20. Conduct and participate in collegial walk-throughs focused on literacy strategy implementation and provide peer feedback (embedded professional learning).	All staff	Pre-developed walk-through rubric	9/12–5/13	X	X
21. Conduct walk-throughs to monitor and support implementation and provide feedback.	Administration	Pre-developed walk-through rubric	10/12–5/13	X	X
22. Reflect on and revise lessons and materials according to monitoring, feedback, and evaluation data.	SLT and PLCs		1/13–6/15	X	X
Strategy 2	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Research, identify or develop, and implement rigorous instructional lessons and strategies focused on experiential learning that are: research and/or promising practice-based, standards-based, data-driven and increase students' time on task.	All staff, SLT inclusive of district-level support, grade-level and content PLCs	Professional development, community volunteers, program materials and admittance fees, transportation	April 2013 and ongoing		
Measureable Outcome(s): Missouri Grade Level Assessment, Common Assessments, Pre-Post Assessments, increased utilization of rigorous instructional lessons and strategies focused on experiental learning, results of common formative assessments		**Evidence/Documentation:** Professional Learning Community documentation, lesson plans, common formative assessments, results of walk-throughs, implementation checks and classroom and teacher evaluations			
Actions			**Year 1**	**Year 2**	**Year 3**
10. Research and identify or develop high-quality professional development for experiential learning that will be provided and/or supported by coaches and facilitators.	PDC, learning coaches and learning facilitators	Funding for staff and materials (HSD); funding for research, identification, and development (SIG)		4/13–8/13	X
11. Develop specific monitoring rubric items for walk-throughs.	PDC, learning coaches and learning facilitators			4/13–8/13	
12. Research, identify or develop, and integrate high-quality experiential learning instructional lessons and resources.	All staff (within PLCs)	Adequate space (HSD); funding for research, identification, and developments (SIG)		8/13–5/14	X
13. Develop pre and post assessments for experiential learning activities.	All staff (within PLCs)			8/13–5/14	X
14. Implement high-quality experiential learning lessons and assessments that support real world learning.	All staff (in grade-level teams)			8/13–5/14	X
15. Collaborate by sharing and discussing the quality of lessons and student work in PLCs.	All staff(within PLCs)			9/13–5/14	X

16. Conduct and participate in collegial walk-throughs looking for literacy strategies implementation and provide peer feedback (embedded professional learning).	All staff	Pre-developed walk-through rubric		9/13–5/14	X
17. Conduct walk-throughs to monitor and support implementation and provide feedback.	Administration	Pre-developed walk-through rubric		10/13–5/14	X
18. Reflect on and revise lessons and materials according to monitoring, feedback, and evaluation data.	SLT and PLCs			1/14-6/14	X
Strategy 3	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Redesign the Academic Excellence Program to include need-based grouping and structured response to intervention activities.	Academic Excellence Committee	Funding and time for committee work	January 2012 and ongoing		
Measureable Outcome(s): Scoring guide for success of re-designed Academic Excellence program		**Evidence/Documentation:** Lesson plans, results of walk-throughs, implementation checks and classroom evaluations			
Actions			**Year 1**	**Year 2**	**Year 3**
11. Create a committee to oversee the redesign of the Academic Excellence Program.	Administration, PLCs		1/12–3/12		
12. Develop specific monitoring rubric items for walk-throughs.	Academic Excellence Committee		4/12–8/12		
13. Identify student needs by MAP/GLA scores, SRI, AIMS web, and eValuate data.	Grade-level PLCs		Spring 2012	X	X
14. Place students into courses based on level and need.	Grade-level PLCs		Spring 2012	X	X
15. Develop research and project-based content-area reading lessons responding to student needs across all content areas and courses.	Academic Excellence Committee ,SLT, and all staff		8/12–6/13	X	X
16. Implement research- and/or promising practice-based content area reading strategies and project-based learning across all academic excellence courses with fidelity.	All staff		8/12–6/13	X	X
17. Collaborate by sharing and discussing the quality of lesson plans and results of student work.	PLCs		9/12–5/13	X	X
18. Conduct and participate in collegial walk-throughs looking for literacy implementation (embedded professional learning).	All staff		9/12–5/13	X	X
19. Conduct walk-throughs to monitor and support implementation and provide feedback.	Administration		10/12–5/13	X	X

20. Reflect on and revise lessons and materials according to monitoring, feedback, and evaluation data.	SLT and PLCs		1/13–6/13	X	X
Strategy 4	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Research, develop or identify, and implement a research-based effective reading program, such as Read 180 and Systems 44.	SLT, CA teachers	Program licenses, teacher training, new computers, funding for programs	January 2012		
Measureable Outcome(s): Minimum of 80% of participating students will show gains of 1 or more grade level growth		**Evidence/Documentation:** SRI and Read 180 assessment			
Actions			**Year 1**	**Year 2**	**Year 3**
11. Research and select an appropriate reading program in consultation with communication arts teachers.	Administration, PLCs, and CA teachers	Selected program	1/12–4/12		
12. Purchase chosen reading program.	District leaders and SLT	Selected program	5/12		
13. Develop specific monitoring rubric items for walk-throughs.	Administration, PLCs, and CA teachers		5/12–8/12		
14. Select and train appropriate school staff.	Administration, PDC, PLCs, and CA teachers		6/12	X	X
15. Identify students for the intervention, based on the criteria of being two or more grade levels below current grade based on most current SRI lexile score.	CA teachers		5/12–8/12	X	X
16. Implement reading program for identified students.	CA teachers		8/12–	X	X
17. Monitor effectiveness of reading program.	SLT and CA teachers		8/12–	X	X
18. Conduct and participate in collegial walk-throughs looking for program implementation and provide feedback and support (embedded professional learning).	All staff	Pre-developed walk-through rubric	9/12–5/13	X	X
19. Conduct walk-throughs to monitor and support implementation and provide feedback.	Administration	Pre-developed walk-through rubric	9/12–5/13	X	X
20. Reflect on and revise program materials and implementation according to monitoring, feedback, and evaluation data.	SLT		10/12–6/13	X	X

Objective 2: By the year 2015, 100% of the CMS students will score Proficient or Advanced on the Missouri Grade Level Mathematics Assessment from a baseline of 39% Proficient in the 2010–11 school year.	
Performance Measure(s): Annual increases of 25% or more in students scoring Proficient or Advanced on the Missouri Grade Level Assessment in mathematics.	**Evidence/Documentation:** Mathematics MAP assessment results

Strategy 1	Responsible Person(s)	Resources Required	Timeline
Hazelwood Central Middle School mathematics teachers will implement a revised curriculum that (a) is vertically aligned from one grade to the next and aligned to state standards, (b) includes researched based learning strategies, and (c) is rigorous based on the Hazelwood scoring guide for rigor.	Grade-level mathematics PLCs	Revised mathematics curriculum and supplemental materials	Adopt May 2012 Implement August 2012–May 2013
Measureable Outcome(s): Revised Lesson Plans and instructional implementation, vertical content PLC notes, results of rigor scoring guide.		**Evidence/Documentation:** Revised Lesson Plans and curriculum based upon updated curriculum, rigor scoring guides, Walk-throughs, and evaluations, common formative assessments	

Actions			Year 1	Year 2	Year 3
9. Adopt revised curriculum and associated materials in place at Hazelwood East Middle School.	Level mathematics PLCs	Curriculum	5/12		
10. Develop specific monitoring rubric items for walk-throughs.	PDC, learning coaches, and learning facilitators		5/12–8/12		
11. Select and train appropriate staff members.	Administration, PDC		6/12–8/12	X	X
12. Implement rigorous instructional mathematics lessons and strategies that are research- and/or promising practice-based, standards-based, and data-driven and increase students' time on task.	Mathematics teachers		8/12–5/15	X	X
13. Collaborate by sharing and discussing the quality of lessons and student work in PLCs.	Mathematics PLCs		8/12–5/13	X	X
14. Conduct and participate in collegial walk-throughs looking for implementation of instructional strategies and curriculum aligned content (embedded professional learning).	All staff	Pre-developed walk-through rubric	9/12–5/13	X	X
15. Conduct walk-throughs to monitor and support implementation and provide feedback (program monitoring).	Administration	Pre-developed walk-through rubric	10/12–5/13	X	X
16. Reflect on and revise lessons, materials, and strategies according to monitoring, feedback, and evaluation data.	SLT and PLCs		1/12–6/13	X	X

Strategy 2	Responsible Person(s)	Resources Required	Timeline
Redesign the Academic Excellence program to include need-based grouping and structured response-to-intervention activities.	Academic Excellence Committee	Funding and time for committee work	July 2012 and ongoing
Measureable Outcome(s): Scoring guide for success of re-designed Academic Excellence program		**Evidence/Documentation:** Lesson plans, results of walk-throughs, implementation checks and classroom evaluations	

Actions			Year 1	Year 2	Year 3
11. Create a committee to oversee the redesign of the Academic Excellence Program	Administration, PLCs		1/12–3/12		
12. Develop specific monitoring rubric items for walk-throughs	PDC, learning coaches, and learning facilitators		4/12–8/12		
13. Identify student needs by MAP/GLA scores, SRI, AIMS web, and eValuate data	PLCs		4/12–8/12	X	X
14. Place students into courses based on level and need.	PLCs		4/12–8/12	X	X
15. Develop research and project-based content-area reading lessons responding to student needs across all content areas and courses.	SLT and all staff		8/12–5/13	X	X
16. Implement research- and/or promising practice-based content area reading strategies and project-based learning across all academic excellence courses with fidelity.	All staff		10/12–5/13	X	X
17. Collaborate by sharing and discussing the quality of lesson plans and results of student work.	PLCs		9/12–5/13	X	X
18. Conduct and participate in collegial walk-throughs looking for literacy implementation (embedded professional learning).	PLCs	Pre-developed walk-through rubric	9/12–5/13	X	X
19. Conduct walk-throughs to monitor and support implementation and provide feedback (program monitoring).	SLT	Pre-developed walk-through rubric	10/13–5/13	X	X
20. Reflect on and revise lessons and materials according to monitoring, feedback, and evaluation data.	SLT and PLCs		1/13–8/14	X	X

Strategy 3	Responsible Person(s)	Resources Required	Timeline
Research, identify or develop, and implement rigorous instructional lessons and strategies focused on content area numeracy activities that are research- and standards-based and data-driven and increase students' time on task.	SLT, inclusive of district-level supports and grade-level PLCs	Professional development	July 2012–May 2015
Measureable Outcome(s): Missouri Grade Level Assessment, Common Assessments, increased utilization of content numeracy in the classroom.		**Evidence/Documentation:** Walk-throughs, observations, evaluations, lesson plans, and implementation checks.	

Actions			Year 1	Year 2	Year 3
9. Research and identify or develop professional development on high-quality content area numeracy strategies that will be provided and supported by coaches and facilitators.	PDC, learning coaches, and learning facilitators		4/13–8/13		

10. Research and identify or develop high-quality numeracy instructional lessons and resources.	All staff	Adequate meeting space	4/13–8/13		
11. Develop specific monitoring rubric items for walk-throughs	PDC, learning coaches, and learning facilitators		4/13–8/13		
12. Integrate and implement high-quality numeracy instructional lessons and resources across the content areas.	All staff			8/13–5/14	X
13. Collaborate by sharing and discussing the quality of lessons and student work in PLCs.	All staff			9/13–5/14	X
14. Conduct and participate in collegial walk-throughs looking for numeracy strategies (embedded professional learning).	All staff			9/13–5/14	X
15. Conduct walk-throughs to support implementation and provide feedback (program monitoring).	Administration			10/13–5/14	X
16. Reflect on and revise lessons and resources according to monitoring, feedback, and evaluation data.	SLT			1/13–6/14	X

Objective 3: By the end of the 2014–15 school year, 100% of CMS students will monitor academic growth and communicate learning and career goals.					
Performance Measure(s): Students monitor personal learning and growth on at least a trimester basis.		**Evidence/Documentation:** student self-reflections and rubrics, portfolio scoring guides, conference surveys			
Strategy 1	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Students will create and actively use student portfolios.	Administration, grade-level content PLCs	Portfolio materials	January 2014–May 2015		
Measureable Outcome(s): Increased state end of year assessments and district and classroom common assessments, parent, student and staff survey data.		**Evidence/Documentation:** Student portfolios, staff student and parent survey, PLC documentation, implementation checks and classroom evaluations, student portfolio reflections			
Actions			**Year 1**	**Year 2**	**Year 3**
10. Meet with representatives of North Middle School to share successes and lessons learned of implementing student portfolio initiative.	SLT				1/14-5/14
11. Research, develop, and/or identify a portfolio scoring guide.	SLT				1/14-5/14
12. Communicate expectations of student portfolios with CMS staff members.	SLT, PDC				1/15-5/14
13. Create and distribute learning guides to students for each unit for inclusion in portfolios.	All staff				8/14-5/15
14. Work collaboratively to set academic and career goals, collect work samples for inclusion in the portfolio.	All staff, students				8/14-5/15

15. Write periodic portfolio reflections on progress toward academic and career goals.	Students				8/14-5/15
16. Use portfolio scoring guide to monitor and evaluate effectiveness of student portfolios.	Teachers, students				1/15-5/15
17. Review random samplings of student portfolios to conduct implementation checks.	SLT				1/15-5/15
18. Reflect on and revise portfolio procedures, support, and content according to monitoring, feedback, and evaluation data.	SLT				1/15-5/15
Strategy 2	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Students, parents, and teachers will participate in student-led conferences.	Administration and classroom teachers, students	Distribution media	October 2013 and ongoing.		
Measureable Outcome(s): Increased end of year assessments, parent sign-in, parent, student, and staff survey results		**Evidence/Documentation:** Student portfolio data, conference sign-in			
Actions			**Year 1**	**Year 2**	**Year 3**
9. Meet with representatives of North Middle School to share successes and lessons learned from implementing student-led conferences.	SLT		3/13–8/13		
10. Communicate the rationale, logistics and expectations of student led conferences with CMS staff.	SLT, PDC		3/13–8/13		
11. Teach expectations and process of student-led conferences to students.	Teachers		8/13–12/13	X	X
12. Communicate rationale and expectations of student-led conferences to parents through multiple channels.	All staff		8/13–10/13	X	X
13. Arrange a preview showing of student-led conferences for parents.	Staff, students, parents		10/13	X	X
14. Monitor student-led conferences.	Staff, students, parents		10/13	X	X
15. Complete end-of-conference survey to determine effectiveness of conferences and assist in future conference planning.	Staff, students, parents		10/13	X	X
16. Reflect on and revise conference procedures, support, and content according to monitoring, feedback, and evaluation data.	SLT		1/14–5/14	X	X

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 1: By the end of the 2012–13 school year, HCMS will develop, implement, and begin monitoring a clear professional development plan that is aligned with school plans and SIG priorities and based on site-level needs.					
Performance Measure(s): Professional development provided is aligned with SIG priorities and school goals.		**Evidence/Documentation:** Walk-through documentation, lesson plan protocols, teacher evaluation protocols, professional development calendar is aligned with developed plan			
Strategy 1	**Responsible Person(s)**	**Resources Required**	**Timeline**		
The Professional Development Committee will create, implement, and begin monitoring a comprehensive and aligned professional development plan.	PDC		July 2012 and ongoing		
Measureable Outcome(s): Little to no turnover among staff, greater participation by staff in Professional Development Activities.		**Evidence/Documentation:** PD plan, walk-throughs, monitoring checks			
Actions			**Year 1**	**Year 2**	**Year 3**
11. Create a Professional Development Committee to develop and monitor the professional development plan and its implementation.	PD district representative	Needs assessment tool	5/12–6/12		
12. Assess needs in the building as they are aligned with the priorities of the school improvement plan.	Principal	Needs assessment result	7/12–8/12	X	X
13. Develop a focused plan to address building needs.	PDC, SLT	Sufficient time, adequate space, release time	7/12–8/12	X	X
14. Research, develop, and/or identify professional development activity evaluation.	PDC, SLT		7/12–8/12	X	X
15. Research, develop, and/or identify and integrate (when possible) a manageable number of walk-through rubrics that comprise the content and instructional strategies being implemented by specific content area teachers for that specific academic year.	PDC, PLCs, SLT		8/12–9/12	X	X
16. Develop schedules for professional development implementation and collegial walk-throughs for learning for all staff.	PDC, SLT		8/12–9/12	X	X
17. Provide mandatory high-quality professional development session and embedded professional development opportunities for all staff to develop, implement, and monitor rigorous instructional strategies.	PDC	HSD lesson plan protocol template, HSD walk-through forms (HSD), funding (SIG)	9/12–6/13	X	X
18. Monitor feedback from, administrative walk throughs of learning (evaluation of implementation), curriculum and program fidelity checks, and lesson implementation.	PDC, PLCs	Pre-developed walk-through rubrics and related results	9/12–6/13	X	X

19. Review professional development evaluations.	PDC	PD evaluation instrument	9/12–6/13	X	X
20. Adjust the plan and its implementation based on results of monitoring and evaluations.	PDC, PLCs		1/13–6/13	X	X
Strategy 2	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Central Middle School will ensure the Hazelwood School District pillars of professional learning communities, assessment literacy, race/equity, and systems thinking are embedded within professional learning opportunities for all staff.	PDC and all staff		September 2012 and ongoing		
Measureable Outcome(s): Improved teacher attendance, less turnover, greater participation in professional development activities, increased student achievement on end of year state assessment.		**Evidence/Documentation:** Collegial and administrative walk-through data, PD review data, monitoring checks.			
Actions			**Year 1**	**Year 2**	**Year 3**
8. Design opportunities for job-embedded learning related to professional learning communities, assessment literacy, race/equity, systems thinking, and infusion of 21st century skills.	PDC, SLT, PLCs	Assessment Literacy Task Force	9/12–5/13	X	X
9. Provide timely and specific feedback and support to students using the assessment for learning feedback protocol.	Pilot teachers	PLC Task Force		9/13–6/14	X
10. Achieve proficiency in the use of professional learning communities and systems thinking approach.	PLCs	Race and Equity Task Force		9/13–6/14	X
11. Embed race and equity professional development in the culture and climate at Central Middle School.	PLCs			9/13–5/15	X
12. Collaborate by sharing results of professional development activities and implementation of strategic strands of work through PLCs.	PLCs	HSD Task Forces	Quarterly, ongoing	X	X
13. Share results of classroom activities and collaboration, and monitor implementation of pillars within professional learning communities.	PLCs	HSD Task Forces	Quarterly, ongoing	X	X
14. Monitor and evaluate effective instructional practices and utilize 21st century learning skills.	SLT and PLCs		Quarterly, ongoing	X	X

Goal 3: Facilities, Support, and Instructional Resources

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

Objective 1: By the beginning of the 2012–13 school year, CMS staff will implement a program to support struggling students in the areas of reading and mathematics across all grade levels and assessed subjects.

Performance Measure(s): Increase in benchmark and state assessments scores for participating students.		**Evidence/Documentation:** MAP data, eValuate, and SRI benchmark assessments, common formative and district assessments.			
Strategy 1	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Research and identify or develop a high-quality reading academy summer program.	SLT and communication skills teachers		January 2013		
Measureable Outcome(s): Participating students will show measurable gains as evidenced by SRI lexile scores		**Evidence/Documentation:** SRI lexile scores, documented Summer Academy Reading Program and course outlines			
Actions			**Year 1**	**Year 2**	**Year 3**
18. Identify students two years or more below grade level as measured by eValuate and SRI.	CS teachers		5/12	X	X
19. Hold individual conferences with parents of students two years or more below grade level as measured by eValuate and SRI.	Administration, counselors, teachers		10/12	X	X
20. Develop a high-quality, extended reading academy curriculum for identified students.	SLT and CS teachers		1/13–5/13	X	X
21. Select and train appropriate staff for the implementation of the reading academy.	SLT, CS teachers, and PDC		1/13–5/13	X	X
22. Establish baseline benchmarking data for participating students	Reading academy staff		6/13	X	X
23. Implement Reading Academy Program.	Reading academy staff		6/13–8/13	X	X
24. Assess student gains using eValuate and SRI.	Reading academy staff		7/13–8/13	X	X
25. Collaborate by sharing and discussing the quality of lesson plans and results of student work utilizing Pre-developed rubrics already in place.	Reading academy staff	Pre-developed walk-through rubrics	6/13–8/13	X	X
26. Conduct walk-throughs to monitor and support program implementation utilizing Pre-developed rubrics already in place.	Administration	Pre-developed walk-through rubrics	6/13–8/13	X	X
27. Reflect and revise program materials and procedures according to monitoring, feedback, and evaluation data.	SLT, reading academy staff		8/13–10/13	X	X
Strategy 2	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Research, identify and develop a high-quality mathematics academy summer program.	SLT and mathematics teachers		January 2013		
Measureable Outcome(s): Participating students will show measurable gains as evidenced by math leveled placement test.		**Evidence/Documentation:** Math placement scores, documented Summer Academy Math Program and course outlines			
Actions			**Year 1**	**Year 2**	**Year 3**

11. Identify of students two years or more below grade level as measured by eValuate.	Mathematics teachers		5/12	X	X
12. Hold individual conferences with parents of students two years or more below grade level as measured by eValuate.	SLT and mathematics teachers		10/12	X	X
13. Develop a high-quality, extended mathematics academy curriculum for identified students.	SLT, mathematics teachers, PDC		1/13–5/13	X	X
14. Select and train appropriate staff for the implementation of the mathematics academy.	SLT, mathematics teachers, PDC		1/13–5/13	X	X
15. Establish baseline benchmarking data for participating students.	Mathematics teachers		6/13	X	X
16. Implement Mathematics Academy Program.	Mathematics academy staff		6/13–8/13	X	X
17. Assess student gains using eValuate.	Mathematics academy staff		7/13–8/13	X	X
18. Collaborate by sharing and discussing the quality of lesson plans and results of student work utilizing Pre-developed rubrics already in place.	Mathematics academy staff	Pre-developed walk-through rubrics	6/13–8/13	X	X
19. Conduct walk-throughs to monitor and support program implementation utilizing Pre-developed rubrics already in place.	Administration	Pre-developed walk-through rubrics	6/13–8/13	X	X
20. Reflect and revise program materials and procedures according to monitoring, feedback, and evaluation data.	SLT, mathematics academy staff		8/13–10/13	X	X

Objective 2: The percentage of student disruptive behavior referrals will decrease from a baseline of 65% to 25% by the end of the 2013–14 school year.					
Performance Measure(s): Decrease in number of student referral and tardies at the beginning of the day		**Evidence/Documentation:** Student referral and attendance reports			
Strategy 1	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Implement a 20-minute "Successful Start" advisory period at the beginning of the school day that will improve relationships between staff and students and increase structure within the school day.	Cafeteria staff, custodial staff, guidance counselors (curriculum), all staff (providing advisory period).	Flexibility to modify bell schedule (HSD)	January 2012–ongoing		
Measureable Outcome(s): Decrease in tardiness, increase in student preparedness, and decrease in classroom disruption referrals		**Evidence/Documentation:** SIS Report			
Actions			**Year 1**	**Year 2**	**Year 3**
5. Develop lessons focusing on PBIS, organization, and preparedness to share with teachers and staff.	PLCs		1/12–8/12		
6. Implement lessons.	All staff	PBIS lesson plans	8/12–5/13	X	X

7. Analyze behavior, discipline, and attendance data.	SLT, PLCs	Behavior and discipline data	9/12–5/13	X	X
8. Reflect on, evaluate, and revise "Successful Start" based on discipline and attendance data.	SLT, PLCs	Behavior and discipline data	1/13–6/13	X	X

Goal 4: Parent and Community Involvement

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

Objective: By 2014, CMS will improve school-family relationships. Focus areas will include students' academic achievement and social growth, as measured by an increase in the number of positive contacts and relationships.					
Performance Measure(s): Increase in quantity of positive school-home communication. Increase in positive parent perceptions of CMS.		**Evidence/Documentation:** SIS Documentation of e-mail, phone blast, and communication logs. Parent needs assessment and engagement surveys.			
Strategy 1	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Provide opportunities for and encourage parents to participate in fall and spring conferences and other school-sponsored workshops, activities, or programs.	PTSA, social workers, counselors, and CMS staff		July 2012–May 2013		
Measureable Outcome(s): Increase in parents participating in conferences, increase of parents participating in 2 or more workshops, activities, or programs		**Evidence/Documentation:** Parent sign – in sheets, SIS documentation, evaluations			
Actions			**Year 1**	**Year 2**	**Year 3**
12. Create and administer a parent needs assessment and engagement survey at registration.	PTSA, social workers, counselors, and CMS staff		7/12–8/12	X	X
13. Develop a parent involvement plan based on the parents' needs and engagement survey.	Administration, PTSA, and staff liaison	Space and staff at registration	8/12	X	X
14. Organize family and community events at Central Middle School.	PTSA	Event space	8/12–5/13	X	X
15. Invite parents, guardians, and community members to school activities and encourage participation.	CMS staff, PTSA, HSD communications department	SSD, learning coaches and facilitators (HSD); possible expenses (SIG)	8/12–6/13	X	X
16. Research, develop, and/or identify family support workshops as part of monthly PTSA meetings.	PTSA, HSD, CMS staff	SSD	9/12–1/13	X	X
17. Develop or identify an evaluation instrument for parent involvement activities	PTSA, CMS staff		9/12–1/13		
18. Implement the parent involvement plan and organize family and community events at Central Middle School.	PTSA	Event space	9/12–5/13	X	X
19. Provide family support workshops.	PTSA, CMS staff		10/12–5/13	X	X
20. Facilitate evaluation of family support workshops.	PTSA, CMS staff	Evaluation instrument	10/12–5/13	X	X
21. Modify and adjust future workshops based on end-of-event evaluations.	PTSA, CMS staff		1/13–6/13	X	X

22. Modify and adjust parent involvement plan annually based on end of event evaluations and parent needs assessment and engagement survey.	PTSA, CMS staff		5/13–8/13	X	X
Strategy 2	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Teachers will increase the number of positive parent contacts regarding academic and behavioral progress and upcoming events through a variety of methods.	All staff		8/12–ongoing		
Measureable Outcome(s): Increase in number of positive parent contacts		**Evidence/Documentation:** SIS documentation			
Actions			**Year 1**	**Year 2**	**Year 3**
8. Research, develop, and/or identify a school-home communication plan.	Administration, PLCs, PTSA		5/12–8/12		
9. Arrange for training of staff members on effective methods of communicating with families and parents.	PDC	Technology support	8/12–9/12	X	X
10. Provide staff training.	SLT, PDC		8/12–12/12		
11. Contact parents/guardians regarding academic and behavioral progress at a minimum of each month, as well as in regard to upcoming events via effective utilization of phone and e-mail blasts.	All staff	Technology support, particularly in monitoring	9/12–5/13	X	X
12. Gather data on teacher communication patterns and disseminate to the appropriate PLCs for monitoring and follow-up.	SLT, PLCs		9/12–5/13	X	X
13. Evaluate the effectiveness of school-home communication.	SLT, PLCs	Evaluation instrument	9/12–5/13	X	X
14. Revise and adjust plans and procedures for school-home communications according to monitoring and evaluation outcomes.	SLT, PLCs		1/13–5/13	X	X
Strategy 3	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Central Middle School will effectively involve community members and organizations within the education environment.	All staff, PTSA, counselors, social workers, HSD Community Response Team	Program and guest presenter fees	August 2013 and ongoing		
Measureable Outcome(s): Increased involvement of school community members		**Evidence/Documentation:** Event attendance data and sign-in sheets. feedback			
Actions			**Year 1**	**Year 2**	**Year 3**
6. Create and administer student interest survey for community activities.	Counselors		5/13	X	X

7. Coordinate student interests with community outreach programs and parent expertise to develop high-quality school activities.	Counselors and administrators		6/13–6/14	X	X
8. Conduct high-quality cocurricular and extracurricular activities.	All staff, PTSA, and community members			X	X
9. Collect feedback from participants of the cocurricular and extracurricular activities.	Counselors	Survey instrument		X	X
10. Evaluate feedback, reflect on effectiveness, and revise and adjust as necessary.	SLT			X	X

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: The Hazelwood Central Middle School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide HCMS through the transformation process.					
Performance Measure(s): Central Middle School makes progress toward meeting the requirements of the plan and achieves district expectations for implementation.		**Evidence/Documentation:** Rating on annual survey, number of transformation strategies implemented, number of transformation objectives experiencing progress, progress on leading and lagging indicators			
Strategy 1	**Responsible Person(s)**	**Resources Required**	**Timeline**		
The CMS administrative team in collaboration with district administration will design a governance structure that clearly defines procedures for transformation strategy implementation and evaluation and creates a format for communication to relevant stakeholders regarding decisions made during the transformation process.	Principal	Adequate meeting space	August 2012		
Measureable Outcome(s): Rating on annual survey, Number of transformation strategies implemented, Number of transformation objectives experiencing progress		**Evidence/Documentation:** Organizational Chart, Quarterly and Annual Transformation Progress Reports, Annual survey			
Actions			**Year 1**	**Year 2**	**Year 3**
15. Hire CMS principal.	Transformation officer		7/12		
16. Coordinate the orientation and coaching of the CMS principal.	Transformation officer		7/12–12/12		
17. Develop the site governance model. Samples may include Breaking Ranks or model currently implemented at Hazelwood East Middle School.	Principal, transformation officer		7/12–8/12		
18. Implement the site governance model via a predetermined structured meeting protocol.	Principal, transformation officer		8/12–5/13	X	X
19. Review and revise the role of parent and community groups such as PTSA to ensure that these groups have an active and important role in relevant decision-making processes at HCMS.	Principal, governance board, school leadership team		8/12–5/13	X	X
20. Monitor the site governance model through a constructive dissent process.	Transformation officer		10/12–5/13	X	X
21. Evaluate the site governance model through student assessment data, transformation progress reports, and an annual survey to stakeholders.	Transformation officer		1/13–8/13	X	X

22. Adjust the governance structure and processes in response to monitoring and evaluation outcomes.	Governance board, transformation officer		5/13–8/13	X	X
Strategy 2	**Responsible Person(s)**	**Resources Required**	**Timeline**		
The CMS administrative team in collaboration with district administration will create and implement a governance board of key stakeholders to monitor the progress of the transformation process, participate in making school wide decisions associated with the transformation plan, and maintain communication with families and the community.	Principal	Adequate meeting space	August 2012		
Measureable Outcome(s): Rating on annual survey, number of transformation strategies implemented, number of transformation objectives experiencing progress		**Evidence/Documentation:** Organizational Chart, list of members, meeting agendas and minutes, annual survey			
Actions			**Year 1**	**Year 2**	**Year 3**
11. Identify and contact key stakeholders from various groups (district administration, parents, teachers, and students) to become members of the HCMS transformation governance board.	Principal, administrative team		7/12–8/12		
12. Provide training to the governance board regarding protocols for meeting participation, roles and responsibilities, and expectations.	Principal, administrative team		8/12–11/12		
13. Implement the governance structure and maintain communication with the school and community regarding the transformation process.	Principal, governance board		8/12–ongoing	X	X
14. Facilitate the evaluation of the effectiveness of the governance board through a survey distributed to parents, community members, school and district staff.	Principal, administrative team		10/12–ongoing	X	X
Strategy 3	**Responsible Person(s)**	**Resources Required**	**Timeline**		
The CMS administrative team will establish a school leadership team to develop specific school programming and provide information to the governance board to guide decisions.	Principal, administrative team	Adequate meeting space	August 2012		
Measureable Outcome(s): Progress on leading and lagging indicators		**Evidence/Documentation:** List of members, meeting agendas and minutes			
Actions			**Year 1**	**Year 2**	**Year 3**
5. Recruit members for the leadership team that collectively represent most, if not all, departments, teams, and PLCs.	Principal, administrative team		4/12–8/12		
6. Meet regularly to analyze data, develop calendars of events, and provide recommendations and feedback to the governance board.	SLT		8/12–5/12	X	X

7. Convey feedback from the governance board to the departments, teams, and PLCs responsible for carrying out the work of the SIG.	SLT		8/12–5/12	X	X
8. Recognize and reward teachers who increase student achievement through implementation of the plan	SLT		8/12-5/13	X	X

Appendix G:

Hazelwood District Schools
School Improvement Grant
Needs Assessment

Hazelwood Central Middle School:
Interview Report

November 2011

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Introduction

Background

The Missouri Department of Elementary and Secondary Education has received funding for School Improvement Grant (SIG) activities from the U.S. Department of Education, aligned with section 1003(g) of the Elementary and Secondary Education Act of 2001. Section 1003(g) requires state education agencies to use at least 95 percent of this money to award subgrants to local education agencies for school improvement. The eligible schools for improvement must meet the state definition of a Tier I or Tier II school. Tier I schools are in the lowest achieving 5 percent of Title I schools in the state; Tier II schools are in the lowest achieving 5 percent of secondary schools that are eligible for Title I funding but do not receive it. Through a request, Hazelwood School District had contracted with Learning Point Associates, an affiliate of American Institutes of Research (AIR) to provide support to three of its schools: Hazelwood East High School, and Hazelwood Central Middle School, and Hazelwood Southeast Middle School. AIR's support consists of the following:

3. Conduct a needs assessment to determine areas in which to focus school improvement efforts.
4. Provide support and assistance in the writing of the School Improvement Grant.

About This Report

This report examines five domains:

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

Table 1 lists the topics addressed for each domain, and this report is organized around the domains and the topics presented in the table.

Table 1. Topics Examined for Each Domain

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

Data Collection

The report is based on the analysis of interview data collected from four teachers/staff members, two district staff members, and one administrator. A total of seven people were interviewed for this report, as Table 2 shows.

Table 2. Data Methods and Sources

Data Method	Data Sources
Interviews	• 4 teachers/staff • 2 district staff • 1 administrators

Data were analyzed for content. The domains and the topics under each domain structured the analysis. The analysis focused on presenting both majority and minority opinions of the respondents, as well as presenting viewpoints of administrators, district staff, and teachers. For each topic addressed, all responses were read, coded, and synthesized.

Instructional Planning

Instructional planning refers to planning lessons that are aligned with state standards. This section examines curricular alignment to state standards and administrative expectations on the delivery of subject-area curricula.

Curriculum Alignment

Hazelwood Central Middle School (HCMS) uses the Hazelwood School District Curriculum in all subject areas; particularly noted were communication arts, mathematics, social studies, and science. In general, interviewees believe the curriculum to be aligned to Missouri State Grade Level Expectations (GLEs) and the Missouri Assessment Program (MAP). Two interviewees noted that there were some issues with science alignment a few years ago, but that the district has been working to increase alignment. Interestingly, one respondent noted that scores had dropped slightly the first year the curriculum alignment was visited.

When interview participants were asked about the contents of the curriculum, there was some inconsistency among respondents. Although some stated that the curriculum was comprehensive, others stated that is was minimalistic. Some components identified included objectives, GLEs, and enrichments. Respondents also indicated that there are pacing guides. Components of curriculum resources and accompanying documents were not consistently identified by teacher interviewees.

All teacher respondents agreed that an array of curricular resources are available and that they find these resources to be useful. While most indicated the resources were very useful or "phenomenal," a few felt there are some areas that could be improved. One respondent noted that, although the materials are supportive of instruction, they are not necessarily as strongly aligned with the standards and state assessment as they could be. Another noted that sometimes a lot more supplementary materials are needed. One respondent stated that the quantity of resources may be overwhelming to a new teacher. Specific resources mentioned varied by subject area, but all respondents indicated some form of bank of available materials.

Administrative Expectations

All leadership respondents indicated that the administration expects the curriculum to be aligned. However, there was some discrepancy among respondents regarding what those expectations look like and the consistency of implementation.

Summary

Hazelwood Central Middle School uses the district curriculum, which respondents believe is aligned to state standards. The school also has access to both district- and school-level resources to support the alignment and implementation of the curriculum. Although district and school administration indicate they expect the curriculum to be aligned and implemented with fidelity, it was not clear what those expectations are or how the administration supports implementation.

Instruction

This section examines the area of the school's facilities and space (and their impact on instruction), as well as instructional resources.

Space

Hazelwood Central Middle School is located in a relatively new facility with adequate space and facilities for students. All interviewees agreed the space contributes positively to students' learning experiences at the school. School facilities are safe, orderly, welcoming, and appropriate for middle school students.

Instructional Resources

Instructional materials and programs support student learning at HCMS. Most interview respondents indicated they have the programs and materials necessary to meet the needs of their students. Several noted that if there is a specific "hole" or issue, they know how to get resources to meet their needs. In addition, interviewees did not indicate any specific group of students who are not served by the materials available. When interview participants were asked about additional materials that would support instruction and student achievement, a variety of possibilities were mentioned: more copies of books for students, more manipulatives in the classroom, more community partnerships for in-school and afterschool programs, reading and mathematics specialists, and materials aimed at parents better helping their children achieve.

Teachers at HCMS use data to help plan instruction. All teacher respondents indicated that they use data to plan for instruction; however, which data are used varied from teacher to teacher. Two respondents indicated department-created assessments (i.e., pre-assessments and post-assessments, monthly, weekly). One indicated instructional program assessments were used; another indicated the previous year's MAP scores. Respondents also mentioned PBIS and RTI progress-monitoring data sources (indicated to be Tungsten and AIMSweb by some respondents).

All leadership respondents agreed there are guidelines for using instructional materials. One noted that the guidelines are included in the district curriculum, and that periodic professional development reviews the guidelines and procedures related to the curriculum as well as any changes. Another respondent stated that teachers receive teacher manuals as well as resource guides and instructional manuals, and that many instructional programs include information to support instruction.

Summary

Hazelwood Central Middle School has space and facilities to support student learning and a positive environment. Although instructional materials may not meet every need within the school, respondents generally believe students are adequately serviced by the resources and materials available. There are some inconsistencies related to support for and implementation of resources from both teacher and leader respondents. Both the use of data to plan instruction and materials to implement instruction vary according to respondents. It cannot be determined from the response pool if this is due to inconsistencies within the school or grade and departmental differences. Finally, although leadership respondents believe that guidelines and procedures are in place to support consistent, effective implementation, they did not consistently indicate the same source of guidelines.

Academic Support for Non-proficient Students

The section describes the methods of identifying and referring students in need of academic support, student exposure to academic support services, and the perceived effectiveness of the academic support provided by the school.

Identifying and Referring Students for Intervention

Assessment is the primary means for identifying students in need of academic support. Various assessments are utilized at HCMS, including SRI, AIMSweb, Tungsten, as well as teacher-developed formative and periodic assessments. Some respondents indicated that teachers or a core group of teachers meet to discuss assessment results and make decisions about academic support needs. However, with the exception of the formal referral process for special school district services, not all respondents indicated any process used to analyze assessment data for the purpose of identifying students in need of support or for making decisions about placement. A few respondents also indicated that there is some progress monitoring of students after they have been identified for services.

Student Exposure to Academic Support

There was no clear consensus on academic support services available to students at HCMS. Nearly all respondents indicated that after school tutoring is available. However, it seems that participation in tutoring is voluntary and determined by individual teachers. Academic Excellence (AE) was noted by several respondents as an opportunity for students to receive instruction targeted at areas of student need. Respondents' descriptions of this course offering were not consistent, and responses conflicted on the length of the AE period and student participation. One respondent stated that all students participate in AE, and another stated that students participate in either an AE for communication arts or an elective.

Perceived Effectiveness of Academic Support

There was a great deal of discrepancy among respondents as to the effectiveness of academic support. Some stated that supports are effective for all students; some said supports are generally effective, but some students need additional or different services; and some said that support is not effective. One area of needed additional support noted by more than one respondent was reading and literacy skills, both within communication arts and within other content areas.

Responses also were not clear as to administrators' monitoring of academic supports and their effectiveness. In particular, district awareness of building practices was not clear. Several respondents did indicate that there is some progress monitoring of students after they have been identified for academic support, and one respondent noted that the school uses AIMSweb for establishing baseline data and monitoring for growth.

Summary

Levels of availability, implementation, and monitoring of academic supports at HCMS were not clear from interview respondents. Although respondents indicated several services and means for identifying students for services, there was little consistency as to what is available to students and how they are identified. Further, there was no consistency as to the effectiveness of supports that students receive.

Professional Learning

Professional learning focuses on the following topics: administrative support for professional development, professional development topics, and instructional leadership.

Administrative Support for Professional Growth

Administration at HCMS and at the district expect teachers to participate in professional development. Teachers are expected to maintain professional growth logs and attend sessions that are relevant to and required for them. Teachers also are informed of potential professional development opportunities throughout the year. Leadership respondents generally were of the opinion that the purpose of professional development is to support teachers' individual professional growth. One respondent noted that the administration supports professional development by ensuring time is set aside for teacher participation; however, no other ways in which the administration supports teacher professional growth were mentioned.

Professional Development Topics

Teachers at HCMS participate in professional development sessions and a wide variety of topics. Based on interview responses, it appears that teacher participation in topics is determined primarily by the subject area taught. Professional learning communities were mentioned by several respondents as an area of focus for the year; however, no other topics were mentioned by multiple respondents. Two potential topics to cover were mentioned: literacy in the content areas and diversity issues and cultural proficiency. (The respondent noted that cultural proficiency had been an area of focus in the past, but thought it would still be beneficial to staff and students.)

Respondents also noted that there is not consistency in the level of implementation of strategies from professional development sessions. One respondent noted that the administration monitors implementation during teacher observations and walk-throughs and teachers are sometimes surveyed regarding implementation of strategies covered in professional development.

On-Site Coaches

The presence and implementation of instructional and content coaching within HCMS is not clear. Responses regarding instructional coaching in the building were very inconsistent. There are no content-area coaches in the building. Responses varied concerning who provides instructional leadership and support. A few respondents noted that there are lead teachers and a new learning coach; several indicated there are no content coaches in the building; and several others indicated that coordinators at the district level spend time working with teachers in the building and coordinating and providing professional development. A few respondents also noted there are administrators in the building who sometimes give advice and provide useful feedback on instruction.

Summary

The focus, purpose, scope, implementation, and monitoring of professional development at HCMS is not clear from these interviews. Similarly, structure and frequency of professional development opportunities indicated by respondents were not consistent. Although leaders indicate that there are administrative expectations related to professional development, it is not clear how that is implemented in the building or how teachers' implementation of strategies learned through professional development is monitored. Further, there is little perceptual consistency as to who provides instructional leadership within the school or how that leadership is provided.

School Climate

School climate focuses on the topics of teacher collaboration, school goals, recent changes in the school, and climate and culture.

Teacher Collaboration

All teachers at HCMS participate in collaborative sessions. Grade and content teams, data teams, and professional learning communities (PLCs) were mentioned as venues for teacher collaboration. The focus of teacher collaboration varies based on the purpose of the collaborative session. Data teams focus on examining classroom data and student needs, and adjusting instruction. The focus of PLCs and grade and content teams was not clear from interviewees. It also was not clear how frequently teachers participate in collaborative sessions. For example, when referencing data team meetings, one respondent indicated data teams meet weekly, one indicated every other week, and one indicated once a month. Similarly, one interviewee suggested teachers participate in team planning on a daily basis, one indicated twice a week, and another on a weekly basis. One administrator noted that, regardless of the focus of the session, the expectation is that when teachers participate in collaborative opportunities they stay focused on the purpose of the session, contribute, and remain positive and open minded.

Although respondents did not consistently identify areas of focus based on type of collaborative session, several purposes were mentioned. Teachers participate in district wide collaboration focused on fine-tuning the curriculum, care team meetings focused on students who may be recommended for special school district services, team meetings focused on student needs and teaching strategies. One respondent indicated that collaborative sessions may benefit from a set agenda and timekeeper to help keep the sessions focused and on track.

School Goals

District and school leadership indicated three goals for HCMS. For the current school year, HCMS is focused on data team and PLC implementation, utilizing Marzano's instructional strategies, and implementing Positive Behavioral Interventions and Supports (PBIS). Respondents indicated the PLCs and Marzano's instructional strategies are intended to help increase student achievement, and that PBIS is intended to reduce student discipline referrals and increase attendance. These three areas were the most consistent among responders; however, there were several discrepancies among the responses. One included only of these three areas and several others. The other two indicated these three goals, but only one included all the goals within the Comprehensive School Improvement Plan.

Responses on whether or not the school has the resources and personnel needed to address these goals were not consistent. One interviewee responded by saying yes, the school has the resources and personnel; another indicated yes, in some areas, but additional support is needed; and a third indicated that the school does not have the resources or personnel necessary.

Recent Changes in the School

Hazelwood Central Middle School has experienced some changes in recent years. Respondents indicated that there has been little teacher turnover in the last two years; however, there have been several administrative changes. Two administrators left the school in recent years. It is not clear how this affected teaching and learning or what the response to the change has been. One respondent indicated both administrators were replaced, others suggested the total number of administrators was reduced by one. Those who indicated the number of administrators was reduced also stated that this weakened school leadership and the school climate. Finally, one respondent indicated the addition of computer-based assessments such as AIMSweb and SRI have hurt instruction because of the reduced access to computers for classroom instruction.

Climate and Culture

Overall, relationships between students and teachers and between students and other students are positive at HCMS. Nearly all respondents indicated members of the HCMS community have respectful relationships and work well together. There were comments about occasional tension due to adolescent mentality, rambunctious behavior, clashing with rules, fears of embarrassment, and peer pressure. Respondents all indicated that these are within expected behaviors of middle school students and generally not disruptive to learning.

Consensus on teachers' expectations of students was less consistent. Leader responses on teacher expectations of students varied from "low" to "high." Similarly, when all respondents were asked what percentage of students could meet academic expectations, responses varied from (below) 50 percent to 90 percent.

Summary

Overall, there have been few changes at HCMS that were noted to have a direct effect on learning in recent years; however, turnover within the administration was noted consistently. The school has a generally positive climate for teachers and students, and teachers have multiple opportunities to collaborate on a regular basis. School goals are focused, and leadership is generally consistently aware of goals and their purposes. There are some areas of inconsistency related to expectations of students, as well as purposes and organization of collaboration opportunities.

Appendix H:

Hazelwood School District
Southeast Middle School
Action Plan

Goal 1: Student Performance

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

Objective 1: By 2015, 100 percent of students will score proficient or above on the state assessment, which represents a 62 percent increase in mathematics scores from a baseline of 23.0 percent proficiency in 2010–11.	**Performance Measure(s):** State assessment	**Evidence/Documentation:** State assessment

Objective 1: By 2015, 100 percent of students will score proficient or above on the state assessment, which represents a 62 percent increase in mathematics scores from a baseline of 23.0 percent proficiency in 2010–11.		
Strategy 1.1: By August 2012, SEMS will restructure and align the curriculum to address the academic needs of all students. The curriculum will • Draw on the lessons learned and materials resulting from the Missouri SIG Cadre 1 turnaround initiative in HSD. • Identify a viable scope and sequence for students to master in one school year. • Be aligned vertically and to state standards and grade-level expectations. • Identify research-based teaching and learning strategies (foundational instructional strategies: bell-to-bell instruction, grouping) • Include project-based activities. • Be rigorous and challenging as measured by arubric for rigor • Be based on the CMP2 and be supported with a pacing guide and math-specific walk-through form.	**Responsible Person(s):** • 6,7,8, math teachers • Leadership team	**Timeline:** • Summer 2012 and ongoing: curriculum alignment work • Weekly throughout 2012–13: Three days of PLC content meeting per week with team time as needed based on student data.

Resources Required:	Measureable Outcome(s):	Evidence/Documentation:
Materials • Teacher created and supplementary materials • Student assessment data (i.e., common formative assessments) • Basic skills software Time • Meetings to revise the curriculum • Training for teachers Costs • Teacher stipends • Professional development providers	Formative indicators • Alignment of written, tested, and taught curriculum as measured by revised curriculum documents, assessment data, and weekly walk-through data o Ninety percent of walk-throughs will indicate the use of foundational instructional strategies (bell-to-bell, grouping) by end of first trimester. o One hundred percent of walk-through data will indicate the use of foundational instructional strategies (bell-to-bell, grouping) by end of the 2012–13 school year. • Improved student achievement o Five percent to 10 percent increase per month on eValuate assessments • Improvement in weak prerequisite skills and attainment of target goals as measured by biweekly progress monitoring for Tier 3 • AIMSweb benchmark assessment for all students and attainment of grade-level goals • Monthly score of proficient or above on the common scoring rubric • Strategies decided weekly based on bimonthly data comparison analysis for growth Summative outcomes • Improved student achievement as measured by the annual state assessment • Evaluation of the effectiveness of the revised curriculum and instruction as measured by eValuate and common assessments Materials • Curriculum alignment documents, with instructional materials and instructional strategies identified	Revised curriculum • Agendas and meeting notes from curriculum meetings • Revised curriculum documents with supportive instructional materials and foundational instructional strategies identified Implementation of curriculum • Agendas, sign-in sheets, session evaluations, and training materials for teacher training on revised curriculum • Weekly walk-through data on implementation of foundational instructional strategies and revised curriculum content using math-specific walk-though form • Teacher reflection and feedback documents on use and implementation of foundational instructional strategies and revised curriculum content (at least two times per trimester) • PLC meeting notes (data analysis and selection of instructional strategies) Improved student achievement • Formative and summative assessment results

	• Common scoring rubric to assess project-based learning activities	

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
1. Preliminary analysis of the existing curriculum while simultaneously implementing the Common Core State Standards that align to the grade-level expectations.	SEMS grade-level mathematics teachers	Jan–May 2012	• During PLC time • CMP curriculum • Model of East Middle School's curriculum		
2. Form curriculum committees with math, science, and special education teachers.	Administration	April 2012	1 hour		
3. Revise the curriculum in the summer of 2012 in grade level and vertical teams to narrow content and create a scope, sequence, and pacing guide using the expertise developed from the turnaround initiative in Cadre1 of SIG award winners.	Math curriculum committee	July 2012	• 5 days • SEMS CMP curriculum • Model of East Middle School's curriculum • Common Core State Standards		
4. Train instructional and support staff in the revised curriculum and provide professional development for block instruction, effective grouping, and strategies for teaching struggling students prior to the start of the 2012 school year.	• SEMS curriculum committee members • Expert presenters	August 2012	• **One day—SEMS presentation** • CMP curriculum scope, sequence, and pacing guide • Created supplemental curriculum and strategies for struggling students • **One day—new strategies** • Block instruction • Effective grouping		
5. Monitor classrooms for rigor, and implementation and use of the revised curriculum through classroom walk-throughs and observations.	• Administrative team • Teachers	• 2012–13 school year • Weekly			
6. Monitor the curriculum for effectiveness using the following indicators: a. Five percent to 10 percent increase in eValuate scores monthly to reach the eValuate threshold number per grade / eValuate data form b. AIMSweb target goals for grade level met	• School leadership team • PLCs	• 2012–13 school year • Monthly			

c. Monthly score of proficient or above on the common scoring rubric					

<table>
<tr><td colspan="3">Objective 1: By 2015, 100 percent of students will score proficient or above on the state assessment, which represents a 62 percent increase in mathematics scores from a baseline of 23.0 percent proficiency in 2010–11.</td></tr>
<tr><td>Strategy 1.2: By May 2013, SEMS will create a standards-based mathematics curriculum and supporting lesson plans for summer school that focus on weak prerequisite skills as determined by eValuate assessment data. The curriculum will contain a viable scope and sequence for the four-week period, and the length of student attendance will be determined by mastery of standards. Optional enrichment will be offered for students mastering standards before the end of the four weeks.</td><td>Responsible Person(s):
• Leadership team
• SEMS summer school curriculum committee</td><td>Timeline:
Implement summer 2013</td></tr>
<tr><td>Resources Required:
• Sufficient time to plan curriculum, assessments, and lesson plans
• Recruitment and selection of summer school teachers and supportive training</td><td>Measureable Outcome(s):
Formative indicators
• Improved student achievement as seen with increased scores on assessments (eValuate, AIMSweb)
Summative outcomes
• Improved student achievement as measured by student growth on pretest and posttest
Materials
• Summer school curriculum documents (scope and sequence) and lesson plans</td><td>Evidence/Documentation:
• Student assessment data (eValuate, AIMSweb)
• Student artifacts from summer school
• Agendas and meeting notes from meetings to develop summer school curriculum
• Summer school curriculum documents</td></tr>
</table>

Draft Actions	Responsible Person(s)	Timeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
2. Create the summer school curriculum, assessments, and record-keeping chart. The summer school curriculum will a. Be based on the revised Academic Excellence curriculum. b. Be aligned to the grade-level expectations and the Common Core State Standards c. Be supported with instructional materials and lessons to address weak prerequisite skills. d. Be continually refined based on student assessments and identified learning needs.	• SEMS curriculum committee • Math and science teachers • Special education math teachers	July 2012–May 2013	• Five days in the summer 2012 • Monthly August–May 2013 • SEMS CMP curriculum • Model of East Middle School's curriculum, grade-level expectations and state course-level expectations • Common Core State Standards		
3. Train summer school staff before the end of school 2012–13 school year. This is repeated in Goal 2.	SEMS curriculum committee members	May 2013	**1 day—presentation** SEMS summer school staff Summer school curriculum, lessons, assessments, and materials		
4. Implement summer school with revised curriculum a. Students move in and out of summer school based on achievement					
5. Evaluate the effectiveness of the summer school curriculum and instruction using eValuate and standards-based pretest and posttest. Two strands of study for each year will be determined by student data from the previous school year.	Summer school teachers	July 2013	Standards record-keeping chart recording pretest and posttest scores and score and date of mastery of each standard for each student		
6. Provide summer school data to following school year mathematics teacher using the Early Warning System data sheet.	Summer school coordinator and teachers	August 2013	Early warning system data sheet		

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

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

Coding: △ = beginning of activity or open-ended activity; ▲ = conclusion of activity or discreet activity.

Objective 2: By 2015, 100 percent of students will score proficient or advanced on the state assessment in communication arts, which represents an increase of 61 percent in communication arts scores from a baseline of 23.7 percent proficiency in 2010–11.	**Performance Measure(s):** One hundred percent of students at SEMS will be proficient on state assessment by 2015.	**Evidence/Documentation:** • Revised curriculum • Fifty percent of students will score proficient or above on state assessments by 2013. • Seventy-five percent of students will score proficient or above on state assessments by 2014. • One hundred percent of students will score proficient or above on state assessments by 2015.

Objective 2: By 2015, 100 percent of students will score proficient or advanced on the state assessment in communication arts, which represents an increase of 61 percent in communication arts scores from a baseline of 23.7 percent proficiency in 2010–11.		
Strategy 2.1: In consultation with an outside curriculum expert, SEMS will review and evaluate curriculum to determine necessary revisions as it applies to the needs of our students.	**Responsible Person(s):** • Curriculum expert teacher teams (vertical teams) • Learning coach and/or content coach • Leadership team	**Timeline:** • By June 2013, SEMS will revise and implement an aligned communication arts curriculum. • Weekly throughout 2012: Three days of PLC content meeting per week with team time as needed based on student data.

Resources Required:	Measureable Outcome(s):	Evidence/Documentation: Revised Curriculum

Curriculum expert	Formative indicators:
	• Alignment of written, tested, and taught curriculum as measured by reviewed curriculum documents, assessment data, and weekly walk-through data
	  o Ninety percent walk-throughs will indicate use of aligned curriculum materials and documents by the end of first trimester.
	  o One hundred percent walk-through data will indicate use of aligned curriculum materials and documents by the by end of 2012–13 (teachers following revised curriculum).
	• Increasing student achievement as measured by
	  o Scholastic Reading Inventory (SRI) scores increased monthly 5–10 percent
	  o eValuate scores increased monthly 5–10 percent
	Summative outcomes
	• An increase in student performance as measured by MAP scores
	Materials
	• Curriculum documents (i.e., scope and sequence) that incorporate strategies and materials to meet the diverse needs of all students at each grade level.
		• Agendas and meeting notes from curriculum meetings
		• Revised curriculum documents with supportive instructional materials and instructional strategies identified
		Implementation of curriculum
		• Agendas, sign-in sheets, session evaluations, and training materials for teacher training on revised curriculum
		• Weekly walk-through data on implementation of instructional strategies and revised curriculum content
		• Teacher reflection and feedback documents on use and implementation of foundational instructional strategies and revised curriculum content (at least two times per trimester)
		• PLC meeting notes (data analysis and selection of instructional strategies)
		Improved student achievement
		• Formative and summative assessment results

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
1. Form selection committee to review and select curriculum expert.	Administration and selection committee	By March 2012			
2. Review East Middle School's curriculum with curriculum expert to determine applications at SEMS.	Curriculum expert and curriculum committee	2012–13 school year	HSD funding, Title I funding	SIG funding	

3. Apply recommendations to revise curriculum.	Curriculum expert and curriculum committee	2012–13 school year	HSD funding, Title I funding	SIG funding	
4. Teachers will implement revised curriculum.	All communications skills teachers	2013–14 school year	HSD funding		
5. Teachers will reflect and report on implementing revised curriculum, providing feedback on implementation of revised curriculum at least twice per trimester during PLCs.	All communications skills teachers	Beginning of 2013–14 and throughout 2013–14 school year during PLC meetings	HSD funding		
6. Monitor revised curriculum with walk-throughs, observations, and student performance.	All communication skills teachers, administration, and leadership team	2013–14	HSD funding		
7. Monitor the curriculum for effectiveness.					

Objective 2: By 2015, 100 percent of students will score proficient or advanced on the state assessment in communication arts, which represents an increase of 61 percent in communication arts scores from a baseline of 23.7 percent proficiency in 2010–11.

Strategy 2.2: Create a standards-based communication skills summer school curriculum and lesson plans that focus on weak prerequisite skills as determined by eValuate assessment data. The curriculum will contain a viable scope and sequence for the four-week period, and the length of student attendance will be determined by the mastery of standards. Optional enrichment will be offered for students mastering standards before the end of the four weeks.	**Responsible Person(s):** • Sixth-, seventh-, and eighth-grade communication skills summer school curriculum teachers • SEMS summer school curriculum committee	**Timeline:** Summer 2012 and ongoing
Resources Required: Time may be extensive to plan curriculum, assessments, and lessons. Summer school teachers will need to be trained.	**Measureable Outcome(s):** Formative indicators • Improved student achievement as seen with increased scores on assessments (eValuate, AIMSweb) Summative outcomes • Improved student achievement as measured by student growth on pretest and posttest • One hundred percent of students at SEMS will demonstrate proficiency at a	**Evidence/Documentation:** • Student assessment data (eValuate, AIMSweb) • Student artifacts from summer school • Agendas and meeting notes from meetings to develop summer school curriculum • Summer school curriculum documents

	75 percent level of grade-level expectations. Materials • Summer school curriculum documents (scope and sequence) and lesson plans	

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
1. Create summer school curriculum, write lessons, and select standards-based assessments and record-keeping chart. a. Assessments and record-keeping chart based on the eValuate skills that were not mastered during the school year b. Based on the revised Academic Excellence curriculum. c. Aligned to the GLEs and the Common Core State Standards d. Supported with instructional materials and lessons to address weak prerequisite skills e. Continually refined based on student assessments and identified learning needs	SEMS curriculum committee, communication skills teachers, and special education communication skills teachers	July 2012 to May 2013	• SEMS curriculum • Grade-level expectations and state course-level expectations • eValuate companion material		
2. Train summer school staff before the end of 2012–13 school year.		2012–13 school year			
3. Monitor the implementation of the new summer school curriculum through weekly observations.		Summer 2013			
4. Provide summer school data to following school year communication arts teacher.	Summer school coordinator	August 2012			
5. Evaluate the effectiveness of the created curriculum and instruction using eValuate and standards-based pretest and posttest.	Summer school teacher and SEMS curriculum team	July 2013	Standards record-keeping chart recording pretest and posttest scores and score and date of mastery of each standard for each student		

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

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
8. Monitor the implementation of the new summer school curriculum through weekly observations.														▲	
9. Provide summer school data to following school year communication arts teacher.														▲	
10. Evaluate the effectiveness of the created curriculum and instruction using eValuate and standards-based on pretest and posttest.														▲	

Coding: △ = beginning of activity or open-ended activity; ▲ = conclusion of activity or discreet activity.

Goal 2: Highly Qualified Staff

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

Objective 3: The SEMS interviewing team will identify and select highly qualified staff who can effectively work with a diverse student population.	**Performance Measure(s):** • One hundred percent of selected applicants will meet 90 percent of the interview criteria.	**Evidence/Documentation:** • Interview scoring rubric

Objective 4: By 2015, 100 percent of our staff will demonstrate proficiency in developing and implementing high-quality lessons that meet the needs of a diverse student population.	**Performance Measure(s):** • Performance-based teacher evaluation (formative/summative) • Demonstrated progress toward teacher performance growth goals	**Evidence/Documentation:** • Performance-based teacher evaluation tool • Teacher professional growth portfolio

Objective 3: The SEMS interviewing team will identify and select highly qualified staff who can effectively work with a diverse student population.		
Strategy 3.1: The SEMS interviewing team will design a process for recruiting, identifying, and selecting highly qualified staff who can effectively work with a diverse student population.	**Responsible Person(s):** • SEMS administrative team • SEMS selection committee • Human resources	**Timeline:** All steps completed and new teachers selected by May 2012.
Resources Required: • Interview tool • Interviewing scoring rubric • Partnership with HSD/human resources to identify highly qualified applicants for screening	**Measureable Outcome(s):** • Hiring of highly qualified staff that meet 90 percent of interview criteria • Teacher evaluation tool • Ninety-five percent teacher retention from 2 years of initial hire	**Evidence/Documentation:** • Approved interview tool • Advertisement of vacancies w/language specific to transformation model included in advertisement • Calendar of dates and names for interviews

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
23. Develop interview tool.	Administrative team	Completed by February 1, 2012	HSD	N/A	
24. Inform current SEMS teachers of SIG grant components and requirements. Identify current SEMS faculty who do not want to remain in transformation model and notify human resources. Waive requirements of three-year residency requirement for transfer.	Human resources	Initiated in December 2012; completed by February 15, 2012	HSD	N/A	
25. Early advertisement of vacancies with language specific to transformation model included in advertisement.	Human resources	By February 1, 2012	HSD	N/A	
26. Create SEMS teacher selection committee.	Administrative team	By Feb 1, 2012	HSD	N/A	
27. Schedule and conduct interviews for SEMS openings.	Administrative team	May 2012	HSD	N/A	
28. Select candidates.	Selection committee	Completed by May 2012	HSD	N/A	
29. Offer summer school teaching positions as two-week assignments to recruit highly qualified staff from SEMS.	Administrative team/human resources	Completed by May 2012	HSD	N/A	
30. One-day training for summer school teachers hired from outside HSD.	Summer school coordinator	Completed by June 15, 2012	HSD summer school budget	N/A	

Objective 4: By 2015, 100 percent of our staff will demonstrate proficiency in developing and implementing high-quality lessons that meet the needs of a diverse student population.		
Strategy 4.1: Newly hired teachers will be provided ongoing job embedded professional development through teacher mentors, coteaching with veteran teachers in summer school, and instructional coaches.	**Responsible Person(s):** • Administrative team • School leadership team • Learning Support Team • Teachers • Professional development committee • External professional development consultant	**Timeline:** Ongoing effective June 2012–July 2015

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• External professional development consultant (possible) • Supplemental instructional resources • Teacher mentors	• Teacher professional growth goals • Performance-based teacher evaluation • Ninety-five percent teacher retention from two years of initial hire • Survey/focus group results of new teachers on indication and development activities in year one	• Materials for professional development activities and experiences • Implementation fidelity checklist for foundational instructional strategies • Teacher professional growth portfolio • Performance-based teacher evaluation

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
28. Assign mentors to newly hired teachers.	School leadership team	Completed by May 2012	HSD funding		
29. Newly hired teachers will attend HSD data/assessment workshop.	Administrative team	June 2012	HSD funding		
30. Develop SEMS summer teacher academy and the SEMS new teacher professional development academy.	Administrative team	Completed by June 2012	MIM/Title I		
31. Newly hired teachers will attend the SEMS summer teacher academy and the SEMS new teacher professional development academy.	Administrative team	June 2012–August 2015	MIM/Title I	SIG funding	
32. Newly hired teachers will be inducted and supported by a. Participating in co-teaching for three to five days during summer school b. Working with an instructional coach (if a mathematics teacher, the coach will be trained in CMP2) during summer school (Newly hired teachers will be allowed to "opt out" after their one week of teaching summer school.)	• Human resources • SEMS administrative team	June 2012–July 2015	N/A		
33. Newly hired teachers will be provided ongoing job-embedded professional development as determined by (classroom observations, walk-throughs, and consultation with teacher leaders) during summer school instruction and provided by the instructional support team throughout the school year.	• SEMS administrative team • School leadership team • Professional development committee	Upon hire—July 2015	HSD/MIM/ Title I		
34. Evaluate effectiveness of professional development and new teacher academies based on surveys, teacher observations, and lessons learned; design professional development academy and new teacher summer academy for year two (2013–14).	• School leadership team	January 2012–May 2015	HSD/MIM/ Title I funding	SIG funding	

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

Strategy 4.2: During a three-year period, all SEMS teachers will participate in ongoing professional development designed to develop proficiency in planning and the implementation of effective lessons.	**Responsible Person(s):** • School leadership • Learning support team • Teachers	**Timeline:** June 2012–July 2015

Resources Required:	Measureable Outcome(s):	Evidence/Documentation:
• External professional development consultant (possible) • Supplemental instructional resources	• Teacher professional growth goals • Performance-based teacher evaluation	• Teacher portfolios • Lesson plans submitted for review • Self-evaluation • Implementation fidelity checklists for mathematics and communication arts curriculum • Implementation fidelity checklists for the three-year professional development academy • Professional development records and documents

Draft Action	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
7. Plan the summer professional development academy using student achievement data and data about instruction.	• Professional development committee • School leadership team •	April 30, 2012	MIM/Title I	Teacher stipend	
8. Develop the teacher portfolio guidelines and rubric.	• Professional development committee • School leadership team • Possible outside consultant	February 2012–April 2012	HSD	SIG	
9. Develop fidelity checklists for all SEMS instructional components.	• Professional development committee • School leadership team • Possible outside consultant	February 2012–May 2012	HSD	SIG	
10. Implement summer teacher academies a.	• Professional development committee • School leadership team • Possible outside	Early June 2012 Early August, 2012	MIM/Title I		

	consultant				
11. All teachers will attend HSD training or SEMS training on data and assessment literacy prior to the start of the school year.	• HSD • All teachers	Early June 2012	HSD		

Draft Action	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
12. Develop a three-year teacher professional development plan/program to support all teachers in attaining proficiency in SEMS instructional components.	• Professional development committee • School leadership team • Possible outside consultant	January 2012–May 2015	HSD	SIG	
13. Each teacher will develop an annual professional development portfolio that identifies and monitors each trimester their progress toward proficiency on SEMS instructional components.	• Professional development committee • School leadership team • • Teacher	June 2012-July 2015	HSD		
14. Teachers will be provided ongoing job embedded professional development provided by the HSD instructional support team.	• Professional development committee • School leadership team • HSD instructional support team • Teacher	Upon hire—ongoing	HSD	SIG	
15. All SEMS teachers will participate in videotaped classroom observations for self-reflection and evaluation.	• Professional development committee • School leadership team • Teacher	Upon hire—ongoing			
16. All SEMS faculty will be assessed each trimester by students and parents regarding relationships and academic support.	• Professional development committee • School leadership team • Teacher	November / March / June each school year 2012–15			
17. Each trimester, the SLTwill review the professional development plan and current instructional data to monitor implementation of the plan and indicators of effectiveness.	• Professional development committee	November / March / June each school			

	• School leadership team • Teacher	year 2012–15			
18. Evaluate effectiveness of professional development and new teacher academies based on surveys, teacher observations, and lessons learned; design professional development academy and new teacher summer academy for Year 2 (2013–14).	School leadership team	April/May 2013, 2014, 2015	HSD/MIM/ Title I funding	SIG funding	

	First-Year Detail by Month													Years 2–3	
	Pre Impl	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**2**	**3**
Strategy 3.1: The SEMS interviewing team will design a process for recruiting, identifying, and selecting highly qualified staff who can effectively work with a diverse student population.	▲														
9. Develop interview tool.	▲														
10. Inform current SEMS teachers of SIG grant components and requirements. Identify current SEMS faculty who do not want to remain in transformation model and notify human resources. Waive requirements of three-year residency requirement for transfer.	▲														
11. Early advertisement of vacancies with language specific to transformation model included in advertisement.	▲														
12. Create SEMS teacher selection committee.	▲														
13. Schedule and conduct interviews for SEMS openings.	▲														
14. Select candidates.	▲														
15. Offer summer school teaching positions as two-week assignments to recruit highly qualified staff from SEMS.	▲														

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
16. One-day training for summer school teachers hired from outside HSD.	▲														

Coding: △ = beginning of activity or open-ended activity; ▲ = conclusion of activity or discreet activity.

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
Strategy 4.1: Newly hired teachers will be provided ongoing job embedded professional development through teacher mentors, coteaching with veteran teachers in summer school, and instructional coaches.	△	—	—	—	—	—	—	—	—	—	—	—	—	—	—
8. Assign mentors to newly hired teachers.	▲														
9. Newly hired teachers will attend HSD data/assessment workshop.	▲														
10. Develop SEMS summer teacher academy and the SEMS new teacher professional development academy.	▲														
11. Newly hired teachers will attend the SEMS summer teacher academy and the SEMS new teacher professional development academy.	△													△	△
12. Newly hired teachers will be inducted and supported by a. Participating in coteaching for three to five weeks during summer school. b. Working with an instructional coach during summer school.	△													△	△
13. Newly hired teachers will be provided ongoing job-embedded professional development as determined by (classroom observations, walk-throughs, and consultation with teacher leaders) during summer school instruction and provided by the instructional support team throughout the school year.	△													△	△

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
14. Evaluate the effectiveness of professional development and new teacher academies based on surveys, teacher observations, and lessons learned; design professional development academy and new teacher summer academy for year two (2013–14) .	△													△	△
Strategy 4.2: During a three-year period, all SEMS teachers will participate in ongoing professional development designed to develop proficiency in planning and implementation of effective lessons.	△													△	△
13. Plan the summer professional development academy using student achievement data and data about instruction.	▲														
14. Develop the teacher portfolio guidelines and rubric.	▲														
15. Develop fidelity checklists for all SEMS instructional components.	▲														
16. Implement two 2-week summer teacher academies. a. Early June 2012 b. Early August			△												
17. All teachers will attend HSD training or SEMS training on data and assessment literacy prior to the start of the school year.	▲														
18. Develop a three-year teacher professional development plan/program to support all teachers in attaining proficiency in SEMS instructional components.	△	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Coding: △ = beginning of activity or open-ended activity; ▲ = conclusion of activity or discreet activity.

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
19. Each teacher will develop an annual professional development portfolio that identifies and monitors each trimester their progress toward proficiency on SEMS instructional components.	△	—	–	—	—	—	—	—	—	—	—	—	—	–	—
20. Teachers will be provided ongoing job embedded professional development provided by the HSD instructional support team.	△	—	–	—	—	—	—	—	—	—	—	—	—	–	–
21. All SEMS teachers will participate in videotaped classroom observations for self-reflection and evaluation.	△	—	–	—	—	—	—	—	—	—	—	—	—	–	–
22. All SEMS faculty will be assessed each trimester by students and parents regarding relationships and academic support.						▲				▲			▲	△	△
23. Each trimester, the SLTwill review the professional development plan and current instructional data to monitor implementation of the plan and indicators of effectiveness.						▲				▲			▲	△	△
24. Evaluate effectiveness of professional development and new teacher academies based on surveys, teacher observations, and lessons learned; design professional development academy and new teacher summer academy for Year 2 (2013–14).											△	△		△	△

Coding: △ = beginning of activity or open-ended activity; ▲ = conclusion of activity or discreet activity.

Goal 3: Facilities, Support, and Instructional Resources

Objective 5: By 2015, 100 percent of Tier 2 and Tier 3 students will receive focused interventions and intensive academic support to strengthen academic performance in mathematics and communication skills.	**Performance Measure(s):**	**Evidence/Documentation:**
Objective 6: By 2015, 100 percent of SEMS students will feel safe while at school.	**Performance Measure(s):** Safe School Survey	**Evidence/Documentation:** Results of the survey

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 5:** By 2015, 100 percent of Tier 2 and Tier 3 students will receive focused interventions and intensive academic support to strengthen academic performance in mathematics and communication skills.		
Strategy 5.1: Implement an early warning system (EWS) that includes identified and agree-on academic and behavioral information.	**Responsible Person(s):** • SEMS administrative team • PLCs	**Timeline:** May 2012
Resources Required: Expertise on and access to Excel spreadsheet	**Measureable Outcome(s):** • Identification of students by academic need • Improvement in individual student indicators	**Evidence/Documentation:** • Placement of students in Academic Excellence curriculum suited to identified academic needs. • Meeting agendas, notes, and data materials used in the identification of students by academic need

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
1. Obtain protocol/model of EWS modeled after East Middle School (Missouri SIG Cohort 1 school); develop EWS modeled after East Middle School	SEMS and HSD administrative teams	January 2012			
2. Present model for SEMS teacher input.	SLT	January 2012			
3. Develop school model based on input from vertical PLC.	SLT	February 2012			
4. Create a master spreadsheet of combined PLC's spreadsheets.	SLT	March 2012			
5. Train staff on expectations of EWS spreadsheet use and skills needed to use it.	Technical resource specialist	April 2012			
6. Compile student data into EWS.	Content teachers	May 2012 and weekly			
7. Review EWS data, analyze trends and patterns, and assign students to their new grade-level teams.	Administrative team	May 2012			
8. Assign students next year's grade-level team and Academic Excellence classes based on EWS data.	PLC	May–July 2012			
9. Monitor use of EWS data instrument and evaluate effectiveness of student assignments (decision process and student outcomes).	School leadership team	2012–13, monthly			

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

Strategy 5.2: Restructure the existing Academic Excellence period by creating a differentiated curriculum and lesson plans for Tier 2 and Tier 3 students. Standards-based assessments will be used to determine student placement. Staff will consistently progress monitor all intervention strategies and use the data to make decisions for student placement in Academic Excellence classes.	**Responsible Person(s):** • Leadership team • PLC	**Timeline:** Starting July 2012 and ongoing throughout 2012–13 school year

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
Time may be extensive to create groups, plan curriculum and interventions, and implement.	Formative indicators: • Improved student achievement as seen	• Student rosters for Academic Excellence classes • Lesson plan database for Tiers 2 and 3

	with increased scores on assessments such as AIMSweb, Scholastic Reading Inventory, and/or eValuate Summative outcomes and evidence: • Improved student achievement as seen with increased scores on the state assessment	• Walk-through observations • Meeting agendas, notes, and data materials employed in the use of EWS • Student assessment data and student artifacts

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
1. During the summer, revise the Academic Excellence curriculum, lessons, assessments, and record-keeping chart for all strands in grade-level committees. a. Revise the Academic Excellence mathematics and communication arts curricula during summer 2012 and summer 2013, respectively, in concert with core curriculum alignment work (Goal Area 1). b. Align Academic Excellence curriculum to grade-level expectations and the Common Core State Standards. i. Identify instructional materials to address weak prerequisite skills. ii. Write standards-based lessons and assessments.	• SEMS grade-level mathematics and science teachers • Special education mathematics teachers	July 2012 and July 2013	• 5 days • SEMS CMP curriculum • Model of East Middle School's curriculum • Common Core State Standards		
2. Develop and use an EWS (Strategy 5.1) with a corresponding decision-making protocol to place all students in appropriately leveled and monitored Academic Excellence classes. a. Review and synthesize existing data spreadsheets from all grade-level teams.	Administrators	May 2012	• Existing data spreadsheet • 4 hours • SEMS		
3. Present revised Academic Excellence mathematics curriculum to staff before the start of school.	SEMS curriculum committee	August 2012	• **1 day—SEMS presentation** • CMP curriculum • Created supplemental curriculum • Strategies for struggling students		
4. Present revised Academic Excellence communication arts curriculum to staff before the start of school.	SEMS curriculum	August 2013	• **1 day—SEMS presentation**		

	committee		• New curriculum • Created supplemental curriculum • Strategies for struggling students		
5. Provide training on effective instructional strategies to accelerate and enrich below-level students.	External expert	August 2012			

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
6. Monitor implementation of the new Academic Excellence curriculum, plan, and instructional strategies. a. Weekly through walk-throughs and observations b. High student and teacher engagement	SLT	August 2012 and ongoing			
7. Consistently monitor progress of all intervention strategies and use the data to make decisions for student placement in Academic Excellence classes in an ongoing fashion.	SLT PLC/Data teams	August 2012 and ongoing			
8. Students move in and out of Academic Excellence classes based on achievement and needs. a. Weekly discussions in PLCs of Academic Excellence student placement based on mastering standards b. Establish protocols for determining movement	SLT PLC/Data teams	August/September 2012 and ongoing			
9. Ongoing creation of lessons and assessment for Academic Excellence units.	PLC/Data teams Grade level teams Curriculum Committee	August 2012 and ongoing			
10. In 2012–13, evaluate the effectiveness of the revised Academic Excellence mathematics curriculum and instruction using eValuate and common assessments. In 2013–2014, evaluate the effectiveness of the revised Academic Excellence communication arts curriculum and instruction using eValuate and common assessments.	SLT	April/May 2013 and April/May 2014			

Objective 5: By 2015, 100 percent of Tier 2 and Tier 3 students will receive focused interventions and intensive academic support to strengthen academic performance in mathematics and communication skills.		
Strategy 5.3: To build stronger staff-to-student relationships, to increase student achievement, and for consistency in monitoring and implementation of adaptations and modifications, SSD teachers will loop from year to year with their SSD students.	**Responsible Person(s):** Special school district (SSD) personnel	**Timeline:** August 2012 and ongoing

Resources Required:	Measureable Outcome(s):	Evidence/Documentation:
• SSD teachers • Incoming student data to identify students with individualized education programs	• Safe School Survey • Disaggregated state assessment scores	• Safe School Survey • Disaggregated state assessment scores

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
1. Identify incoming sixth-grade students in 2012–13 school year.	Grade level teams	May 2012			
2. Arrange students' schedules for the incoming school year.	Grade level teams	July 2012 and annually			
3. Provide curriculum training for the 2013–14 school year.	PDC, SLT, Curriculum committee	July 2013			

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

Strategy 5.4: To build stronger relationships with identified incoming Grade 6, Tier 3, high-needs students, a teacher cohort of mathematics, communication arts, and SSD personnel will loop from Grades 6 to 8 with a cohort of students.	**Responsible Person(s):** • General education teacher • SSD personnel	**Timeline:** August 2012
Resources Required: • Volunteer mathematics, communication arts, and SSD teachers • Incoming student data to identify Tier 3 students	**Measureable Outcome(s):** • Safe School Survey • Disaggregated state assessment scores	**Evidence/Documentation:** • Safe School Survey • Disaggregated state assessment scores • Formative student assessments and student artifacts

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
1. Solicit and identify potential looping volunteer teachers.	Administrative team and teachers	January 2012			
2. Form feasibility committee to study looping options and determine inquiry questions.	Ad hoc committee of staff and faculty	January 2012			
3. Committee recommends most feasible option.	Ad hoc committee of staff and faculty	March 2012			

4. Choose option and establish timeline for implementation.	School leadership committee	April 2012			
5. Provide grade-level curriculum training for looping teachers.	Looping teachers	August 2012 and ongoing			
6. Implement looping plan for incoming Tier 3 students.	SLT	August 2013			
7. Monitor progress of student cohort.	SLT	2013–14 and ongoing			
8. Evaluate the effectiveness of looping plan.	SLT	June 2014 and annually			

Objective 6: By 2015, 100 percent of SEMS students will feel safe while at school.		
Strategy 6.1: Implement an ongoing, year-round program on bullying prevention.	**Responsible Person(s):** PBIS committee and counselors	**Timeline:** 2012–13
Resources Required: People and program	**Measureable Outcome(s):** Choosing a program and implementing with fidelity	**Evidence/Documentation:** • Safe School Survey • Reduction of behavior referrals for bullying incidents

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
6. PBIS committee investigates bullying prevention programs.	PBIS committee	January 2012			
7. Present findings and recommendations to leadership team.	PBIS committee	March 2012			
8. Determine which bullying prevention program to implement.	SLT	March 2012		Purchasing program materials and training	
9. Present to and train staff on selected bullying prevention program.	PBIS committee	Summer 2012			
10. Staff implements bullying prevention program.	Staff	August 2012			
11. Check fidelity of bullying prevention program's implementation.	• SLTPBIS committee	Monthly			
12. Monitor results of bullying prevention program for effectiveness.	SLT	Once per trimester			

Objective 6: By 2015, 100 percent of SEMS students will feel safe while at school.		
Strategy 6.2: Implement a peer mediation program or student court.	**Responsible Person(s):** • PBIS committee • SEMS counselors	**Timeline:** Implementation starting in January 2013
Resources Required: • Commitment of engagement and support by staff, students, and parent volunteer(s) • Time	**Measureable Outcome(s):** Reduction in student referrals	**Evidence/Documentation:** • Student referrals • Safe School Survey

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
1. Establish a student welfare and conduct committee (SWCC).	• Administration • PBIS committee	August 2013			
2. Identify infractions to be addressed by peer mediation or student court program.	• Administration • PBIS committee • SWCC chairperson	September 2013			
3. SWCC will plan peer mediation or student court program.	SWCC chairperson	September 2013			
4. Form student leadership team from selected eighth-grade students to serve as peer mediators.	SWCC	October 2013			
5. Train student leadership team and staff on conflict management, mediation, and negotiation.	SWCC	November 2013–January 2014			
6. Implement pilot peer mediation or student court program	SWCC chairperson	January 2014			
7. Monitor effectiveness of peer mediation or student court program.	SWCC	Monthly beginning February 2014			
8. Select and train successor student leadership team from incoming eighth-grade students to serve as peer mediators in the 2014–15 school year.	SWCC	March–May 2014			

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

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
modeled after East Middle School (Missouri SIG Cohort 1 school); develop EWS modeled after East Middle School.															
11. Present model for SEMS teacher input.	▲														
12. Develop school model based on input from vertical PLC.	▲														
13. Create a master spreadsheet of combined PLC's spreadsheets.	▲														
14. Train staff on expectations of EWS spreadsheet use and skills needed to use it.	▲														
15. Compile student data into EWS.	△	—	—	—	—	—	—	—	—	—	—	—	—	—	—
16. Review EWS data, analyze trends and patterns, and assign students to their new grade-level teams.	▲														
17. Assign students next year's grade-level team and Academic Excellence classes based on EWS data.	△	▲													
18. Monitor use of EWS data instrument and evaluate effectiveness of student assignments (decision process and student outcomes).			△	—	—	—	—	—	—	—	—	—	▲		
Strategy 5.2: Restructure the existing Academic Excellence period by creating a differentiated curriculum and lesson plans for Tier 2 and Tier 3 students. Standards-based assessments will be used to determine student placement. Staff will consistently progress monitor all intervention strategies and use the data to make decisions for student placement in Academic Excellence classes.			△	—	—	—	—	—	—	—	—	—	▲		

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
11. During the summer, revise the Academic Excellence curriculum, lessons, assessments, and record-keeping chart for all strands in grade-level committees. a. Revise the Academic Excellence mathematics and communication arts curricula during summer 2012 and summer 2013, respectively, in concert with the core curriculum alignment work (Goal Area 1). i. Present revised Academic Excellence mathematics curriculum to staff before the start of school (2012–13). ii. Present revised Academic Excellence communication arts curriculum to staff before the start of school (2013–14). b. Align Academic Excellence curriculum to grade-level expectations and the Common Core State Standards.		△												△	
12. Develop and use an EWS (Strategy 5.1) with a corresponding decision-making protocol to place all students in appropriately leveled and monitored Academic Excellence classes. a. Review and synthesize existing data spreadsheets from all grade-level teams.	▲														

	First-Year Detail by Month													Years 2–3	
	Pre Impl	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**2**	**3**
13. Present revised Academic Excellence mathematics curriculum to staff before the start of school.			▲												
14. Present revised Academic Excellence communication arts curriculum to staff before the start of school.														▲	
15. Provide training on effective instructional strategies to accelerate and enrich below-level students.			▲												
16. Monitor implementation of the new Academic Excellence curriculum, plan, and instructional strategies. a. Weekly through walk-throughs and observations b. High student and teacher engagement			△	—	—	—	—	—	—	—	—	—	—	—	—

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

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
4. Identify incoming sixth-grade students in 2012–13 school year.	▲														
5. Arrange students' schedules for the incoming school year.	▲														
6. Provide curriculum training for the 2013–2014 school year.														▲	

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
Strategy 5.4: To a build stronger relationship with identified incoming Grade 6, Tier 3, high-needs students, a teacher cohort of mathematics, communication arts, and SSD personnel will loop from Grades 6 to 8 with a cohort of students.	△	—	—	—	—	—	—	—	—	—	—	—	—	—	—
9. Solicit and identify potential looping volunteer teachers.	▲														
10. Form feasibility committee to study looping options and determine inquiry questions.	▲														
11. Committee recommends most feasible option.	▲														
12. Choose option and establish timeline for implementation.	▲														
13. Provide grade-level curriculum training for looping teachers.			△	—	—	—	—	—	—	—	—	—	—	—	—
14. Implement looping plan for incoming Tier 3 students.														△	—
15. Monitor progress of student cohort (FREQUENCY).														△	—
16. Evaluate the effectiveness of looping plan.														△	—
Objective 6: By 2015, 100 percent of SEMS students will feel safe while at school.															
Strategy 6.1: Implement an ongoing, year-round program on bullying prevention.			△	—	—	—	—	—	—	—	—	—	—	—	—
8. PBIS committee investigates bullying prevention programs.	▲														
9. Present findings and recommendations to leadership team.	▲														
10. Determine which bullying	▲														

	First-Year Detail by Month													Years 2–3	
	Pre Impl	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
prevention program to implement.															
11. Present to and train staff on selected bullying prevention program.	▲														
12. Staff implements bullying prevention program.			△	—	—	—	—	—	—	—	—	—	—	—	—
13. Check fidelity of bullying prevention program's implementation.			△	—	—	—	—	—	—	—	—	—	—	—	—
14. Monitor results of bullying prevention program for effectiveness.						△				△			△	—	—
Strategy 6.2: Implement a peer mediation program or student court.														△	—
9. Establish an SWCC.														△	—
10. Identify infractions to be addressed by peer mediation or student court program.														△	—
11. SWCC will plan peer mediation or student court program.														△	—
12. Form student leadership team from selected eighth-grade students to serve as peer mediators.														△	—
13. Train student leadership team and staff on conflict management, mediation, and negotiation.														△	—
14. Implement pilot peer mediation or student court program.														△	—
15. Monitor effectiveness of peer mediation or student court program.														△	—
16. Select and train successor student leadership team from incoming eighth-grade students to serve as peer mediators in the 2014–15 school year.															△

Coding: △ = beginning of activity or open-ended activity; ▲ = conclusion of activity or discreet activity.

Goal 4: Parent and Community Involvement

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

Objective 7:	**Performance Measure(s):**	**Evidence/Documentation**
Increase the capacity of parents and family members to support their children's education, measured by an increase in metrics established by an instrument to be developed in consultation with families and the PTSA in the first grant year.	• An annual increase on the instrument/process established to gauge family capacity to support education in the home • Voluntary family questionnaires • Telephone interviews	• The selection or development of an instrument to gauge the capacity of families to support childrens' education in the home. A baseline will be established in Year 1 with annual goals for increases established annually. • Increased positive parent feedback

Objective 7: Increase the capacity of parents and family members to support their children's education, measured by an increase in metrics established by an instrument to be developed in consultation with families and the PTSA in the first grant year.		
Strategy 7.1: Implement a family advocacy system and parent resource center that provides ongoing opportunities for families to build strong relationships with at least one caring adult in the building. The system will utilize a four-pronged approach to strengthen relationships between teachers, students, and families through: • Teacher training on how to develop and sustain positive relationships with the community we serve • Family advocates who will loop with their families and remain with the same family throughout their tenure at SEMS. Multiple students in the same family will have one advocate • A peer mentoring program at the high school that establishes and builds peer relationships that are ongoing throughout students' tenure in the district • Collaborative partnerships that bridge realationships with parents of Tier 2 and Tier 3 students. This may include SEMS parent organizations, faith- and community-based organizations, health clinics, and state and local agencies	**Responsible Person(s):** Parent involvement committee High school staff/students PDC Committee SEMS Leadership	**Timeline:** • Implement teacher training in summer of 2012 and annually • Begin developing advocate roles, responsibilities, and activities in Aug. 2012 and implement in Aug. 2013 • Begin developing peer mentor program in 2013-14 SY and implement in 2014-15 SY • Begin identifying families' needs in 2013-14 SY and implement developing of partnerships in 2014-15 SY

Resources Required: • Dedicated staff and time to develop partnerships, recruit and train mentors, and advocates, and manage relationships • External expertise on family and community engagement • Data collected from surveys and interviews	**Measureable Outcome(s):** Formative indicators: • Development and implementation of teacher training/ teacher reflection on learning experience and plan to incorporate learned strategies into practice as noted in teacher portfolios (Goal Area 2) • Development of roles and responsibilities of peer mentors/recruitment and selection of peer mentors • Development of advocate roles and responsibilities/ recruitment and selection of advocates/establishment of advocate protocols and resources • Established partnerships with at least three community organizations by the beginning of 2013–14 SY • Family members of Tier 2 and Tier 3 students involved in one or more parent activities per year. **Summative outcomes:** • Increased capacity of families to support education in the home (data may include parent focus group, surveys, etc.) • Increased capacity of staff to effectively partner with diverse families • Increase in student reporting of at least one strong adult relationship in SEMS • 100 percent of families in need of assistance who access the school will be referred to appropriate agencies and supports	**Evidence/Documentation:** Agendas, sign-in sheets, meeting notes, teacher reflections, session materials from PD opportunities. Agendas, meeting notes, mentor guidelines, mentor recruitment materials, mentor training materials, student assignments, activity lists and attendance sheets. Agendas, meeting notes, advocate guidelines, advocate recruitment materials, advocate training materials, family assignments, activity lists and attendance sheets. A bank of service agencies and formal process to access will be available to efficiently refer families in need of social supports by Year 2. Common database of school volunteers. Memoranda of Understanding or other documentation of partnerships.

DRAFT ACTIONS	Responsible Person(s)	Timeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
1. Create an action team of two or three teachers from each grade level with two or three parents from each grade level, counselor, social worker, nurse, faith based organization, community member at large, etc.	Leadership Team	May 2012			
2. Action team will lead a school wide self assessment about who we are and current knowledge about the community we serve.	SEMS Action Team	Aug. – Dec. 2012- Annually			
3. Action team will research, select, or develop an instrument to gauge the capacity of families to support education in the home.	SEMS Action Team	Instrument in place by August 2013			
4. Recruit and select a parent liaison and family advocates. Define the roles, responsibilities, and processes for connecting families to services and supports. Plan family advocate activities to include: a. Monthly workshops to provide home learning resources for families. These parent workshops will focus on how parents can support their children's learning in the home and provide subject- and grade-specific learning activities for parents to do with their children.	SEMS Action Team	In place by Aug. 2013			
5. Collaborate with PDC to identify staff expertise and skills needed for all staff and faculty to collaborate and communicate effectively with diverse families and plan professional learning experiences.	SEMS Action Team PDC	Jan. – May 2013			
6. Implement professional learning opportunities and collect staff and faculty feedback. Staff and faculty develop goals for implementing and reflecting on the use of skills and strategies learned in professional learning experiences.	SEMS Action Team, PDC, SEMS Staff	Summer 2013 and 2013–14 SY			
7. Teachers will meet with parents quarterly to share aggregate and individual student performance data. Each parent receives a folder with their child's data and learns how to set parent-student academic goals, interpret assessment data, and understand their child's scores in relation to class, school, district, state, and national standards.	SEMS STAFF	2013–14 SY			

8. Family capacity data collection instrument will be administered to establish baseline data about family capacity to support education in the home.	SEMS Action Team	Completed by Jan 2014			
9. Implement family advocate roles, assignments, and activities.	SEMS Action Team	2013-14 SY			
10. The action team will explore potential partnering organizations and solicit plan/program ideas from potential partners and make recommendations to Admin and School Leadership Team.	SEMS Action Team	Aug 2012 – April 2013			
11. Select partnering organization and obtain commitment of external partnering organizations.	SEMS Action Team	May 2012			
12. Research peer mentoring programs and activities and develop roles and responsibilities for peer mentors .	SEMS/EHS Action Teams	Aug 2013 – April 2014			
13. Recruit and select peer mentors and obtain commitment of high school mentors and advisors.	SEMS/EHS Action Teams	April – Aug 2014			
14. Implement peer-mentoring activities.	SEMS Staff and/or collaborative partner	2014-15 SY			
15. Implement partnership agreements and activities.	SEMS Action Team	2014-15 SY			
16. Monitor implementation of all four prongs of family advocacy system and collect data about the effectiveness of initiatives and activities	EMS Action Team SEMS LT	Jan 2012 and ongoing			
17. Evaluate effectiveness of all four prongs of family advocacy system and make any needed adjustments to ensure success.	EMS Action Team SEMS LT	2012-13 SY: Teacher training 2014-15 SY: Peer mentor program, advocate program and			

							partnerships								

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

	First-Year Detail by Month													Years 2–3	
	Prep	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
parent workshops will focus on how parents can support their children's learning in the home and provide subject/grade specific learning activities for parents to do with their children.															
23. Collaborate with PDC to identify staff expertise and skills needed for all staff and faculty to collaborate and communicate effectively with diverse families and plan professional learning experiences.								Δ	--	--	--	▲			
24. Implement professional learning opportunities and collect staff and faculty feedback. Staff and faculty develop goals for implementing and reflecting on the use of skills and strategies learned in professional learning experiences.													Δ	Δ	
25. Teachers will meet with parents quarterly to share aggregate and individual student performance data. Each parent receives a folder with their child's data and learns how to set parent-student academic goals, interpret assessment data. and understand their child's scores in relation to class, school, district, state, and national standards.														Δ	
26. Family capacity data collection instrument will be administered to establish baseline data about family capacity to support education in the home.														▲	
27. Implement family advocate roles, assignments, and activities.														Δ	
28. The action team will explore potential partnering organizations and solicit plan/program ideas from potential partners			Δ	--	--	--	--	--	--	--	▲				

	First-Year Detail by Month													Years 2–3	
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3
and make recommendations to Admin and School Leadership Team.															
29. Select partnering organization and obtain commitment of external partnering organizations.												▲			
a. Teachers will meet with parents quarterly.														Δ	
30. Research peer mentoring programs and activities and develop roles and responsibilities for peer mentors.														▲	
31. Recruit and select peer mentors and obtain commitment of high school mentors and advisors.														Δ	--
32. Implement peer-mentoring activities.															Δ
33. Implement partnership agreements and activities.														Δ	Δ
34. Monitor implementation of all four prongs of family advocacy system and collect data about the effectiveness of initiatives and activities.	Δ	--	--	--	--	--	--	--	--	--	--	--	--	--	--
35. Evaluate effectiveness of all four prongs of family advocacy system and make any needed adjustments to ensure success.			Δ	--	--	--	--	--	--	--	--	--	--	--	--

Coding: Δ = beginning of activity or open-ended activity; ▲ = conclusion of activity or discreet activity.

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: District Learning Support Team along with the HSD Turnaround Officer to develop a governance model that will be designed, implemented, and monitored in collaboration with the SIG schools leadership teams to effectively	**Performance Measure(s):** • All SIG turnaround strategies will be implemented with maximum fidelity and according to the timelines set forth in the SEMS SIG plan.	**Evidence/Documentation:** Meeting agendas, notes, and action items from grade-level and administrative team meetings Communication memos and e-mails

guide the schools through the transformation process.	• The SEMS leadership team and grade-level teams will foster ongoing feedback loops with stakeholders to monitor implementation of turnaround strategies and address obstacles to implementation.	Implementation and outcome data documents

Objective 8: District Learning Support Team along with the HSD Turnaround Officer to develop a governance model that will be designed, implemented, and monitored in collaboration with the SIG schools leadership teams to effectively guide the schools through the transformation process.		
Strategy 8.1: SEMS SLT will regularly meet to monitor the implementation of the SIG plan and action steps, reflect on data, and ensure that obstacles to implementation are addressed, removed, mitigated, and minimized.	**Responsible Person(s):** SLT	**Timeline:** • Weekly monitoring meetings in year 1 •
Resources Required: Dedicated time for weekly monitoring meetings	**Measureable Outcome(s):** On-track implementation of SIG strategies and action steps and/or needed mid-course corrections identified through data analysis	**Evidence/Documentation:** • Meeting agendas, notes, and action items from grade-level and administrative team meetings • Communication memos and e-mails • Implementation and outcome data documents

Draft Actions	Responsible Person(s)	Timeline	District/ School Required Resources	SIG Required Resources	Associated Outcome Notes
23. SLT will each establish weekly meeting dates and processes for reviewing progress on SIG action steps.	• Administrative team • SLT • Grade-level team	January 2012 and ongoing			
24. The SLT designate a liaison to provide monthly updates on SIG implementation and effectiveness to the parent executive board and provide parent attendees with an opportunity to ask questions, as well as to provide input and feedback.	• SLT	February 2012 and ongoing			
25. The SLT will review data each trimester to implement the teacher recognition program,	• SLT	201-13 SY and ongoing			

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

Coding: △ = beginning of activity or open-ended activity; ▲ = conclusion of activity or discreet activity.

Appendix I:

Hazelwood District Schools
School Improvement Grant Needs Assessment

Hazelwood Southeast Middle School:
Interview Report

November 2011

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Introduction

Background

The Missouri Department of Elementary and Secondary Education has received funding for School Improvement Grant (SIG) activities from the U.S. Department of Education, aligned with section 1003(g) of the Elementary and Secondary Education Act of 2001. Section 1003(g) requires state education agencies to use at least 95 percent of this money to award subgrants to local education agencies for school improvement. The eligible schools for improvement must meet the state definition of a Tier I or Tier II school. Tier I schools are in the lowest achieving 5 percent of Title I schools in the state; Tier II schools are in the lowest achieving 5 percent of secondary schools that are eligible for Title I funding but do not receive it. Through a request, Hazelwood School District has contracted with Learning Point Associates, an affiliate of American Institutes for Research (AIR), to provide support to three of its schools, Hazelwood East High School, Hazelwood Central Middle School, and Hazelwood Southeast Middle Schools. AIR's support consists of the following:

5. Conduct a needs assessment to determine areas in which to focus school improvement efforts.
6. Provide support and assistance in the writing of the School Improvement Grant.

About This Report

This report examines five domains:

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

Table 1 lists the topics addressed for each domain, and this report is organized around the domains and the topics presented in the table.

Table 1. Topics Examined for Each Domain

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

Data Collection

The report is based on the analysis of interview data collected from four teachers, a building administrator, and a district staff member. A total of seven people were interviewed for this report, as Table 2 shows.

Table 2. Data Methods and Sources

Data Method	Data Sources
Interviews	• 5 teachers • 1 district staff • 1 administrators

Data were analyzed for content. The domains and the topics under each domain structured the analysis. The analysis focused on presenting both majority and minority opinions of the respondents, as well as presenting viewpoints of administrators, district staff, and teachers. For each topic addressed, all responses were read, coded, and synthesized.

Instructional Planning

Instructional planning refers to planning lessons that are aligned with state standards. This section examines curricular alignment to state standards and administrative expectations on the delivery of subject-area curricula.

Curriculum Alignment

All interviewees were able to articulate and identify a variety of curricular materials that teachers are expected to use to ensure that instruction is aligned to state standards. In the areas of communication arts and math, interviewees identified standards, learning objectives, grade-level expectations, common assessments from the Missouri assessment program, suggested teaching activities, and pacing guides. In addition, district wide writing prompts and other common assessments were identified for communication arts. Specific curriculum materials such as HSD math and CMP curriculum also were mentioned. Exploring the Common Core requirements received brief mention as school and district staffs are in the very early stages of understanding the new requirements.

Math was noted to be "a very scripted curriculum," although it was also noted that implementation was growing less structured as "people are becoming less structured." Another interviewee confirmed this perspective, stating that "teachers went back to old ways" after a trainer was no longer available and working with the school on math. In addition, teachers have worked to supplement the math curriculum with a unit specifically designed to address content not covered in the curriculum. Another perspective expressed was a need for an emphasis on basic skills in math, and one respondent indicated that software was available as a supplemental resource in this area. The communication arts curriculum was described by a couple of interviewees as "needing work" and improving.

Administrative Expectations

It was explained that there have been ongoing conversations across the district about the role of grammar instruction in communication arts. Currently, the district curriculum emphasizes a whole language approach and comprehension. However, some interviewees expressed concern over the need to shore-up writing students' skills.

Teachers are expected to use a curriculum that is aligned to state standards. Common planning time is provided for subject-area teams whereby teachers review assessment data and student work, plan instruction, and develop common lessons and assessments. Building-level instructional leaders are encouraged to attend these meetings and do so when schedules permit. Administrators and teachers engage in observations and walk-throughs for both formal evaluations and sharing of best practices among peers. Alignment is periodically addressed in professional development offerings, and district personnel facilitate work sessions over the summer on aligning the curriculum.

Summary

Teachers have access to and utilize a number of curricular resources, although several areas of the core curriculum were identified as in need of improvement. There are some ongoing discussions about approaches to the curriculum, but teachers are expected to implement a standards-based curriculum.

Instruction

This section examines the area of the school's facilities and space (and their impact on instruction), as well as instructional resources.

Space

Opinions differed about the adequacy of available space. One interviewee said, "We make it work," but also noted that support staff, such as speech and language specialists, often must search for appropriate places to work, which can result in lost instructional time for students. On the other hand, it was noted that the building has yet to reach capacity and that the ability to house entire grades on one floor is a plus.

Instructional Resources

Interview respondents described the academic performance of students as diverse, with most students performing at basic levels and smaller clusters of students performing at below basic or advanced levels. Several interviewees expressed difficulty with, or lack of, the skills to effectively differentiate instruction for both high-performing and low-performing students. Other specific concerns mentioned by interviewees included the level of expectations and rigor asked of students, lack of student motivation, and difficulty in addressing problem behavior.

School and district leaders expect teachers to utilize the pacing guides provided in curricular materials and the common assessments developed in the school and district. Instructional leaders expect teachers to employ evidence- and research-based programs. It was also explained that teachers at HSEMS have received training in Marzano's instructional strategies, KU strategies, and Peer-Assisted Learning Strategies (PALS).

Numerous assessments were identified as sources of data used to guide instruction and planning. Various subject areas utilize common assessments developed by teachers, as well as district benchmark assessments. Other assessments used in the school include Evaluate (Tungsten), AIMSweb, and the Scholastic Reading Inventory. Interviewees also identified peer observations or walk-throughs as useful data for making instructional decisions. Several interviewees identified formative assessments as the most helpful for planning instruction.

When asked about other resources that support instructional planning, interviewees listed unit planners from KU, vocabulary, instructional kits, and hands-on materials. Some teachers have developed workbooks for students. When discussing the adequacy of materials, teachers cited a lack of sufficient materials for all classes. Teachers specifically identified these needed resources: enough texts and hand-on materials for all classes in a subject area, a greater variety of novels for communication arts, and a supportive text for non-core classes. Interviewees also expressed a desire for programs or materials that target low- and high-performing students in math, although it was noted that communication arts has several remediation programs.

Summary

Teachers have a variety of curriculum materials to aid in the delivery of instruction. The school faculty also utilizes a variety of assessments to guide instructional planning. There is an expectation that teachers will employ research-based instructional strategies to meet the learning needs of academically diverse students.

Academic Support for Non-proficient Students

The section describes the methods of identifying and referring students in need of academic support, student exposure to academic support services, and the perceived effectiveness of the academic support provided by the school.

Identifying and Referring Students for Intervention

According to respondents the school employs a tiered system of supports and interventions for both academics and behavior. Interviewees identified numerous supports and interventions that are made available to all students in the Tier I category. These supports include small-group instruction in class, strategic re-teaching, a 40-minute period each day for academic enrichment and support, individualized instruction, co-teaching in classes that have students with individualized education plans (IEPs), and peer mentors. One interviewee explained how students were identified and targeted for varying types of support during the academic enrichment period. Teachers use several assessments to group students into four "levels." These levels were described in the following manner:

- Below average—students may be engaged in content from earlier grade levels.
- Basic—students engage in a program to target basic skill development.
- Average and slightly above average—students engage in MAP classes.
- High performing—students engage in a "rigorous" program.

Teams of teachers meet regularly throughout the year to review student assessment data, review student work, and reflect on teacher observations. In these meetings, teachers may devise supports or interventions for struggling students and make referrals for students to move to the Tier I or Tier II levels.

Teacher teams develop supports or interventions for a student at the Tier I level. The following steps were articulated as the method for accomplishing such support: (1) decide on the type of intervention needed after reviewing various data sources, (2) implement the intervention, (3) work with teachers and families to implement and communicate the need for the intervention, (4) track the intervention for evidence of progress and impact. Interviewees spoke of both in-school and out-of-school supports. The in-school supports were identified as having more consistent student attendance and participation. An afterschool tutoring session may be recommended as an intervention, but attendance cannot be mandated—although school staff and faculty do try to impress upon students and family members the importance of participating in the supports. When teachers determine that a student requires a referral to the next tier of support, a form is completed that identifies all of the supports provided and a summary of student data. A counselor then reviews the referral.

Student Exposure to Academic Support

A few respondents reported that all non-proficient students receive support. One interviewee described decreasing or increasing a student's exposure to an intervention on the basis of demonstrated progress or lack of progress, respectively. Some respondents, however, expressed mixed views of the flexibility of student grouping for academic enrichment. On one hand, there is a process for moving students in and out of the levels, but at least one respondent expressed a desire for greater fluidity.

Perceived Effectiveness of Academic Support

One interviewee indicated that the benchmark tests are a primary source of data used to determine the impact of interventions and supports. Some content-area teachers identified successes with the academic support provided and pointed to student activity, engagement, and improved student performance as evidence.

Other content-area teachers cited a lack of improved assessment scores and offered a few insights. In one case, although student scores and grades may have improved through the course of an intervention, the MAP scores did not show improvement. Another respondent who, along with students, compared results from two administrations of an assessment reported that some students stated they merely guessed on the assessment. It was suggested that staff members suffer from a lack of self-efficacy about their ability to meet the needs of struggling students. Other suggested resources included more materials for re-teaching; mandated tutoring, training, and support for classroom-level differentiation; and more technology to engage students.

Summary

The school employs a tiered intervention system to provide academic support to students. Teachers participate in regular data meetings to identify students for interventions and supports, and to make referrals for the next tier of support. There are mixed opinions about the effectiveness of available supports and the suggestion of a perception that teachers do not feel they have all the necessary skills and materials to aid struggling students.

Professional Learning

Professional learning focuses on the following topics: administrative support for professional growth, professional development topics, and instructional leadership.

Administrative Support for Professional Growth

Several interviewees stated that the school administration is very supportive of professional development. Teachers are encouraged and expected to participate in professional development beyond that which is offered by the school and district. There is a professional development plan, and teachers serve on a professional development committee. School- and district-sponsored professional development is mandatory and occurs twice a month. Opportunities to participate in external professional development are disseminated through e-mail and department meetings, and teachers can apply for funds to attend external professional development activities.

Teacher evaluations include participation in professional development. Teachers conduct peer walk-throughs and self-evaluate. However, more than one interviewee expressed concerns about the fidelity of implementation and the need for implementation monitoring of practices learned in professional development sessions. Another concern identified by several interviewees was the need for more time to think about, try, and internalize new skills and strategies.

Professional Development Topics

When asked about the helpfulness of professional development, respondents cited the following as particularly helpful: diversity and social justice, culturally responsive teaching, cooperative learning, using graphic organizers (although one respondent recommended tailoring this to specific content areas in the future), and data and assessments. Topics that were noted as less helpful included differentiated instruction. (It was noted that differentiation is built into the curriculum.)

This year professional development has emphasized effective collaboration, differentiated instruction, and vertical planning. A cohort of math teachers are attending a class through a local university and serving as turnkey trainers for their colleagues.

Some participants shared their thoughts about topics they would like to see offered in the future: methods for efficiently tracking data and monitoring student growth, technology aligned to the curriculum, training for new teachers on the curriculum to ensure effective implementation, and annual training to help teachers relate to African-American students. Lastly, a respondent indicated that school staff and faculty could do a better job of implementing writing across the curriculum.

On-Site Coaches

Instructional coaches are new to the school this year, and their roles are still being defined. Some content-area teachers were able to discuss working with a coach. One interviewee indicated that a coach provides materials and monitors the classroom for content. Other content-area teachers have not had any interactions with a coach. Currently, the coaches attend meetings with the professional learning communities and data teams, and they serve multiple schools in the district.

Summary

Teachers at the school are expected to participate in school- and district-sponsored professional development. The administration encourages teachers to participate in externally provided professional development. A professional development plan and designated committee members provide focus for the professional development offerings. The district recently created coaching positions. Two coaches have been assigned to the school and have attended teacher team meetings, although their role is still being defined.

School Climate

School climate focuses on the topics of teacher collaboration, school goals, recent changes in the school, and climate and culture.

Teacher Collaboration

Teachers at HSEMS regularly meet in a variety of collaborative groups to review data, develop interventions, make referrals based on student achievement or behavior data, and share effective practices. When asked about the helpfulness of collaboration, one interviewee stated that the school has "come a long way with data teams." Grade-level teams were cited as helpful for new teachers while also honoring the experience of veteran teachers. Respondents offered mostly positive perspectives about collaboration, but it was noted in at least one instance that there was a lack of cohesion and buy-in from all group members. Others noted that more time for collaborative planning would be helpful.

Recent Changes in the School

In the past two years, the school has experienced a number of changes. The principal, two assistant principals, and numerous teachers are new to the building. Several respondents offered praise for the changes brought by the new principal. One interviewee stated that you "can tell [the new principal] believes in the students and wants the best for them." Others pointed to more formal structures, increased organization, and increased focus as positive changes.

Climate and Culture

The middle school adopted a positive behavior intervention and support (PBIS) model at its inception five years ago. Interviewees utilized common terms to discuss strategies and processes for identifying and intervening with students who have difficulties, although some concerns were raised about the effectiveness of the program. Some respondents did not feel that behavior consequences were consistently implemented for all students.

Student-teacher interactions were described as "improving," although differing views of teacher-student interactions were expressed. A few interviewees characterized student-teacher interactions as positive, and others expressed a belief that the adults could develop more positive relationships with students. On one hand, interview participants stated that teachers take an interest in students outside the school and that the school was becoming a family. On the other hand, it was noted that students are often disrespectful toward teachers. Student-student interactions were described by more than one as "typical" for middle-level students, but bullying was noted as a concern. Problem behavior also was cited as an issue in the classroom.

Interviewees were asked what they felt were the most significant obstacles to the turnaround effort. The following issues were identified: a lack of reading and writing skills; a lack of 100 percent teacher buy-in; a need to raise teacher expectations of students' ability to learn; a need to increase teacher skills in serving low-proficiency students; and a need for assessments that are aligned to standards, reliable, and informative.

Summary

The school has experienced significant staff turnover in the last couple of years, and some teachers identified positive

changes to the school climate and culture. However, some concerns were voiced about problem behavior, such as bullying among students and consistency of discipline. There also was a suggestion that problem behavior interferes with instruction at times. Although the school faculty has received training in effective collaboration, some teacher teams seem to be more cohesive that others.