents, students, clergy, community members, and Central Office staff	Aug 2012–Aug 2013	Resource information and technology/ communication support	n/a	Copies of all meeting minutes and plans; List of mentors assigned to schools
Action 7.1.2: Develop, conduct, and analyze a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges through a mentoring program.	Communications Office, Learning Support Team	June 2012	n/a	Cost of MOSPRA and CSD resources	Major factors of poor performance identified, analyzed, and communicated through plan.
Action 7.1.3: The Hazelwood School District will provide flex time for	School and Central Office Data,	May–July 2012	Resource information and	n/a	Copies of all conferences plus

teachers to meet with parents in Parent/Teacher conferences allowing schools to meet in a timelier manner based on the needs of the students and parents.	Finance and Communication staff		technology/ communication support		timeline for future conferences

	First-Year Detail by Month													Years 2–3		Resp.	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
Objective 7: Student and parent mentoring programs will be developed in partnership with the business community, the A+ Program, local churches, Oasis, (Oasis is a nationwide, nonprofit organization that pairs adults 50 and older with educational and volunteer opportunities), and universities. Schools and these organizations will recruit mentors who will work closely with teachers, students, and parents to assure that regular attendance and literacy are top priority for students. Mentoring will be funded through private, district, and federal (Title I) funds.																	
Strategy 7.1: Working with HSD Clergy Coalition, local businesses, Oasis Program, and universities we will create a mentoring program where these organizations adopt our SIG schools to provide mentors and other resources. HSD will provide facilities, student volunteers, and publicity opportunities for these groups. A focus will be on engaging our SIG school communities, but these mentoring opportunities will also be expanded to support other non-SIG schools. To support the planning process the district will	▲	-	-	-	-	-	-	-	-	-	-	-	-	▲		Communication Office, Finance Office, Turnaround Office, Learning Support Team, School Leadership Teams	Flex time will be provided by the Hazelwood School District.

conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. 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.																	
Action 7.1.1: Engage and develop mentoring support strategies through the HSD Clergy Coalition, local businesses, and university partnerships to support our SIG schools.	▲															School, parents, students, clergy, community members, Central Office staff	Resource information and technology/ communication support
Action 7.1.2: Develop, conduct, and analyze a community-wide assessment to identify the	▲															Communications Office, Learning	Cost of MOSPRA and CSD resources

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 through a mentoring program.																Support Team	
Action 7.1.3: The Hazelwood School District will provide flex time for teachers to meet with parents in Parent/Teacher conferences allowing schools to meet in a timelier manner based on the needs of the students and parents.			▲	-	-	-	-	-	-	-	-	-	-	-	▲	School and Central Office Data, Finance and Commun ication staff	Resource information and technology/ communica tion support

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:	**Performance Measure(s):**	**Evidence/Documentation:**
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.	Missouri School Accountability Report Card	Communication Arts and Math MAP state Assessments results Missouri School Accountability Report Card Monthly eValuate Benchmark Assessment SRI—Scholastic Reading Inventory Assessment (trimester) AIMSweb (trimester) Common Formative District Assessments

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.		
Strategy 8.1: By March 2012, the Learning Leadership Team (district administration) will designate a Turnaround Officer to oversee and facilitate the transformation process.	**Responsible Person(s):** 1. Learning Leadership Team–Superintendent and Assistant Superintendents	**Timeline:** 1. March 2012 the Superintendent will notify the BOE the name of the Turnaround Officer
Resources Required: N /A	**Measureable Outcome(s):** 1. Identified Turnaround Officer	**Evidence/Documentation:** 1. District Organizational Chart

DRAFT ACTIONS	Responsible Person(s)	Timeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
Action 8.1.1: A Turnaround Officer is currently in place as the result of East Middle School being a SIG school. He or she will assume the	Learning Leadership Team–Superintendent	July 2012	n/a	n/a	Have the Turnaround Officer provide support systems to all

Turnaround Officer duties with new group of SIG schools.	and Assistant Superintendents				of the SIG schools to ensure state and district alignment.

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
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.																	
Strategy 8.1: By March 2012, the Learning Leadership Team (district administration) will designate a Turnaround Officer to oversee and facilitate the transformation process.	▲																
Action 8.1.1: A Turnaround Officer is currently in place as the result of East Middle School being a SIG school. He or she will assume the Turnaround Officer duties with new group of SIG schools.		▲														Superintendent and Assistant Superintendents	n/a

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.

Strategy 8.2:	**Responsible Person(s):**	**Timeline:**
The District learning support team will meet with building leadership teams every month on-site to monitor and evaluate the early warning system as it relates to student achievement, classroom instruction, parent/community involvement, and alignment to the school's mission, vision, and values. The Hazelwood District Learning Support Team will monitor the site governance early warning system monthly and then collaboratively design support strategies with the SIG building leadership teams to meet the learning needs of staff and students.	District Learning Support Teams Site Leadership Teams Turnaround Officer	1. April 2012 – Design an early warning system that measures the implementation and progress of district and school measureable outcomes. 2. August 2012 – Implement a monthly early warning system. 3. September 2012 – Make necessary modification to plans based on the ongoing feedback. 4. October 2012 – The Building LTS and District LST will use the data collected to develop ongoing targeted professional development for schools to improve implementation level.

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
Materials and staff meeting time	1. Increased achievement results on local assessments 2. Increased MAP and EOC results 3. The seven strategies of Assessment for Learning in instructional plans 4. Effective development of common formative and summative assessments	1. PLC Collection Logs 2. Fidelity Walkthrough Data 3. Building monthly LST Walkthrough Progress Report 4. Monthly Implementation Progress Reports 5. Common Assessment Data 6. Surveys 7. Early Warning System Data

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
Action 8.2.1: Design an early warning system that measures the implementation and progress of district and school measureable outcomes.	Turnaround Officer, District LSTs,	April 2012	Materials and staff meeting	n/a	Working draft of EWS and

	Building Leadership Teams		time		supporting documents
Action 8.2.2: Implement a monthly early warning system.	Turnaround Officer, District LSTs, Building Leadership Teams	August 2012	Materials and staff meeting and professional development time	n/a	Feedback from staff surveys, focus groups, and observation
Action 8.2.3: Make necessary modification to plans based on the ongoing feedback.	Turnaround Officer, District LSTs, Building Leadership Teams	Sept–Dec 2012	Materials and staff meeting time	n/a	Feedback from staff surveys, focus groups, and observation with draft of EWS revisions and supporting documents
Action 8.2.4: The Building Leadership and District Learning Support Teams will use the data collected to develop ongoing targeted professional development for schools to improve implementation levels.	Turnaround Officer, District LSTs, Building Leadership Teams, HSD PD Coordinator	October 2012	Materials and staff meeting time	n/a	Feedback from staff surveys, focus groups, and observation with draft of EWS revisions and supporting documents

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
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.																	
Strategy 8.2: The district learning support team will meet with building leadership teams every month on-site to monitor and evaluate the early warning system as it relates to student achievement, classroom instruction, parent/community involvement, and alignment to the school's mission, vision, and values.	▲	▲												▲	▲	Turnaround Officer, District LSTs, Building Leadership Teams	Materials and staff meeting time
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.																	
Action 8.2.1: Design an early warning system that measures the implementation and progress of district and school measureable outcomes.	▲													▲	▲	Turnaround Officer, District LSTs, Building Leadership Teams	Materials and staff meeting and professional development time
Action 8.2.2: Implement a monthly early warning system.			▲	--	--	▲								▲	▲	Turnaround Officer, District LSTs, Building Leadership Teams	Materials and staff meeting time
Action 8.2.3: Make necessary modification to plans based on the ongoing feedback.														▲	▲	Turnaround Officer, District LSTs, Building Leadership Teams, HSD PD Coordinator	Materials and staff meeting time
Action 8.2.4: The Building Leadership and District Learning Support Teams will use the data collected to develop ongoing targeted professional development for schools to improve implementation levels.					▲									▲	▲	Turnaround Officer, District LSTs, Building Leadership Teams	Materials and staff meeting time

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.

Strategy 8.3:	Responsible Person(s):	Timeline:
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.	1. Turnaround Officer 2. District Leadership Support Team 3. Building Leadership Teams	March 2012–May 2012 • Design a PowerPoint template that measures the implementation and progress June 2012–September 2012 (Yearly) • Develop a yearly Accountability Plan October 2012–May 2015 (Once a Year) • Present a yearly student performance progress report to the Hazelwood School Board. • SIG schools will present quarterly student performance reports to their learning community (staff, parents, and students). January 2012 (Yearly) • Refine Mid-Year Accountability Report June 2012–September 2012 (Yearly) • Prepare an end-of-year Data and Assessment report • Begin planning for the upcoming school year 2012–2013 (Yearly)

Resources Required:	Measureable Outcome(s):	Evidence/Documentation:
n/a	1. Increased achievement results on local assessments 2. Increased MAP and EOC results 3. The seven strategies of Assessment for Learning in instructional plans 4. Effective development of common formative	1. PLC Collection Logs 2. Fidelity Walkthrough Data 3. Building monthly LST Walkthrough Progress Report 4. Bimonthly Implementation Progress Reports 5. Common Assessment Data

	and summative assessments	6. Surveys			
DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
Action 8.3.1: Design a PowerPoint template that measures the implementation and progress.	Turnaround Officer, District Leadership Support Team, Building Leadership Teams	March 2012–May 2012	n/a	n/a	Scale up the process for SIG schools to communicate their progress
Action 8.3.2: Develop a yearly accountability plan.	Turnaround Officer, District Leadership Support Team, Building Leadership Teams	March 2012–May 2012	n/a	n/a	Scale up the process for SIG schools to communicate their progress
Action 8.3.3: Schools will present a yearly student performance progress report to the Hazelwood School Board. SIG schools will present quarterly student performance reports to their learning community (staff, parents, and students).	Turnaround Officer, District Leadership Support Team, Building	October, 2012–May 2015 (Once a Year)	n/a	n/a	Scale up the process for SIG schools to communicate their progress

	Leadership Teams				
Action 8.3.4: Refine mid-year accountability report.	Turnaround Officer, District Leadership Support Team, Building Leadership Teams	January 2012 (Yearly)	n/a	n/a	Scale up the process for SIG schools to communicate their progress
Action 8.3.5: Prepare an end-of-year data and assessment report.	Turnaround Officer, District Leadership Support Team, Building Leadership Teams	June 2012–September 2012 (Yearly)	n/a	n/a	Scale up the process for SIG schools to communicate their progress
Action 8.3.6: Begin planning for the upcoming school year 2012–2013 (yearly).	Turnaround Officer, District Leadership Support Team, Building Leadership Teams	June 2012–September 2012 (Yearly)	n/a	n/a	Scale up the process for SIG schools to communicate their progress

	First-Year Detail by Month	**Years 2–3**	**Responsibility**	**Resources**

	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
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.																	
Strategy 8.3: 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	n/a
Action 8.3.1: Design a PowerPoint template that measures the implementation and progress.	▲															Turnaround Officer, District Leadership Support Team, Building Leadership Teams	n/a
Action 8.3.2: Develop a yearly accountability plan.	▲															Turnaround Officer, District Leadership Support Team, Building Leadership Teams	n/a
Action 8.3.3: Schools will present a yearly student performance					▲	--	--	--	--	--	--	▲		▲	▲	Turnaround Officer, District	n/a

	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
progress report to the Hazelwood School Board. SIG schools will present quarterly student performance reports to their learning community (staff, parents, and students).																Leadership Support Team, Building Leadership Teams	
Action 8.3.4: Refine Mid-Year Accountability Report.														▲	▲	Turnaround Officer, District Leadership Support Team, Building Leadership Teams	n/a
Action 8.3.5: Prepare an end-of-year Data and Assessment report.	▲													▲	▲	Turnaround Officer, District Leadership Support Team, Building Leadership Teams	n/a
Action 8.3.6: Begin planning for the upcoming school year 2012–2013 (Yearly).														▲	▲	Turnaround Officer, District Leadership Support Team, Building Leadership	n/a