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FEDERAL GRANTS AND RESOURCES
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
PO BOX 480, JEFFERSON CITY, MO 65102-0480
FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA
Renewal Carryover Application Amendment
Project Dates: July 1, 2012 to June 30, 2013

DIRECTIONS

Mail the completed Carryover Amendment package (including attachments) to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480. The applicant will also submit an electronic copy of the Carryover Amendment package (including attachments) to webreplysig2010@dese.mo.gov.
Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysig2010@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DESE USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
CRAIG RECTOR	C. Rector	7-1-12	$2,082,541

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME			COUNTY-DISTRICT CODE
HICKMAN MILLS C1 SCHOOLS			048-072
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
DR. EVERLYN WILLIAMS	9000 OLD SANTA FE RD	KANSAS CITY, MO 64138	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
EVERLYNW@HICKMANMILLS.ORG		816.316.8235	816.316.7020
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
SANDRA GERMANY	9000 OLD SANTA FE RD	KANSAS CITY, MO 64138	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
SANDRAG@HICKMANMILLS.ORG		816.316.7007	816.316.8236
NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP	
DR. GREG RICH	9000 OLD SANTA FE RD	KANSAS CITY, MO 64138	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
GREGR@HICKMANMILLS.ORG		816.316.7007	816.316.8236

SECTION II. - ASSURANCES

The LEA/District must include the following assurances in its application for a School Improvement Grant.
Check the boxes in this table to include the assurances in this application.
The LEA/District must assure that it will—

- ■ Use its School Improvement Grant (SIG) to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/District commits to serve consistent with the final requirements;
- ■ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- ☐ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- ■ Report to the SEA the school-level data required under section III of the final requirements.

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE
	November 7, 2012

NEW PAGE

SECTION IV. - LEA/DISTRICT TOTAL BUDGET & SUPPORTING DATA

This chart is the total budget and administration budget for all building and district activities from the approved application and carryover funds (submit only one copy).

SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	466,463		174,295		67,600	131,000		839,358
1200 Supplemental Instruction (Title I) *1003(g) SIG*	299,297	80,000	116,126	40,000				535,423
2100 Non Instructional Support Services *1003(g) SIG*				172,000	36,000	10,000		218,000
2200 Professional Development *1003(g) SIG*	39,000		4,756	130,250	5,500			179,506
2600 Planning and Evaluation *1003(g) SIG*				170,000				170,000
3000 Community Services *1003(g) SIG*		82,500	15,146	10,000	32,608			140,254
Program Costs Subtotal *1003(g) SIG*	804,760	162,500	310,323	522,250	141,708	141,000		2,082,541
Indirect Costs								
Administrative Costs *1003(g) SIG*								0
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	0	0	0	0	0	0		0
GRAND TOTAL *1003(g) SIG*	804,760	162,500	310,323	522,250	141,708	141,000		2,082,541

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

NEW PAGE

SECTION IV. – LEA/DISTRICT TOTAL BUDGET & SUPPORTING DATA (continued)

This chart is the total FTEs and Administration FTEs for all activities from the approved application and carryover funds. (submit only one copy)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	6	4				
Preschool						
Class Size Reduction	9					
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			2			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	15	4	2	0	0	0

SECTION VI.A. - LEA/DISTRICT/BUILDING STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*

This section only applies to strategies that are being added to the application because of the use of carryover funds. The applicant does not need to list items that are in the approved application.

List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/District and each school the LEA/District has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities. **Complete one chart for each building served and one aggregated chart for the district.**

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
HICKMAN MILLS C1 SCHOOLS	048-072

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG*	Intramural staff G4.S4.A3 Kidney tables /chairs, Literacy Books, Avid materials G2.S1, G3.S1 Smartboards, iPads, elearning - G2.S1, G3.S2.A6
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG*	Reading Specialist - G2
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003(g) SIG*	
2200 Professional Development	
2200 Professional Development *1003(g) SIG*	Accelerated Reader G2.S1, AVID training G1, G2, G3
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	Technical Asst/Prep KC G5S1A1.2.3.4.5.6, G6S2A1.2.3.4, G5S3A1.2.3
3000 Community Services	
3000 Community Services *1003(g) SIG*	
Administrative Costs	
Administrative Costs *1003(g) SIG*	

SECTION VI.C. - LEA/DISTRICT/BUILDING BUDGET ITEMIZATION *(COPY AS NEEDED)*

This section only itemizes carryover funds that are being added to the application. The applicant does not need to list items that are in the approved application. Complete one chart for each building served.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
HICKMAN MILLS C1 SCHOOLS	048-072

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Intramural Coordinator - $2500 stipend/each semester	$5,000
Intramural Coaches - 11 coaches, 2 hrs/session, 26 sessions, $25/hr	$14,300
Reading Specialist	$30,000
6100 Subtotal	$ 49,300
6150: Non-certificated Salaries	
6150 Subtotal	$
6200: Employee Benefits *(optional categories)*	
FICA	$16.151
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	$ 16,151
6300: Purchased Services	
Accelerated Reader	$35,000
Technical Assistance - Prep KC	$80,000
AVID summer conference (10 participants as required), 2 AVID Admin site visits	$24,000
6300 Subtotal	$ 139,000
6400: Materials/Supplies	
Intramural equipment and supplies	$2,500
Kidney tables/chairs	$11,500
Literacy books	$20,000
Avid tutorial supplies and materials	$13,600
6400 Subtotal	$ 47,600
6100-6400 Subtotal	$ 252,051
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	
4 projectors and 4 portable smartboards	$25,000
100 iPads with carts	$56,000
e-learning clickers	$50,000
6500 Subtotal	$ 131,000
TOTAL	$ 383,051

SECTION VII. – NARRATIVE
The response to Section VII.E. is limited to not more than three pages of double spaced 10-12 point font.
SECTION VII.E. – PLAN CHANGES
Describe any changes made in the plan submitted in the original application that impact proposed activities funded with carryover funds.

Smith-Hale Middle School 2075 SIG 1003g application-Carryover
Hickman Mills C-1 Schools

SECTION VII. – NARRATIVE

SECTION VII.E. – PLAN CHANGES

Extracurricular Activities-Intramurals
One of the elements that had been consistently missing during our advisory meetings with SIG Monitoring Team from DESE was the element of extracurricular activities to support the turnaround at Smith-Hale College Preparatory. It was an element that had been taken from the middle school in the past and through the SIG program we began to understand the positive impact that these activities have on adolescent development and support of strong academic programs. With SIG carryover funds we would like to budget and utilize some of the monies to aid in this program.

Literacy Initiative
As our statewide focus for SIG Year 3 schools is to devise innovative ways to enhance literacy efforts. Smith-Hale College Preparatory has helped to accomplish this task by creating a daily Success Block where students are engaged in a literacy focus with teachers on their teams. With our SIG funds we would like to enhance this programming in two main areas: Accelerated Reader and Classroom Sets of Literature Books.

The Accelerated Reader program encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, AR helps teachers set personalized goals for each student, and select books that are difficult enough to keep students challenged, but not too difficult to cause frustration.
In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and reading skills taught through basal readers and other reading textbooks. The program will support STAR Reading which we utilize as an assessment tool. It also allows teachers to meet with students and set practice goals while also personalizing the reading practice for students. Comprehension of text is measured through the AR Quiz Bank and students are continually receiving progress charts to let them know how much they have grown.

The second component of this plan is to purchase literature books for classrooms to have a set that is checked out by teachers in an effort to promoting the joy of reading and connecting through literature efforts. Research has shown that the only way struggling adolescent readers become stronger, fluent readers is more practice. The classroom sets will provide materials in an effort to utilize a flexible approach to Literature Circles that does not require the use of extensive handouts and assignment booklets. These Classroom Book Clubs is a shared reading component that emphasizes differentiated instruction and balanced literacy. We have encouraged all of teachers to pick up the task of being a reading teacher and focusing on the importance of helping our students to become better readers.

Technology to Support Learning
Another critical element from our SIG evaluations last year was utilization of technology to check for understanding. This is an important step in the teaching and learning process and we know that unless teachers are checking for understanding, it is difficult to know exactly what students are getting out of the lesson. Research suggests that it is important to identify and confront misconceptions that can interfere with learning. In order to do this we would like to equip classrooms with e-clicker technologies that are compatible to SMART Learning Programs. As a 21st century learning institution,

we also desire to allow our students to interface with new technologies such as SMART Boards and Ipad Learning Centers.

Differentiated Instruction

We are continuing to implement the Differentiated Instruction Model by Dr. Vicki Gibson in an effort to move staff away from whole-group instruction and remain focused on small-group instruction and intervention. As such, many of our classrooms do not have materials that allow for this natural grouping of students. It is our desire to continue to use funds from SIG to purchase materials and furniture that will allow for us to implement instruction with fidelity and precision to increase student achievement through the "teaching table" and small group instruction/intervention efforts.

SECTION VII.B. – YEAR THREE TIMELINE

See Appendix A

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2012-2013

Discuss the 1003(g) School Improvement Grant (SIG) program as it will be implemented during the 2011-2012 school year. Include information about how the district will support 1003(g) SIG efforts programmatically and fiscally.

The grant will provide the training and extra scaffold for more parental involvement.
Although participation in family advocacy night increased from the beginning of the year to the end of the year, parent participation still proved to be lower that the goals that were originally set. A one time professional development training was provided to staff, and materials were created to help them make connections with parents more effectively; however, ongoing check-in and support will provide for more effective conversations between teachers and parents. A Parent Support/Community Liaison will address this issue and provide a foundation for teachers and students with behavior supports. Additional supports provided by the grant (M. Wynn and LINC) will also support more parental involvement.

The number of students requiring extended year was higher than we would have liked. Helping students take more responsibility for their learning remains a challenge. Identifying individual intervention plans for students was not easy, as well as setting up the various tiers of support proved to be a challenge this year also. The additional personnel (math and reading interventionists, UMKC tutors) will help address this need. The after school program and the Saturday Academy provided for the grant are supplementary supports to increase achievement.

Data supports (Acuity, Star) and training on how to utilize the data to drive differentiated instruction will be provided by the grant. Curriculum materials, technology, and incentives will support more engagement. Professional development will aid teachers in providing more rigorous and engaging lessons for higher student achievement.

Teachers will be trained in PBIS to increase more positive classroom management and continue to increase behavior supports for teachers. The character training, the After-school program and the mentorship curriculum will be a further support for students, teachers, and parents.

Smith-Hale Middle School 2075 SIG 1003g application-Carryover
Hickman Mills C-1 Schools

The district supports the SIG efforts by providing a Transformation Officer that is a liaison between the school and Central Office. This person also assists the school when barriers to improvement are slowing or stopping progress. The additional money available from the district and other federal programs is utilized to support the work of the grant. Continual evaluation of the programs and services provided by the grant are reviewed by central office. Those programs and services that are showing promise are expanded to other schools in the district. The superintendent meets regularly with the Transformation Officer, building administration and the outside consulting team to ensure that the progress is being made and the strategies and actions outlined in the grant are proceeding. The grant is providing the initial training that is needed for a transformation of a school. Powerful and effective learning experiences for all students in all classes are being accomplished by filling the school with excellent teachers. The plan has been thoughtfully designed for sustainability by the district and the school by increasing leadership capacity and unity of purpose for all stakeholders.

SECTION VII.D. – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year two..

There will be a number of changes for year two at Smith-Hale. Through-out the year, building administration has consistently observed classroom teachers for effectiveness and support. Teachers regularly met with administration to discuss achievement progress and analyzed achievement data. The building administration kept a map of staff to assist with professional development to improve instruction. After careful consideration, several teachers will not be returning to Smith-Hale. In addition, there were several Teach For America teachers that have decided to return home and a few teachers that decided to retire. The changes are as follows:

New to Smith-Hale – 2 Special Education teachers, 4 math teachers, 2 science teachers, 2 communication arts teachers, 1 counselor

We just hired a new principal for next year and have reassigned 2 assistant principals to Smith-Hale. We believe that the changes will provide a stronger leadership team.

The grant will provide additional intervention teachers and tutors. We are in the process of searching for good candidates that will help provide instruction for students that need extra help. We will also hire a Behavior Management staff member to assist with the implementation of Positive Behavior Instructional Support initiative. The grant will afford the school a social worker to help with emotional needs and resources that may be needed for families. In conjunction with the Family Advocacy program, a parent/community liaison will provide a bridge between the school and parents in an effort to garner a strong parent/school partnership.