

# **Hayti R-II School District School Improvement Grant Application**

**Submitted  
July 14, 2010**

**Missouri Department of Elementary and Secondary Education**

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## Abstract

This grant application is the culmination of the hard work and diligent planning of the Hayti R-II School District, Hayti High School, and the Hayti community. Hayti High School is a rural high school located in Pemiscot County, Missouri. The school serves approximately 330 secondary students, Grades 7-12. None of the students are English language learners, and approximately 17 percent are students with disabilities. In 2009, the Hayti R-II School District served 835 students overall. There are two elementary schools and one high school. The average racial composition at Hayti High School for 2008 and 2009 was 75% Black and 25% White.

With the assistance of Learning Point Associates, an extensive needs analysis was conducted in May and June 2010. In response to the key findings that surfaced and the willingness of both the district and school to embrace change, the transformation model was selected for Hayti High School. School closure was determined to undermine the already isolated Hayti community, and a charter school held no interest and no capacity for implementation. Although Hayti R-II School District was able to replace the principal, fulfilling the turnaround requirement of replacing half the teaching staff was improbable due to a limited pipeline of qualified teachers. Thus, the transformation model emerged as the best model to dramatically improve student performance at Hayti High School.

“Building Success: Every Student, Every Day” is the focus of Hayti High School and Hayti R-II School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success, lessen the achievement differential between White and Black students, and meet the 92% achievement target for all Hayti secondary students by 2013.

First and foremost, this plan is grounded in a leadership for change that focuses on building synergy between the strategic use of data, the powerful instructional practices that promote student engagement and specifically target individual learning needs, an extended instructional day in core academic subjects, and a positive behavior intervention system—all of which create a climate of success. In addition, this plan forges new partnerships and incentives among teachers and administrators to ensure that every teacher receives constructive observation feedback, coaching, and collaborative time to better align, deliver, and modify the curriculum and design targeted interventions that support student success every day for every student. Lastly, this plan provides new means and resources for the school to communicate with and better support parents in building and sustaining the academic and post secondary success of all Hayti students.

As the graphic below illustrates, “Building Success: Every Student, Every Day” requires a comprehensive and cohesive transformation plan that integrates strategies for change such that no one strategy serves a single goal. The overlapping circles and leadership base represent the five Missouri SIG goals and the shaded triangles represent the intersection of those circles. Listed within each triangle are the integrated strategies that work together to create change and propel Hayti R-II School District and Hayti High School forward in the transformation process so that by 2013, 92% of the students at Hayti High School will be proficient in Communication Arts and Mathematics on the MAP and End of Course assessments.

# “Building Success: Every Student, Every Day”



## **Competitive Priorities**

### **1. Implement one plan.**

The transformation plan represented in this SIG application for Hayti R-II School District and Hayti High School is the plan for student achievement, high teacher quality, instructional resources, parent and community involvement, and governance. In the past, Hayti High School did not receive Title I funds. It is the intent of the superintendent to allocate Title I funds across all schools in the Hayti R-II School District. To that end, this transformation plan will guide and anchor how Title I funds are used at Hayti High School. All other school and/or district improvement plans (e.g., technology plans and professional development plans) will align to the objectives and strategies detailed in this transformation plan. In addition, all goals and benchmarks for student achievement will align with state requirements for adequate yearly progress such that Hayti High School will meet or exceed annual measures by 2013.

### **2. Set ambitious targets for improvement.**

In 2009, 23.6% of secondary students in Hayti R-II School District achieved proficiency in Communication Arts, and 11.1% achieved proficiency in Mathematics. These scores fall far short of the 2009 proficiency targets of 59.2% and 45%, respectively. In addition, there are significant achievement gaps between White and Black students in both subjects.

The objectives and strategies of this transformation plan are targeted at aggressive student achievement so that by 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics. Implementation of integrated assessment and data systems will enable district and school leadership and Hayti High School teachers to set rigorous achievement targets quarterly as well as annually in order to build success for every student, every day.

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

Hayti R-II School District will consult and seek support from DESE on formulas for inclusion of student progress data and multiple performance-based assessments into the teacher evaluation system. Given the geographic isolation of Hayti, district leadership will work with the Regional Professional Development Center to establish a consortium of regional districts to complete a comprehensive review of current research on effective transformation models and teacher evaluation. A committee of teachers, district leaders, and school administrators will collaborate with the consortium and report back to the district and school. All revisions to the teacher evaluation system will align with research-based indicators of effective teaching and be rigorous, transparent, and equitable.

All teachers at Hayti High School will be evaluated in 2010-11. Classroom observations will occur multiple times each semester and result in the creation of a written professional learning plan. This process provides the documentation and leverage for Hayti High School to remove staff found to be ineffective in improving student outcomes.

Hayti R-II School District will work vigorously to recruit highly effective teachers. The consortium of regional districts will allow for the economy of scale to enable Hayti to work with teacher recruitment programs like Teach For America. Paid opportunities for highly qualified teachers to pursue post-graduate and masters-level education in their content area will be offered with a mutual understanding that teachers remain at Hayti High School for three years. Job postings will be publicized using all communication media as well as the Missouri Association for Rural Education and regional universities. The leadership team will use the Competencies for Successful Teacher Turnaround Framework as well as the Haberman Protocol to assure that all new hires are screened for fit to the transformation model.

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

Hayti High School will use the National High School Center's Early Warning Tool to identify students at risk of dropping out or delayed graduation. The district will support the design of a technology-based data tracking system to monitor student progress on the quarterly benchmark assessments as well as data from the Missouri School Wide Positive Behavior Support system. To promote the continuous use of data, Hayti High School will release 7 to 12 students for one hour each week to ensure weekly reviews of student data to identify student learning needs, differentiate instruction, and target interventions.

High-risk students will be enrolled in a double-core schedule such that they receive an additional 50 minutes daily of instruction in core content areas by the most effective teachers. Opportunities to create success include the following:

- A mandatory afterschool tutoring program.
- A “test-talk” advisory program.
- A community and school-based mentoring program.
- A junior and senior internship program.
- An enrichment program aligned to state and college readiness standards.
- A student portfolio project to identify personal goals for postsecondary success.
- Student-led conferences at midterm.

## **5. Be bold and innovative.**

Currently, Hayti High School operates in a more traditional manner, including the traditional school day with a voluntary afterschool tutoring program, a limited teacher evaluation system mainly for nontenured teachers, state assessments and quarterly grades as the sole measures of student achievement with minimal analysis, stand-alone professional development initiatives, and inadequate communication between families and school.

Taken together, this transformation plan presents innovative strategies to dramatically improve each of these areas, including the following:

- An extended school day with a double core schedule for high-risk students and the potential to move to a year-round school.
- An early warning system to identify high-risk students as well as the creation of benchmark assessments and a technology-based data tracking system.
- Observation and evaluation of all teachers in 2010-11 and the development of a new teacher evaluation system that includes measures of student progress and multiple performance-based assessments.
- Job-embedded professional development through a full-time curriculum coach, weekly professional learning communities, and a collaborative peer observation system.
- A community resource center housed in Hayti High School to build collaborative community school partnerships that ensure the success of every student, every day.

All funds from this SIG grant will supplement, and not supplant, the existing state, local, and federal funding that Hayti R-II School District and Hayti High School receive.

## **6. Demonstrate teacher commitment.**

Twenty seven teachers (96% of Grades 7-12 teaching staff) completed teacher surveys and eight teachers (29% of Grades 7-12 teaching staff) participated in interviews for the needs analysis. Seven teachers (25% of Grades 7-12 teaching staff), along with district and school administrators, parent and community members, one student representative, and consultants from the Regional Professional Development Center, were actively engaged in the co-interpretation of the needs analysis, the identification of key findings, and the development of this transformation plan.

A webinar was conducted on July 8, 2010, that presented all the objectives and strategies of this plan. Twenty seven teachers (96% of Grades 7-12 teaching staff) were in attendance. Teachers were asked to communicate their support for this plan in writing. As of July 14, 2010, 81% (26/32) of teachers and administrators at Hayti R-II High School, Grades 7-12, indicated in writing their commitment to this transformation plan. An additional 6 teachers committed verbally to the school and district leadership and will submit documentation of their commitment upon returning to school. This brings the total number of teachers and administrators voting in support of the transformation plan to 100%. Names of teachers and administrators agreeing to support the transformation plan can be found in appendix C tables 4 and 5.

## Leading Indicators

The following table provides details on measures, baselines, and annual targets for the leading indicators for school turnaround and transformation. Hayti R-II is committed to tracking and reporting these indicators as evidence of effectiveness of the Hayti High School Transformation Plan.

**Table A. Leading Indicator Benchmarks and Annual Goals**

<b>Leading Indicator</b>	<b>Measure</b>	<b>Baseline 2009-2010 unless noted</b>	<b>Year 1 Target 2010-2011</b>	<b>Year 2 Target 2011-2012</b>	<b>Year 3 Target 2012-2013</b>
Number of Minutes in the School Year	Calculations based on calendar and school schedule	73,080 total minutes in the school schedule	81,480 total minutes (extended school day by one hour, four days a week)	District will be studying options for extending the school year including the option of year round school.	
Student Participation on MAP & EOC by Subgroup	State reported data on assessment participation	<p>Com Arts</p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup>: 100% all subgroups</li> <li>• 8<sup>th</sup>: 97% (SES), 97% (Black), 100% (White)</li> <li>• HS: 100% all subgroups</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup>: 99 % (Black &amp; SES), 100% White</li> <li>• 8<sup>th</sup>: 97% (SES), 97% (Black), 100% (White)</li> </ul>	100% participation rate all subgroups	100% participation rate all subgroups	100% participation rate all subgroups
Graduation Rate (indicator added by Hayti R-II for Monitoring and Evaluation Purposes)	(Graduates / (9-12 Cohort Dropouts + Graduates) x100	<p>Total #: 50 Total %: 84.7</p> <p>Black #: 36 Black %: 80</p> <p>White #: 14 White %: 100</p>	90% Graduation Rate	95% Graduation Rate	100% Graduation Rate
Drop Out Rate	High school dropout rate is the number of dropouts divided by (September enrollment plus transfers in minus transfers out minus dropouts added to total	<p>Total #: 9 Total %: 4.4</p> <p>Black #: 6 Black %: 4</p> <p>White #: 3 White %: 5.3</p> <p>*For the past</p>	Total #: < 5 dropouts	Total #: < 3 dropouts	Total #: 0 dropouts

	September enrollment then divided by two (2).	three years the dropout rate has been less than 10% total and less than 5.5% by ethnic subgroup			
Student Attendance Rate	Average daily attendance	94.4%	95%	95%	95%
Number/Percent of Students Completing Advance Coursework (AP/IB, dual enrollment)	British Lit and Creative Writing Dual Credit offered by SEMO State	<ul style="list-style-type: none"> <li>• 1 course offered</li> <li>• 10/51 Seniors (20%)</li> </ul>	<ul style="list-style-type: none"> <li>• 2 courses offered</li> <li>• 25% of Seniors</li> </ul>	<ul style="list-style-type: none"> <li>• 4 course offered</li> <li>• 30% of Seniors</li> </ul>	<ul style="list-style-type: none"> <li>• &gt; 5 courses offered</li> <li>• 40% of Seniors</li> </ul>
Discipline Incidents	District Discipline Statistical Report – Teacher Referrals	834 incidents – (a 35% decrease from 2008-2009)	650 incidents	350 incidents	200 incidents
	State Reported Incident Referrals	<ul style="list-style-type: none"> <li>• 4 incidents leading to 10 day out of school suspension</li> <li>• 0 expulsions</li> </ul>	<ul style="list-style-type: none"> <li>• &gt;4 incidents leading to suspension and</li> <li>• 0 expulsions</li> </ul>	<ul style="list-style-type: none"> <li>• &gt;2 incidents leading to suspension and</li> <li>• 0 expulsions</li> </ul>	<ul style="list-style-type: none"> <li>• 0 incidents leading to suspension and</li> <li>• 0 expulsions</li> </ul>
Truants	Missing more than 5 days out of an approximately 88 day semester puts student in jeopardy for not earning credit	Semester 1: 87/330 (26%) Semester 2: 112/330 (34%)	< 20% each semester	< 15% each semester	< 10% each semester
Distribution of Teachers by Performance Level	In 2009-2010, all tenure teachers were observed one time and non tenure teachers were observed twice using the Hayti R-II School District Summative Evaluation Report based on the MO DESE Performance Based Teacher Evaluation Guide	<ul style="list-style-type: none"> <li>• Recommended for Rehire: 28/29 including Special School District staff</li> <li>• Recommended with Reservations: 1/29</li> <li>• Not Recommended: 0</li> </ul>	Increased observations may increase the number teachers not recommended for rehire.	New teacher evaluation processes will result in new performance levels. Targets for year 2 and 3 will be determined when the new performance levels are determined.	
Teacher Attendance Rate	Total actual days of teacher attendance / possible total days of teacher attendance x 100.	95% teacher attendance rate; 3 teachers below 90%	95% ; 0 teachers below 90%	98%; 0 teachers below 90%	98%; 0 teachers below 90%

**LEA/District School Improvement Grant Application  
Title I, Section 1003 (g) of ESEA**

**DIRECTIONS**

Mail the completed form to: Federal Instructional Improvement, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Instructional Improvement: Phone: (573) 751-9437; Fax: (573) 522-1759; or e-mail to: [webreplyimprfii@dese.mo.gov](mailto:webreplyimprfii@dese.mo.gov); Visit The Department's website at: [dese.mo.gov](http://dese.mo.gov)

**LEA/DISTRICT AND PROGRAM CONTACT INFORMATION**

<b>LEA/DISTRICT/AGENCY NAME</b> Hayti R-II	<b>COUNTY-DISTRICT CODE</b> 078002
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<b>NAME OF BOARD-AUTHORIZED REPRESENTATIVE</b> Jeff Tucker, Superintendent	<b>ADDRESS</b> 500 N. Fourth	<b>CITY, STATE, ZIP</b> Hayti, MO 63851
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<b>E-MAIL ADDRESS</b> <a href="mailto:tuckert@hayti.k12.mo.us">tuckert@hayti.k12.mo.us</a>	<b>TELEPHONE NUMBER</b> 573-359-6500	<b>FAX NUMBER</b> 573-359-6502
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<b>NAME OF GRANT CONTACT</b> same as above		
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<b>E-MAIL ADDRESS</b>	<b>TELEPHONE NUMBER</b>	<b>FAX NUMBER</b>

**THE DEPARTMENT'S APPROVAL**

For Department use only.

<b>The Department AUTHORIZED REPRESENTATIVE</b>	<b>SIGNATURE</b>	<b>DATE</b>	<b>TOTAL APPROVED</b> \$

**A. List of Schools to be Served:** (The Department will create a list of schools eligible and the LEA/district will mark the schools to be served and the selected interventions.)

<b>A. SCHOOLS TO BE SERVED: An LEA/district must include the following information with respect to the schools it will serve with a School Improvement Grant.</b>								
An LEA/district must identify each Tier I, Tier II, and Tier III school the LEA/district commits to serve and identify the model that the LEA/district will use in each Tier I and Tier II school.								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					Turnaround	restart	closure	transformation
Hayti High School	<b>078002</b>		X					X

Note: An LEA/district that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

*(NOTE: The Department will provide each LEA/district with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/district will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.)*

## Section B. Descriptive Information

### **B. DESCRIPTIVE INFORMATION: An LEA/district must include the following information in its application for a School Improvement Grant.**

**B(1)** For each Tier I and Tier II school that the LEA/district commits to serve, the LEA/district must demonstrate that—

- The LEA/district has analyzed the needs of each school and selected an intervention for each school
- The LEA/district has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's/district's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected and improvement activities in each Tier III school identified.

### **B(1)1 Needs Analysis**

With the assistance of Learning Point Associates, an extensive needs analysis, as described below, was conducted in May and June 2010. Hayti High School is a rural high school located in Pemiscot County, Missouri. The school serves approximately 330 secondary students, Grades 7-12. None of the students served are English language learners, and approximately 17 percent are students with disabilities. In 2009, the Hayti R-II School District served 835 students overall. There are two elementary schools and one high school. The average racial composition at Hayti High School for 2008 and 2009 was 75% Black and 25% White.

In response to the key findings that surfaced and the willingness of both the district and school to embrace change, the transformation model was selected for Hayti High School. School closure was determined to undermine the already isolated Hayti community, and a charter school held no interest and no capacity for implementation. Although Hayti R-II School District was able to replace the principal, fulfilling the turnaround requirement of replacing half the teaching staff was improbable due to a limited pipeline of qualified teachers. Thus, the transformation model emerged as the best model to dramatically improve student performance at Hayti High School.

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First and foremost, this plan is grounded in a leadership for change that focuses on building synergy between the strategic use of data, the powerful instructional practices that promote student engagement and specifically target individual learning needs, an extended instructional day in core academic subjects, and a positive behavior intervention system—all of which create a climate of success. In addition, this plan forges new partnerships and incentives among teachers and administrators to ensure that every teacher receives constructive observation feedback, coaching, and collaborative time to better align, deliver, and modify the curriculum and design targeted interventions that support student success every day for every student. Lastly, this plan provides new means and resources for the school to communicate with and better support parents in building and sustaining the academic and post secondary success of all Hayti students.

### **Comprehensive Needs Analysis**

The needs analysis included a thorough evaluation of all the domains and involved multiple perspectives of key stakeholders for Hayti R-II School District and Hayti High School. The first domain, Student Performance, was analyzed and evaluated using achievement data from Missouri Department of Secondary and Elementary Education and an extant document review. The following domains—Curriculum Development and Learning Management; Professional Development; Safe, Secure, and Engaging Environment; Information Technology and Data Management; Human Resources; and Leadership and Governance—were evaluated using an extant document review, administrator and teacher interviews, and teacher surveys. Fiscal and Budget Systems were evaluated by extant document review and superintendent and business manager interviews. Parent and community involvement was evaluated by parent and community focus groups and teacher and administrator interviews.

## **Key Findings of the Needs Analysis**

Following is a description of the key findings that arose from the co-interpretation process described below (see Methods Used to Analyze Data and Identify Key Findings), and which were used to drive the development of Hayti High School's transformation plan. Each key finding is presented with a brief summary of the evidence from the needs analysis that supports it.

### ***Key Finding 1.***

**In 2009, 23.6% of secondary students in Hayti R-II School District achieved proficiency in Communication Arts and 11.1% achieved proficiency in Mathematics. These scores fall far short of the 2009 proficiency targets of 59.2% and 45%, respectively. In addition, there is a significant achievement gap between White and Black students in both subjects. (Goal 1: Student Performance)**

This finding is supported by the Hayti High School 2008-09 School Accountability Report. In 2009, district achievement targets were 59.2% in Communication Arts and 45.0% in Mathematics. While Hayti's 2009 proficiency scores represent a 6.8% gain in Communication Arts from 2008 to 2009 and a 1.9% gain in Mathematics scores, this growth falls dramatically short of the 2009 annual proficiency target.

The data also reveal significant differences in performance between Black and White students. In 2008 36%, and in 2009, 34.4% of White students achieved proficiency in Communication Arts. On the same measure, only 10% of Black students achieved proficiency in 2008 and 20.9% did so in 2009. In 2008 and 2009, 21.2% and 25% of White students, respectively, achieved proficiency in Mathematics. On the same measure, only 5.6% of Black students achieved proficiency in 2008 and 6.8% in 2009. The average racial composition at Hayti High School for 2008 and 2009 was 75% Black and 25% White. The overall student body average for both years was 330 students.

Previous school improvement plans were developed by school administrators and teachers but did not involve parents or community members. While the School Board reviews monthly reports on student progress, the targets for academic achievement written in previous school improvement plans were not aggressive enough to move Hayti High School out of school improvement status. Moreover, despite Hayti's graduation rate of 84.7% in 2009 (85% for the state of Missouri), the severe lack of proficiency in Communication Arts and Mathematics raises significant concern for the preparedness of students for post secondary education.

### ***Key Finding 2.***

**Teachers report that they do not know how to analyze student achievement data, and they need help developing teaching strategies for differentiating instruction—particularly for lower achieving students. (Goal 2: Highly Qualified Staff; Goal 3: Facilities, Support, and Instructional Resources)**

Support for this key finding came from the Teacher Interview report, the Administrator Interview report, and the Teacher Survey report. While interviewed administrators indicated that students are identified for academic intervention and support through student grade reports, standardized test scores, and end of course (EOC) exams, interviewed teachers indicate that they and their peers do not understand how to analyze these student achievement data. Further, a number of interviewed teachers expressed frustration that they have "no time to wait on all students to master concepts," yet they also feel that they do not have strategies at their command to help those students who are furthest behind. In the Co-Interpretation and Action Planning meetings, both teachers and administrators repeatedly referenced a lack of student engagement in lessons and academic coursework as interfering with their attempts to differentiate instruction. Findings also indicate the voluntary tutoring program was not adequate in meeting student learning needs.

Through the document review process of the needs analysis, Hayti R-II School District's lack of capacity for data management and analysis emerged. Learning Point Associates consultants noted a lack of standardized assessment practices across the high school. Although Grades 7 and 8 had been developing quarterly assessments during the past year, the data from these assessments were analyzed by individual teachers rather than through a collaborative process. At the high school level, there appeared to be no consistent assessment or data analysis processes across classrooms. Therefore, state achievement data and teacher generated grades are the only indicators of student academic success readily available for analysis. This results in teachers not having adequate information about specific content and skill areas that require intervention at both the student and class level.

In addition, Hayti High School does not have a quality student data tracking system that supports the collection and analysis of student assessment data from multiple perspectives or a user-friendly data system that allows school and district staff access to the data in a timely manner. As a result, the use of data to drive instructional decisions and target resources and ongoing support to low proficiency students is impeded, as is communication with parents and the community.

***Key Finding 3.***

**The administration offers and encourages professional development, but teachers feel the professional development sessions are a waste of time and lack impact. (Goal 2: Highly Qualified Staff)**

This finding is supported by the Teacher Interview, Teacher Survey, and Administrator Interview reports. Administrators interviewed indicated that the Hayti administration strongly encourages teachers to engage in professional learning opportunities, and teachers are generally responsive to those opportunities that help them improve their instructional skills. However, more than half of teachers surveyed report that the professional learning sessions provided are not effective, and what they learn is not translated to classroom practice. Teacher survey results also indicate that while teacher professional development offerings have addressed content standards, little emphasis has been devoted to the development of learning strategies for lower proficiency students. Interviewed teachers also indicated that they lack strategies and resources for reaching their lower performing students in Reading/Communication Arts and Mathematics, and are likely to spend informal collaboration time with their colleagues developing ideas to address these issues.

In a review of district documents, Learning Point Associates noted that teachers are provided with standalone professional development opportunities such as training from the Regional Professional Development Center (RPDC) or other external events. Evidence of job-embedded professional development in terms of formal collaboration or coaching were not apparent.

***Key Finding 4.***

**There is a need to align the curriculum horizontally and vertically to meet the requirements of the Grade Level Expectations (GLEs) and support the needs of low achieving students. (Goal 1: Student Performance)**

This finding is supported by the Teacher and Administrator Interview reports. Administrators interviewed indicated that students need to increase their content knowledge, and that it is their goal that every lesson be aligned with state standards. Although district personnel have been working with the local education service agency on alignment of the Communications Arts and Mathematics curricula to the state standards, teachers indicated that they need additional time to work on ensuring horizontal and vertical alignment within and across grade levels. On-site content coaches are not currently in place in Hayti to help facilitate this work, however, there will be a curriculum coach in the coming year. Moreover, in the Co-Interpretation and Action Planning meetings, both teachers and administrators repeatedly referenced a lack of student engagement in lessons and academic coursework as interfering with their attempts to differentiate instruction.

In partnership with the Regional Professional Development Center, all Grades 7-12 faculty have participated in annual reviews of core subject area curricula. Subject-area curricula have been revised and updated to meet state adopted standards and GLEs. Bimonthly department meetings during the school year, from 2005-06 to 2009-10, furthered this work. As part of the needs assessment, Learning Point Associates reviewed the district curriculum documents. The Hayti R-II Mathematics curriculum lists specific objectives for Grades 9 and 10 and references the appropriate state standards. However, the curriculum lacks a specific framework for what is to be taught and guidance such as content and skill specificity, scheduling/pacing for delivery of instruction, or materials to be used.

***Key Finding 5.***

**Although the school provides some academic supports for low achieving students, identifying and implementing more effective support strategies is needed. (Goal 1: Student Performance; Goal 3: Facilities, Support, and Instructional Resources)**

This finding came out of data from the Parent Focus Group report, the Teacher Interview Report, and the Administrator Interview Report. Teachers and administrators interviewed indicated that while Hayti provides afterschool tutoring and credit recovery programs, attendance is not mandatory and student attendance is inconsistent. Further, student attendance,

progress, and outcomes from these programs are not formally tracked, and records are not kept. Nor is there any alignment between what happens in these afterschool programs and the instruction that takes place during the school day.

Parents participating in the focus groups do not believe that students understand the critical nature of annual standardized tests, and they do not believe the school is doing enough to provide failing students with additional academic intervention and support. At the same time, interviewed administrators felt that additional academic supports would be more effective if they could be tied to a higher level of parental support and involvement and student engagement.

### ***Key Finding 6.***

#### **Parent/school communication is inadequate. (Goal 4: Parent and Community Involvement; Goal 5: Governance)**

This finding was based on data from the Teacher and Administrator Interview reports and the Parent Focus Group report.

Parents participating in the focus groups reported that although teachers are responsive when contacted, the onus for initiating contact always falls upon the parent. Currently, the only formal opportunities they have to interact with the teachers and administrators are during parent/teacher conferences, which parents perceive as inadequate. Parents also noted that a level of disrespect seems to exist both between students (bullying was cited as a problem) and between teachers and students. Both teachers and parents felt that improved home/school communication would help to resolve that issue, and teachers and administrators felt strongly that a higher level of parent/community involvement in the school would be necessary to raise student achievement overall.

### ***Positive Key Findings.***

Two positive key findings also emerged from the co-interpretation process. These findings, indicating what is being done well in the school, are as follows:

1. Teachers have adequate resources available such as technology, textbooks, and instructional materials. (Administrator Interviews, Teacher Surveys)
2. Facility is appropriate, however, Junior High hallways are too small. (Teacher Surveys, Administrator Interviews)
3. Hayti R-II School District meets the basic requirements for fiscal and budget management. (Document Review, Superintendent and Business Manager Interviews)

### **Methods Used to Collect Data for the Needs Analysis**

The needs analysis involved the collection of five types of comprehensive data and the perspectives of multiple school and district stakeholders. Methods for collection included the following:

***Student Performance Data.*** The first type of data collected was Hayti High School student achievement data. Available data was accessed via the Missouri Department of Elementary and Secondary Education School Statistics Web site. A detailed analysis of student achievement data can be found in Appendix A.

The analysis process explored data from the Missouri Assessment Program (MAP) in Mathematics and Communication Arts for Hayti's Grade 7 and 8 students. This data was analyzed and disaggregated from several perspectives: 2009 global achievement in Mathematics and Communication Arts in terms of Missouri's progress indicators (Advanced, Proficient, Basic, Below Basic), 2006-2009 grade level trend data, and 2006-09 subgroup trend data by grade level. The needs analysis also explored ACT and graduation data for Hayti's high school students from 2004 to 2008, including composite scores, comparisons to national averages, comparisons to Missouri statewide data, and graduation and dropout rate data. State assessment data was the only student performance data available for review thus highlighting the needs for assessment and data analysis support described above.

***Administrator Interviews and Teacher Interviews.*** Learning Point Associates conducted multiple administrator and teacher interviews in late May and early June 2010 that examined the following domains of the needs analysis: Student Performance; Curriculum Development and Learning Management; Information Technology and Data Management; Leadership and Governance; Professional Development; Safe, Secure, and Engaging Environment; and Human Resources. Three school and district administrators (75% of Grades 7-12 administrative staff), two student

support staff, and eight teachers (29% of Grades 7-12 teaching staff) participated in interviews. Teachers were selected through a stratified random process.

***Parent and Community Focus Groups.*** On May 28, 2010, Learning Point Associates conducted two focus groups with eleven parents, one grandparent and one community member. The participants remained actively engaged in the discussion and each of them contributed to each of following domains of the needs analysis: Parent and Community Involvement; Safe, Secure, and Engaging Environment; Leadership and Governance; and Student Performance. Eleven parents participated in focus groups.

***Teacher Surveys.*** Teacher Surveys were completed by twenty seven teachers (96% of Grades 7-12 teaching staff) in late May 2010. The survey was administered to learn about the opinions and experiences of all teachers, no matter the subject area or grade levels they teach. The survey addressed the following domains: Student Performance; Curriculum Development and Learning Management; Information Technology and Data Management; Leadership and Governance; Professional Development; and Safe, Secure, and Engaging Environment.

A more detailed explanation of the methods used for gathering interview, focus group and survey data and a detailed list of the topics examined in each, including how they inform the domains of the needs analysis (bulleted above), can be found in Appendix B.

***Document Review.*** Learning Point Associates also conducted an in-depth review of curriculum, assessment, professional development, and fiscal documents. Twelve documents, including, for example, Hayti R-II 2008-09 Accountability Plan, Hayti R-II School District Professional Development Policy, and Hayti High School Curriculum and GLEs, were analyzed and used to inform the needs analysis. The document review addressed the following domains: Student Performance; Curriculum Development and Learning Management; Professional Development; Safe, Secure, and Engaging Environment; Information Technology and Data Management; Human Resources; Leadership and Governance; and Fiscal and Budget.

Of note: Learning Point Associates evaluated the ***Fiscal and Budget Systems through extant document review and interviews with the superintendent and business manager.*** Data was analyzed for the needs analysis but not included in the Co-Interpretation process described below. The outcome of this analysis, as noted in Positive Key Findings, did not affect the choice of intervention model nor did it negatively impact student learning. A summary of the evaluation of Hayti R-II Fiscal and Budget Systems can be found after the following section.

## **Methods Used to Analyze Data & Identify Key Findings of Needs Analysis**

Data collected from the needs analysis was presented to the school at a Co-Interpretation meeting on June 10, 2010. The Co-Interpretation process, developed by Learning Point Associates, ensures full participation of all stakeholders in the design of school improvement plans. Four district and school administrators (100% of Grades 7-12 administrative staff), seven teachers (24% of Grades 7-12 teaching staff), five parent and community members, one student representative, and four consultants from the Regional Professional Development Center were present. Appendix C lists all stakeholders who were in attendance at the Co-Interpretation meeting as well as stakeholders who were invited but were unable to attend.

During this meeting, stakeholders read the data reports, and through a facilitated and collaborative group process, identified and prioritized key findings that emerged from the data. Of note, the student performance data, as explained in Key Finding 2, was limited to state achievement data and teacher generated grades. Hayti High School does not have a student data tracking system that supports the collection and analysis of student assessment data from multiple perspectives or a user-friendly data system that allows school and district staff access to the data in a timely manner.

The Co-Interpretation process began with all stakeholders working in representative teams (i.e., an administrator, a teacher, a community member, and a student) to draw out data points and categorize their findings under the five goals of consistent with the School Improvement Grant and ePeGs planning template: Student Performance, Highly Qualified Staff, Facilities, Support and Instructional Resources, Parent and Community Involvement, and Governance and Leadership.

Once findings were posted, news teams were formed, equally as representative, and through further discussion and collaboration, each team generated key findings that synthesized several of the findings and triangulated to more than one data report. These key findings had to identify issues, challenges, or strengths that were systemic to the school and if

addressed, would likely improve school and student achievement. Once developed, the key findings were presented to the whole group and refined to reach consensus and understanding.

All stakeholders were then asked to prioritize and vote on the most critical key findings. Participants used the following criteria to rate key findings:

- Is the key finding one of the most critical problems faced by the school and addressed by the needs assessment?
- If resolved, would student achievement improve sufficiently to move the school out of corrective action?
- If resolved, would there be a measurable, positive impact system wide?

It was through this unique, collaborative Co-Interpretation process that the following key findings emerged. Because Co-Interpretation requires considerable analysis, thought, and discussion, all key stakeholders gained both an in-depth understanding of the data collected from the needs analysis and the key findings used in the development of this school improvement plan.

Feedback from participants at the end of the Co-Interpretation process, included the following comments:

- *“I learned how important it is for me to get the training that I need to implement in my classroom.”*
- *“I never looked at it from a different perspective. Some parents are working two jobs. There comes a time when we’re going to have to recognize that. There are a lot of societal pressures on our community.”*
- *“What I’m walking away with is an overall consensus that the main problem is a lack of communication.”*
- *“I learned that most teachers have serious concerns for their students and the parents and they are experiencing extreme difficulties in reaching both.”*

### **Fiscal and Budget Analysis.**

Learning Points Associates interviewed the Superintendent and Business Manager to assess the district fiscal and budget history and current conditions. Interview questions were generated from the Council of Chief State School Officers publication “Decisions Support Architecture Consortium (DSAC) – Phase II,” October 2008, section Category: 09 Finance and Assets. The Finance and Assets Section outlines best practices for school districts with regard to financial and budgetary matters.

The document review and analysis of the afore-mentioned interviews led to the Positive Key Finding that Hayti R-II School District meets the basic requirements for fiscal and budget management. Both district finance officers comply with the Missouri School Accounting manual recommendations for all financial reporting and state and federal laws. Hayti R-II School District has over a 4 million dollar reserve and only \$700,000 in debt for climate control systems that will ultimately help reduce costs. Annual budgets are prepared by the superintendent, approved by the School Board, and amended as needed throughout the year. In previous years, Hayti R-II School District has passed all federal audits. They also have adequate insurance provided by Missouri United School Insurance Consortium.

### **Summary of Selected Intervention Model**

In summary, the transformation model was chosen for Hayti High School and Hayti R-II School District as the best model to dramatically improve student performance and build success, every student, every day. School closure was determined to undermine the already isolated Hayti community. A charter school held no interest and no capacity for implementation. Although Hayti R-II School District was able to replace the principal, fulfilling the turnaround requirement of replacing half the teaching staff was improbable due to a limited pipeline of qualified teachers.

### **B(1)2 District Capacity**

While Hayti’s 2009 proficiency scores represent a 6.8% gain in Communication Arts from 2008 to 2009 and a 1.9% gain in Mathematics scores, Hayti R-II School District has not yet effectively implemented the requirements of the transformation plan in a way that has had significant impact on student achievement. As noted in Key Finding 1, past school improvement plans did not include all stakeholders and student achievement targets were not aggressive enough to move Hayti High School out of school improvement status. In addition, past school improvement initiatives, lacked cohesion and were not comprehensive and thus met with minimal success.

As a result of the needs analysis and collaborative Co-Interpretation and Action Planning processes, all key stakeholders have participated in and galvanized around the development of the transformation plan presented here in this SIG application. District and school leadership, teachers as well as family and community members have demonstrated their support for the integrated and comprehensive approach of “Building Success: Every Student, Every Day.” To that end, Hayti R-II School District, in partnership with Hayti High School, has taken the following steps, as required by the transformation model, to demonstrate its willingness to embrace change:

- In May 2101, Hayti R-II School District replaced the principal who led Hayti High School prior to the commencement of this plan. A member of the teaching faculty familiar with Hayti R-II schools and community was hired as the principal for 2010-11.
- On June 10, 2010, the School Board of Hayti R-II School District approved the proposal to lengthen the school day by one hour each day for a total of an additional 174 hours available for instruction. Each of the seven instructional periods will increase from 50 minutes to one hour, lengthening the instructional day from seven hours to eight hours in 2010–11 and subsequent school years. Documentation of the Board action can be found in Appendix D.
- Hayti R-II School District has over a \$4 million reserve and only \$700,000 in debt for climate control systems that will ultimately help reduce costs. Teachers and administrators report that classrooms have adequate resources available such as technology, textbooks, and instructional materials.
- The Hayti R-II School District is sponsoring summer 2010 professional development trainings for K–12 teachers and administrators in the following areas: Positive Behavior Support, Professional Learning Communities, Cooperative Learning, Response to Intervention, and Boosting Bootheel Mathematics.

### **Successful School Improvement Initiatives**

Recent school improvement initiatives Hayti R-II School District has successfully implemented in its low-achieving schools and positively impacted student achievement are detailed below:

In 2009, as described in the Hayti R-II Accountability Plan, Hayti High School tracked failing quarter grades in an effort to increase the number of graduates by two percent. In first and second quarter, 22% and 20%, respectively, of quarter grades for all secondary students were failing. Students at risk of not graduating enrolled in a Credit Recovery Program that offered self-paced computerized instruction and tracks student progress through ongoing assessments. Graduation rates from 2007–08 to 2008–09 improved from a baseline of 81% to 84.7%. Moreover, on average, from 2005 to 2009, 60% of graduating seniors entered four-year colleges, two-year colleges, or postsecondary institutions.

Hayti R-II School District intends to build upon the success of the quarterly benchmark assessment system implemented in Grades 3–8 during 2009–10. This technology-based system, created by Software Technology Inc., identified the lowest performing students in reading and Mathematics. Through regular teacher analysis of the data and targeted instruction in Grade 6, for example, an average of 67% of students of concern achieved mastery of quarterly Reading and Mathematics GLEs. Implementing a similar data tracking system, with consistent data analysis and targeted interventions for all students in Grades 7-12, will further build success for every student, every day.

A dual enrollment course in English is offered at Hayti High School for students to earn college credit through Southeastern Missouri State University. In addition, as reported in the Hayti R-II Accountability Plan, the total number of students enrolled in advanced courses (but not Advanced Placement) at Hayti High School increased from 236 students in 2006–07 to 514 students in 2009–10. The reported number is the number of student enrollments in these courses. Similarly, the number of Juniors and Seniors enrolled in career education courses increased from 228 students in 2007–08 to 288 students in 2009–10. Peer tutoring groups for the ACT were also established in 2009–10, and GEAR-UP sponsored a practice ACT test. In 2009, the composite ACT score was 17.0, an increase from 16.3 in 2008 (but a decline from 18 in 2007).

In 2009–10 school year, discipline referrals declined by 35 percent, from a baseline of 1,274 referrals in 2008–09 to 834 referrals in 2009-10. As of 2009, none of the referrals resulted in expulsion and less than 1 percent involved a 10-day suspension. In addition, the district purchased and operated 16 security cameras inside and outside of all school buildings. Teachers and administrators reported that the decrease in discipline referrals was the result of improved instructional practices (“teaching bell to bell”), increased student participation in extracurricular activities such as

athletics and the resulting monitoring by coaches, and efforts of individual teachers to provide support to student social and emotional needs.

In partnership with GEAR UP, the district sponsored two Parent Community Nights in 2009–10. Over 80 parents and community members were in attendance. GEAR UP provided the educational programming on postsecondary education. The district provided appropriate family entertainment and refreshments. In addition, in 2006–07, the district purchased a voicemail system and employed it in all schools to prevent future incoming calls from being dropped. Both initiatives had a positive impact on parent and school relations.

Recent school improvement initiatives Hayti R-II School District has implemented in its low-achieving schools that have met with minimal success or insufficient impact on student achievement include the following:

The afterschool tutoring program was voluntary and ran for 45 minutes daily. It was structured to allow students to redo assignments in order to improve their grades. An average of the initial failing grade and the grade earned on the revised assignment was the final grade (i.e., 50F and 90A averages to 70C.) Students self-selected to participate. Unfortunately, progress data for individual students as well as overall evaluation data of the effectiveness of this program are not available. A redesign of this program, including mandatory participation for students of concern and specific targeted instruction that meets individual learning needs, is included in this transformation plan.

In partnership with the Regional Professional Development Center, all Grades 7-12 faculty have participated in annual reviews of core subject-area curricula. Subject-area curricula have been revised and updated to meet state adopted standards and Grade Level Expectations (GLEs). Bimonthly department meetings during the school year, from 2005–06 to 2009–10, furthered this work. In 2009–10, as part of the 90-Day Strategic Plan, developed in partnership with University of Virginia School of Business and School of Education, core subject-area teachers progress monitored GLEs and tracked mastery on data charts in classrooms. This data was self-reported and no evaluation data is available. As noted in Key Finding 4, the need for the curriculum to be more clearly articulated in terms of objectives, pacing and outcomes measures and implemented with fidelity will be addressed in this transformation plan.

In 2008-09, the district purchased SMART boards for every core subject classroom in Grades 7-12. The Regional Professional Development Center of Missouri provided training to teachers on effective instruction using SMART boards. In May 2010, the district piloted the Seneteo Interactive Response System, more commonly known as clickers, in conjunction with the SMART Boards. These hand-held devices enable all students to click in their answers to questions. The results appear on the SMART Board within minutes and generate critical performance data for teachers to analyze and use to differentiate their instruction. Schoolwide data was not tracked. In response to Key Finding 2, the implementation of a student data tracking system is included in this transformation plan to ensure Hayti High School is building success for every student, every day.

No Advanced Placement courses are currently offered at Hayti High School due to a lack of certification on behalf of the faculty. A content area masters degree is required. As described in Goal 2, incentives to attract and retain teachers of high quality are included in this transformation plan to help address this need. Opportunities for expanding dual enrollment opportunities are also included.

As part of the 90-Day Strategic Plan, developed in partnership with University of Virginia School of Business and School of Education, students and administrators signed a contract at the start of the 2009-10 school year to signify a change culture at Hayti Junior High and High School. T-shirts with the slogan: CHANGE (Can Hayti Accept New Goals and Expectations? YES) were distributed to students, parents, teachers, and administrators. While both initiatives were implemented, they had no significant impact on student achievement.

Thus, because past school improvement initiatives have met with inconsistent and minimal results, there remains a definitive and urgent need for more dramatic transformation. Hayti R-II School District and Hayti High School, as well as key stakeholders, are committed to implementing the comprehensive transformation plan represented here in this SIG application and described below.

## Written Plan for School Transformation

“Building Success: Every Student, Every Day” is the focus of Hayti High School and Hayti R-II School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success, lessen the achievement differential between White and Black students, and meet the 92% achievement target for all Hayti secondary students by 2013.

First and foremost, this plan is grounded in a leadership for change that focuses on building synergy between the strategic use of data, the powerful instructional practices that promote student engagement and specifically target individual learning needs, an extended instructional day in core academic subjects, and a positive behavior intervention system—all of which create a climate of success. In addition, this plan forges new partnerships and incentives among teachers and administrators to ensure that every teacher receives constructive observation feedback, coaching, and collaborative time to better align, deliver, and modify the curriculum and design targeted interventions that support student success every day for every student. Lastly, this plan provides new means and resources for the school to communicate with and better support parents in building and sustaining the academic and post secondary success of all Hayti students.

The Hayti R-II School District and Hayti High School plans for transformation were written in collaboration with key stakeholders over the course of three days at Hayti High School (see B(8) Stakeholder Involvement) and in communication thereafter. These detailed plans include identified planning goals, measurable objectives, strategies and action steps for the transformation model. The Hayti R-II School District’s ePeGS plan can be found in Appendix F. Hayti High School’s ePeGS plan can be found in Appendix G.

Both Hayti R-II School District and Hayti High School plans are written in a format consistent with the requirements of Missouri’s planning, budget, and reporting system. Hayti R-II School District has the capacity to use school improvement funds to provide adequate resources and related support to Hayti High School (Tier II) in order to implement, fully and effectively, the required activities of the school transformation model. A description of the plan follows:

### **Goal 1: Student Performance**

*District and School Objective: By 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics, representing a 58.4% increase in Communication Arts scores from a baseline of 23.6% proficiency in 2009-10 and an 80.1% increase in Mathematics scores from a baseline of 11.9% proficiency in 2009-10.*

As described below, Hayti R-II School District and Hayti High School will work together to implement four priority strategies in support of this objective:

- 1 Implementation of a comprehensive data tracking system
- 2 Training for teachers in implementing lessons that are rigorous, align to state standards, use a variety of instructional strategies, and incorporate descriptive feedback for students
- 3 Development of supports for teachers to help them use and analyze data
- 4 Additional core content exposure for students dramatically below proficiency

In response to the Key Findings 1 and 2 of the needs analysis, as well as the related finding regarding Hayti R-II School District’s lack of capacity for data management, the first priority is to **implement a comprehensive data tracking system**. Building on the successful formative assessment practices implemented in the elementary grades, STI Data Management Solutions will work with Hayti High School teachers to create interim benchmark assessments for monitoring quarterly student progress toward MAP and EOC assessments. As noted in Key Finding 4, no such system currently exists at Hayti High School. Building success, every student, every day, requires that teachers not only know what they’re building success toward, but have a system in place to assess how students are doing in relationship to that success.

The second priority to support dramatic change in student performance is to effectively analyze this new data and support and **train teachers in implementing lessons that are rigorous, align to state standards, use a variety of instructional strategies, and incorporate descriptive feedback for students**. To do this effectively, the curriculum will need to be more clearly articulated in terms of objectives, pacing and outcomes measures. This work is to be accomplished in weekly collaboration meetings and overseen by the curriculum coach, as detailed in Goal 3. In addition, Elbow-2-Elbow Educational Consulting will work directly with teachers and the curriculum coach on implementing high yield instructional strategies to maximize student engagement and student achievement. In all

content areas, teachers will implement lessons that utilize the entire class time, are aligned to state standards, and include research based instructional strategies. Additional technological resources such as computers, printer, and digital media will be purchased by the district to enhance students' development of 21<sup>st</sup> Century skills.

The third priority is **supports for teachers to use and analyze data**, as noted in Key Finding 4, to change instruction to meet the needs of every student, every day. These supports are detailed in Goal 2, as is the role of the curriculum coach to provide job-embedded professional development, oversee professional learning communities, and facilitate collaborative peer observations for teachers to identify strategies that engage all students and then be better able to implement research based learning strategies, including for example, Hattie's Visible Learning<sup>1</sup>, Marzano's Effective Teaching Strategies<sup>2</sup>, and Culturally Responsive Teaching, into their own classrooms. District and school leaders, along with the curriculum coach, will conduct informal walkthroughs on a monthly basis to monitor instruction and student learning outcomes. In addition, district and school leadership will create a school data "war room" with charts of student progress in relation to interim benchmark targets and observation data of teachers. This "war room" will serve to provide visual monitoring of progress by all staff, district leadership, and the School Board.

The fourth priority is to **provide additional core content for students dramatically below proficiency**. To do this, the school day has been extended to accommodate an extra period in which students receive fifty additional minutes of instruction targeted to their specific learning needs. The most effective Communication Arts and mathematics teachers, as demonstrated by student progress and indicators of student engagement will be assigned to teach these courses. This double core course schedule is a required intervention. Previous interventions, as noted in Key Finding 2, were voluntary and as such, proved to be inadequate in addressing the needs of low proficiency students. For students not enrolled in double core courses, an enrichment program will be developed that aligns to state and college readiness standards and include for example, project based learning, post secondary opportunities, professional goals and career exploration, and advanced course work. District leadership will ensure all parent and community stakeholders are aware of the change, its purpose, and benefit to all students.

*District and School Objective: By 2013, and in consultation with teachers and/or administrators, 100% of Hayti High School students will identify personal goals for post secondary success. Evidence of progress towards meeting those goals will be captured in individual student portfolios, including such things as student reflections on "Test Talks," participation in extracurricular activities, Missouri Connections Tool documents, and participation in mentoring and student internship activities.*

In order to support this objective, the Hayti community will engage in six key strategies:

- 1 Convening a committee to design the student portfolio project
- 2 Providing access to enrichment courses for all students
- 3 Instituting a student internship program
- 4 Developing training for internship providers, and engaging an external evaluator to gauge program effectiveness
- 5 Quarterly individual student advisory meetings with a teacher or administrator
- 6 Schoolwide recognition of academic excellence

A committee of selected students, based on demonstrated leadership in academics, extra-curricular, and community service, will design a **student portfolio project** as a means for all students to identify, reflect upon, modify, and expand their personal goals for postsecondary success. Under the guidance of a lead teacher, this committee will

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<sup>1</sup> Hattie, Hattie, John. 2008. Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. New York: Routledge.

<sup>2</sup> Marzano, R.J., Pickering, D.J., and Pollock, J.E. 2004. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. New York: Prentice Hall.

survey students and parents and present their recommendations to the school board, faculty and parents. Student portfolios will be reviewed at the quarterly advisory meetings described above.

In addition, **all students will have access to enrichment courses** at least one semester per year. Teachers assigned to teach enrichment courses will include explicit connections to post secondary opportunities, career and vocational choices, and college preparation. District and school leadership in collaboration with the Community Resource Center (CRC) Advisory Board (see Goal 4) will also recruit community and business leaders to participate in and potentially co-teach enrichment courses.

As a natural extension of these enrichment opportunities, **a student internship program** will be developed for Hayti High School seniors and qualifying juniors. Internships, or work-based learning programs, provide opportunities for students to make connections between classroom instruction and future careers. They engage students in learning time management skills, analytical and problem solving skills, and effective communication strategies, as well as helping students refine their career goals, identify their strengths and challenges, and build confidence in their abilities. As noted in Key Finding 5, parents feel students need context and support to understand why academic proficiency is important as well as exposure to a broader array of postsecondary opportunities.

District and school leadership in collaboration with the CRC Advisory Board (see Goal 4) will research effective internship programs and develop implementation plans as well as **training for internship supervisors and hosts**. An external evaluator will identify the indicators, outcome measures and monitoring processes needed. The CRC Advisory Board and district leadership will work together to recruit and select community organizations and businesses for internship locations. Teachers will select eligible students for an initial summer pilot, after which modifications to the program will be made. Participation in this internship program, as well as student progress and learning outcomes will be tracked and incorporated in student portfolios.

Regular advisory meetings, commonly called “Test-Talks,” will be implemented such that **every student has quarterly meetings with an assigned teacher or administrator** to discuss his/her academic performance as well as personal, career or post secondary education goals. As noted in Key Finding 5, parents feel students need context and support to understand why academic proficiency is important. To communicate college readiness to students and parents, teachers will administer ACT: Explore assessment in Grade 8 and ACT Plan assessment in Grade 9. Both assessments will identify students for double core classes and/or other interventions and provide a nationally normed measure for the school’s Early Warning System. (See Goal 3.) District leadership will monitor student progress and communicate progress to the School Board, community and parents. The district will also consult with an external provider on necessary revisions to assessment, curriculum, data use plans and processes.

Finally, to **promote the recognition of academic excellence**, Hayti High School will provide letterman jackets to students meeting academic excellence standards and include this recognition in the school newspaper and other community publications. The goal is to make it “cool” to be smart.

## ***Goal 2: Highly Qualified Staff***

*District Objective: By June 2013, Hayti R-II School District will have developed and implemented multiple strategies and incentives for improved teacher satisfaction and effective teaching.*

As required by the transformation model and in response to Key Finding 1, Hayti R-II School District will **develop strategies and incentives to increase and sustain retention of highly effective teachers** at Hayti High School. Incentives include, but are not limited to continuing education credits for participation in targeted professional development at local universities, flexible scheduling, additional leadership opportunities, and added compensation. In addition, a Teacher Recognition Program will be developed to regularly honor teachers at meetings who demonstrate continued professional growth and accelerated student learning. No such incentives or recognition programs currently exist.

*District Objective: To recruit and attract highly qualified faculty and staff starting in August 2010 and continuing into the future, Hayti R-II School District will create and implement a few, effective recruitment processes as evidenced by records of recruitment and retention of highly effective teachers.*

Given the geographic isolation of Hayti, the district will work vigorously to **recruit highly effective teachers**. Paid opportunities for highly qualified teachers to pursue post graduate and masters level education in their content area will be offered with a mutual understanding that teacher(s) remain at Hayti High School for three years. A content area

master degree is required to teach Advanced Placement courses. As such, this paid opportunity will serve to increase the rigor of academic study offered at Hayti High School. No teachers at Hayti High School are currently certified to teach Advanced Placement courses.

District leadership will join other regional districts to create a consortium of districts with a large enough student population to enable Hayti R-II School District to work with recruitment programs like Teach for America. In addition, new job postings will be publicized using all communication media as well as the Missouri Association for Rural Education and regional universities. The leadership team will use the Competencies for Successful Teacher Turnaround Framework as well as the Haberman Protocol to assure that all new hires are screened for fit to the transformation model.

*District and School Objective: To improve teacher effectiveness, by June 2013, Hayti R-II School District will have developed and implemented a targeted evaluation process using multiple measures including student achievement that provides teachers with regular ongoing formative evaluations, open communication and clear expectations.*

In order to support this objective, Hayti R-II School District and Hayti High School will implement three key strategies, in keeping with the requirements of the transformation model:

- 1 Consult with DESE and other districts on the development of a teacher evaluation system
- 2 Design and/or select specific protocols for ongoing teacher *formative* evaluations
- 3 Determine methods of identifying and rewarding teachers and leaders who have a positive impact on student achievement

Given the lack of processes in place to recognize, evaluate and reward teachers for their leadership capacity and student performance, Hayti R-II School District will consult and seek support from DESE on formulas for inclusion of student progress data and multiple performance-based assessments into the **teacher evaluation system**. Because Hayti is geographically isolated, Hayti R-II School District will work with the Regional Professional Development Center to establish a consortium of regional districts and complete a comprehensive review of current research on effective transformation models and teacher evaluation. A committee of teachers, district leaders, and school administrators will participate in the review and report back to the district and school. All revisions will align with research-based, essential indicators of effective teaching. The committee will work to ensure this new evaluation system is rigorous, transparent, and equitable.

In addition, the school leadership team and the curriculum coach will **design and/or select specific protocols for teacher formative evaluations** including pre-observation meetings, observations, evidence of instructional change resulting from professional development, and post-observation meetings and goal settings. All protocols will be shared and reviewed by teachers. District and school leaders will use the evaluation tool in tandem initially to ensure inter-rater reliability.

All teachers at Hayti High School will be evaluated in 2010-11. Classroom observations will occur multiple times a semester and result in the development of a written professional learning plan. This process provides the necessary documentation and leverage for Hayti High School to better **identify and more effectively reward school teachers** who have increased student achievement and remove those, who after ample opportunities to improve, have not done so.

*School Objective: To improve teacher effectiveness, Hayti High School will implement Professional Learning Communities in which teachers will collaboratively review student data, plan curriculum and instructional strategies, and identify student intervention needs as evidenced by documentation logs, agendas, and administrator and peer observations.*

The first priority is meaningful job-embedded professional development. As noted in Key Finding 3 of the needs analysis, stand alone professional development has been the norm at Hayti High School and it has lacked cohesion and impact in the classroom. To build success, every student, every day, Hayti High School will implement four integrated strategies to embed their professional development:

- 1 Weekly dedicated release time for all teachers

- 2 A full-time curriculum coach at the High School
- 3 A collaborative peer observation process
- 4 Support from Elbow-2-Elbow Educational Consulting, an external vendor

**Weekly dedicated release time** for all teachers with structured processes for regular review of student work, quarterly benchmark assessments, and formative data. The focus of these professional learning communities (PLCs) is assessment, instruction, and student learning outcomes. As will be discussed in Goal 3, this dedicated time will also be used for the development of a vertically aligned curriculum across Grades 7-12 and for ongoing discussions regarding student intervention, learning needs, and related high yield instructional strategies. Training in PLCs will be provided by the RPDC.

A **full-time curriculum coach** will provide guidance and monitoring of the-afore mentioned PLC work. In response to Key Finding 2, the curriculum coach will prioritize benchmark and formative assessment data, offer a higher level of expertise in analyzing the data, and help teachers translate their data analysis into action and planning as well as identify specific student interventions. To support this work, training on Marzano’s high yield instructional strategies and strategies to foster student engagement will be provided to teachers and the curriculum coach by Elbow-2-Elbow Educational Consulting. In addition, the curriculum coach will conduct and document weekly classroom observations focused on the high yield instructional strategies discussed in the PLCs and implemented to improve student engagement in classrooms. To date, no such position or role has existed at Hayti High School.

In addition to the PLC time, another key interaction between the curriculum coach and teachers will come through a **collaborative peer observation process**. Several times a week, a school administrator will cover a classroom so that a teacher and the curriculum coach can observe a second teacher and specifically look for instructional strategies that foster student engagement and build academic success for all students. The curriculum coach and observing teacher will then debrief these strategies and identify how they can be integrated into the observing teacher’s classroom. The goal is for every teacher to observe and be observed multiple times a semester with guidance from the curriculum coach. Identified high-yield strategies will then be further discussed in the weekly PLC time.

All three of these strategies will be supported by an external vendor, Elbow-2-Elbow Educational Consulting, through frequent on-site visits, classroom observations, modeling and professional development, and analysis of data. As such, the **external provider is charged with supporting the curriculum coach and working directly with teachers**.

### **Goal 3: Facilities, Support, and Instructional Resources**

*District and School Objective: By June 2013, 100% of Hayti High School mathematics and communication arts teachers will implement a revised mathematics and communication arts curriculum that a) is aligned to state standards, b) includes researched based learning strategies (such as, MO-SWPBS Effective Classroom Strategies, Marzano’s High Yield Instructional Strategies, Hattie’s Visible Learning, or Culturally Responsive Teaching) and c) includes specific measures of student progress, as evidenced by a revised curriculum guide, classroom observations, lesson plans, and student performance data.*

Hayti will enact three strategies in support of this objective:

- 1 Develop clearly articulated Communication Arts and Mathematics curricula
- 2 Work with an outside vendor to design an interim benchmark assessment system
- 3 Utilize the curriculum coach to support teachers in the analysis of student data and the creation of related instructional plans

In response to Key Finding 4 of the need analysis, the **Communication Arts and Mathematics curriculum will be more clearly articulated** in terms of objectives, pacing and outcome measures. The curriculum coach will oversee this work in weekly Professional Learning Communities (see Goal 2) and ensure curriculum maps and pacing guides are revised to include research-based learning strategies and specific measures of student progress as well as be aligned, vertically and horizontally, with state standards and GLEs. Teachers will receive effective professional development in using the revised curriculum maps and pacing guides and implementing them to engage students and accelerate learning. As described in Goal 2, the curriculum coach will support this implementation through documented classroom observations, instructional feedback, and weekly analysis of data.

Moreover, the district will support the design of an **interim benchmark assessment system**. As described in Goal 1, STI Data Management Solutions will work with Hayti High School teachers to create pre- and post benchmark assessments, quarterly assessments, and formative assessment measures in Communication Arts and Mathematics. All benchmark assessments will be aligned to the revised curriculum. In addition, STI will design a technology-based data tracking system to monitor all student progress. Building success, every student, every day, requires that teachers not only know what they're building success toward, as evidenced by the revised curriculum maps and pacing guides, but that they also have a system to assess how all students are doing in relationship to how success is defined

As described in Goal 2, the curriculum coach will review interim benchmark assessment data, identify students in need of intervention, and **support teachers in the analysis of the student data and creation of instructional plans** that use research based learning strategies to target specific learning needs. The curriculum coach will also inform district leadership of the curriculum materials required by the teachers. Hayti R-II School District will secure additional technology and instructional resources as needed and in keeping with previously established protocols and Positive Key Finding 1. District leadership, in collaboration with school leadership, will conduct classroom observations to monitor the implementation of the revised curriculum maps and pacing guides as well as monitor student progress on interim assessments.

*District and School Objective: By June 2011, discipline referrals will drop to below 600 referrals and continue to improve each semester through June, 2013 as evidence by the Hayti R-II School District Discipline Statistical Report.*

Three key strategies will be utilized to meet this objective:

- 1 Hayti High School will implement the Missouri Schoolwide Positive Behavior Support System
- 2 The amount of student instructional time will be increased through a reduction in disruptive behavior
- 3 Administrators, teachers, and parents will work collaboratively to ensure the success of the MO-SWPBS implementation

Given the 35% reduction in the number of discipline referrals from 2009-10 to 2008-09, Hayti High School will build off of this successful school initiative and **implement the Missouri Schoolwide Positive Behavior Support system (MO-SWPBS)**. SWPBS works to create school environments that support both the academic and social success of all students by teaching positive behavior and interactions in the classroom and providing tiered interventions when necessary.

As reported in the Hayti R-II School District Discipline Statistical report, 97% of the 834 discipline referrals in 2009-10 were disruptive behaviors defined as, for example, sleeping in class, unacceptable language, dress code violations, and excessive tardies, being rude and discourteous. Only 3% were violent infractions defined as, for example, fighting, destroying school property and bullying. Of the 1274 discipline referrals in 2008-09, 94% were disruptive behaviors. PBS's tiered approach specifically targets and reduces these disruptive behaviors and in so doing, **increases the amount of instructional time** received by students. This is one more way to build success, every student, every day.

District and school leaders as well as teachers will be **trained in the effective implementation of MO-SWPBS**. In addition, as guided by the Assistant Principal and the curriculum coach, teachers will meet as cross-curricular teams during weekly PLCs to receive training, discuss discipline referral data, and design strategies for student in need of interventions. School and district leaders will communicate with parents, community members and school board regarding the philosophy, strategies and outcomes of the MO-SWPBS system.

*School and District Objective: By June 2013, Hayti High School will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation as evidence by technology based data system tracking, student participation in intervention strategies, and student performance measures.*

The Hayti community will ensure the success of this objective in three ways:

- 1 Hayti High School will begin monitoring student progress towards graduation
- 2 Teachers will convene to review Early Warning Tool data and identify specific interventions

- 3 Students identified as at-risk for dropping out will be paired with a mentor from the Hayti community

In response to Key Findings 1 and 5, and the related finding regarding the district's lack of capacity for data management, Hayti High School will use the National High School Center's Early Warning Tool to monitor **student progress toward graduation** in Grades 7-12. District leadership will assist and support the Assistant Principal in organizing the logistical data management processes needed to successfully implement an Early Warning Tool and incorporate the data from MO-SWPBS system.

In the PLC discussions regarding MO-SWPBS, **teachers will review Early Warning Tool data** and either identify specific interventions needed or report on the progress of intervention strategies for specific students at risk for dropping out or delayed graduation. In response to Key Finding 6, and as further described in Goal 4, this early warning data and progress reports will be shared with parents in quarterly midterm conferences to ensure that all key stakeholders are working together to build success, every student, every day.

Moreover, students identified as at risk for dropping out or delayed graduation will be **mentored by a school or district staff member** or qualified community member. In collaboration with the Community Resource Center and Home/School Liaison, as described in Goal 4, the Assistant Principal will review research on effective mentoring programs and determine training and implementation needs. District and school leadership will communicate with mentors regarding student progress toward academic as well as personal, career and postsecondary goals.

*District and School Objective: By January 2011, 100% of students below proficiency as determined by MAP, EOC, and/or interim benchmark assessments will review academic support services in addition to core academic courses as evidence by intervention attendance and interim assessment and other progress indicators for participating students.*

Five strategies will be employed in support of this objective:

- 1 Extend the school day to provide an additional 50 minutes of instruction
- 2 Provide "double-core" classes for students furthest from proficiency
- 3 Develop enrichment classes to expose students to a broad array of post-secondary educational and vocational opportunities
- 4 Restructure the afterschool tutoring program
- 5 Explore the design and implementation of a Response to Intervention (RtI) model

In response to Key Findings 1 and 5, students dramatically below proficiency, as determined by assessment data, will receive additional research based interventions in core content areas. To do this, the **school day has been extended** to accommodate an extra period in which students receive fifty additional minutes of instruction targeted to their specific learning needs. This double core course schedule is a required intervention. Previous interventions, as noted in Key Finding 2, were voluntary and as such, proved to be inadequate in addressing the needs of low proficiency students.

A master schedule will be designed by school administrators to allocate time within the school day to **provide double core Communication Arts and Mathematics course for students who are below proficiency** as well as enrichment courses focused on furthering students' academic content knowledge beyond the traditional core curriculum. Double core classes will implement research-based learning strategies, including Marzano's high yield instructional strategies and strategies for student engagement, as described earlier. Student progress and learning outcomes will be tracked and placement will be reviewed subject to performance on quarterly benchmark assessments. Low proficiency students will assigned to double core for no more than one semester per year so that all students (low proficiency and high proficiency) have equal access to enrichment opportunities.

Parents noted that students needed to be exposed to **broader opportunities for postsecondary education and/or employment**. Enrichment classes that are aligned to state standards endeavor to provide this level of exposure, including for example, opportunities for project based learning, the publication of a Hayti High School newspaper (see

Goal 4), exploration of professional goals and career opportunities per the Missouri Connections Tool, and technology-based programs that provide access to advanced coursework or certification in programs like Microsoft. In addition, enrichment courses aligned to state and college readiness standards will provide students with increased opportunities to enroll in on-line courses and earn college credit. Currently only one dual enrollment English class is offered at Hayti High School, with students earning credit at Southeastern Missouri State University.

In addition, in response to Key Finding 1, the **afterschool tutoring program** will be restructured from a voluntary 45-minute opportunity to improve a failing grade to a targeted intervention mandatory for students meeting specific proficiency criteria based on state and benchmark assessment data and identified as at risk by the Early Warning Tool. Under the guidance of a lead teacher, attendance, student progress, and indicators of progress from afterschool tutoring program will be tracked and aligned to student results on quarterly benchmark assessments. The school leadership will work directly with the Home/School Liaison to communicate with parents both the purpose and importance of the new mandatory tutoring program as well as student progress and learning outcomes. (See Goal 4).

Hayti R-II School District will monitor the progress of students below proficiency and receiving intervention support. On a quarterly basis, district leadership will meet with school administrators to review interim assessment data and report the results to the School Board. In addition, district leadership will convene a committee of teachers, administrators, and Regional Professional Development Center staff to explore and design the implementation of a **Response to Intervention model** for Hayti High School.

#### **Goal 4: Parent and Community Involvement**

*District and School Objective: By June 2013, Hayti R-II School District will have established a Community Resource Center (CRC) based in the high school that offers a variety of activities for all community stakeholders, including families, businesses, and community members, as evidenced by the variety of learning opportunities, attendance, calendar of events, and program announcements.*

Three core strategies support this objective:

- 1 District leadership will establish a Community Resource Advisory Board
- 2 A qualified site coordinator will be hired by the district
- 3 The family resource center will provide parents and families with a broad array of supports that go beyond academics

In response to Key Finding 6, the district leadership will establish a **Community Resource Advisory Board** to ensure better representation, communication and collaboration among all key stakeholders. Building success, every student, every day requires the engagement of all key stakeholders. As such, the advisory board will be made up of district and school personnel, business leaders, church leaders, families and students. Teachers on the advisory board will provide monthly updates to the faculty on the development of the CRC and their role in its success.

In addition, a **qualified site coordinator** will be hired by the district and will be responsible for securing broader community engagement, conducting a needs assessment, identifying center objectives and outcomes, creating a plan for implementation, and securing funds for sustainability beyond 2013. The school leadership will ensure participation in CRC activities and provide necessary training for teachers, as determined by the needs assessment. An external evaluator will monitor, evaluate, and make recommendations to the CRC advisory board.

Through the resource center, parents and families will be provided access to a **broader array of supports that go beyond academics and serve the whole child**. Supports may include, for example, access to health care and mental health providers, free laundry facilities, opportunities for family recreation, and educational programming. As a result of stronger family and community partnerships, all Hayti High School students will experience the unified commitment of the school and the community working to ensure their academic achievement as well as build success toward their personal, career, and postsecondary education goals.

*School Objective: By June 2013, there will be 100% parent participation in students' educational process as indicated by parent attendance at conferences and events and parent/teacher surveys.*

Hayti has identified consistent parent involvement as a key element in their school transformation plan, and will implement four critical strategies to help ensure success:

- 1 A home/school liaison will be hired
- 2 Parent/teacher conferences will include students
- 3 Parent/teacher conferences will be held at the midterm
- 4 All parents will receive positive communication about their students with the first 30 days of school

As a first step, in response to Key Finding 6, a master calendar of parent/school events will be created through input from school and district administrators, the CRC site coordinator, and the Advisory Board. All attendance data will be evaluated on an ongoing basis so that contact with individual families can be made. In addition, a **Home/School Liaison** will be hired by the school to increase parent, staff, and community involvement, including providing workshops and training programs, creating outreach programs, designing a partnership portfolio as a means to document parent communication, and a developing a community-based volunteer mentor program. Mentors will participate in classes and assist in demonstrating real world applications for curricular content and/or be assigned to support individual students identified by the Early Warning Tool as being at risk for dropping out or delayed graduation. (See Goal 3).

In addition, in response to Key Finding 5 and to better support parents in building the academic and social emotional success of their students, **parent/teacher conferences will include students** and be student-led by 2011–12. Student-led conferences differ from the previous parent/teacher conferences at Hayti High School in that they allow students to display their schoolwork and discuss their learning strengths, challenges, and strategies to achieve their educational goals.

**New midterm conferences will be offered.** This allows parents, students, and teachers to proactively discuss student progress and identify necessary supports before grades are final. Midterm conferences will be held for all students in the first and third quarters and for students in danger of not passing in the second and fourth quarters. The goal is for yearly parent/guardian contact at first and third quarter conference times to improve by 35% such that by 2013, 100% of parents/guardians will receive information on student progress at a minimum during these regular intervals. Hayti High School will survey parents to schedule conference times that are conducive for meeting and customize individual conference meetings as necessary. In addition, the school will provide supervised child care, staffed by high school students with parent and teacher oversight, during conferences.

Lastly, in keeping with Positive Behavior Support system described in Goal 3, **all families will receive positive communication** about their students within the first thirty days of each semester. The Home/School Liaison will assist teachers with parent outreach as needed. This strategy builds positive connections and sends an important message to students at the beginning of the year that teachers care about them and want to build their success.

*School Objective: By June 2013, Hayti High School will have established a three-pronged communication plan including a student led school newspaper, the district website, and process checks as evidenced by publication circulation, website hits, and parent/family surveys.*

In response to Key Finding 6, this communication plan will provide information about school functions and recognition of student success in three ways:

1. Through the support of local businesses, **Hayti High school students will create and publish a school newspaper**. Students in the enrichment program as well as students engaged in cross-curricular project based learning activities will develop the business plan, secure local advertising and business support, create the content, and undertake the logistics of publication and community-wide distribution. A teacher advisor will oversee the newspaper and work to secure internship opportunities for students in their junior and senior year. (See Goal 1)
2. Similarly, teachers and students in the graphic design, business, and other related courses will **apply academic content to redesign the district website** by January 2011. In coordination with the Hayti High School newspaper, the CRC, and the Home/School Liaison, updates to the website will occur every month. A teacher

advisor will oversee this project and work to secure internship opportunities for students in their junior and senior year. (See Goal 1)

3. The superintendent will hold **community wide information sessions to inform parents** of the Transformation process and strategies. In addition, as detailed below in Goal 5, the superintendent will conduct process checks in the form of community forms to both inform parent and community members of the ongoing work and to gather feedback on the effectiveness of school communication.

### **Goal 5: Governance**

*District and School Objective: By the beginning of the 2010-11 school year, the District administration (superintendent) in collaboration with the School Leadership Team, will monitor the implementation of the Transformation Plan in terms of timelines, measures of progress toward objectives, and student and teacher outcomes as evidence by implementation logs, board of education reports, and student achievement data reports.*

Because Hayti R-II School District includes one district officer, the superintendent, and one administrative assistant, a transformation **project manager** will also be hired to coordinate all reform initiatives, document progress toward implementation, including timelines and indicators of progress, meet budgeting and reporting requirements, and present monitoring reports to the school board. In addition, the district will hire an external evaluator to gather progress monitoring data on the effectiveness of district and school strategies and provide critical analysis of the impact of all transformation initiatives. This will be done quarterly as well as annually so that necessary modifications are made by district and school leadership in a timely fashion. In addition, the principal, project manager, curriculum coach and four teacher representatives across Grades 7-12 will form a **leadership team** to monitor progress and also recommend adjustments to the plan.

In response to Key Finding 6, the superintendent will **hold parent and community forums twice a year** to monitor progress, gather feedback, and inform the CRC Advisory Board of community needs. The superintendent will also schedule quarterly process checks with teachers, administrators, and students to ensure success is being built, every student, every day. All key findings and recommendations from the external evaluator, as well as feedback from process checks, will be communicated to teachers and school administrators. Action plans will be identified and further discussed in PLCs (see Goal 2). In addition, once a year, district and school leadership will reconvene the participants of the Co-Interpretation process and Action Planning that led to these transformation plans for a Spring Success Conference where they will report on progress and gather feedback about necessary adjustments.

*District and School Objective: Beginning July 2010, District Leadership and School Administration in collaboration with district administration will have developed, communicated and implemented an extended-learning calendar and protocol for parent/staff conferences that will address the needs of the students and parents at Hayti High School.*

In response to Key Finding 1, district policy was changed to allow for an additional hour to the school day. Master schedules will be created incorporating the **extra hour of instruction** as double core course schedule and enrichment program and the weekly release time for teachers to engage in job-embedded professional development and analysis of student data.

In addition to extending the school day, the district will convene a representative study group to research and explore best practices regarding **year round school** as well as identify academic, fiscal and community implications. Based on their recommendations, district and school leadership, in collaboration with parent and community stakeholders, will enact a plan to either implement year round school or further extend the school year for 2012-13.

In response to Key Finding 6, and as described in Goal 4, the superintendent will secure appropriate School Board Policy to implement interim parent/teacher conferences in the middle of each grading period and require 100% parent/guardian contact for all students. **Teachers, parents and students will now meet four times a year** to ensure every student builds success.

*District and School Objective: Hayti R-II School District will develop a new teacher evaluation system that includes the use of multiple measures (one significant portion of which will be student achievement gains) to examine teacher performance.*

As described in Goal 2, Hayti R-II School District will secure the assistance of the Regional Professional Development Center, Missouri Department of Elementary and Secondary Education, Missouri Association of Rural Education to **design a teacher evaluation system** in accordance with state requirements and formulas for student growth. A

consortium of regional districts will be formed and best practices, tools and approaches from around the country will be studied. Recommendations from the consortium will be presented in a series of facilitated forums for all key stakeholders. Hayti R-II School District will also secure an external vendor to provide support and training for the final design, student growth measures, and methodology for the new teacher evaluation system as well as related compensation and incentive measures. Building success, every student, every day necessitates highly qualified and effective teachers.

Every teacher will be evaluated in 2010-11. The school principal will **implement a revised evaluation observation protocol** using an even number scale to more clearly delineate teacher practice as above or below a midpoint. School leadership will monitor student assessment data and other progress measures and make frequent classroom visits to monitor implementation of high-yield instructional strategies. Data from both will be included in evaluation conversations with staff in preparation for the use of student progress data as a multiple measure for the new teacher evaluation system. Moreover, the principal will document evidence of effective instructional practice and take steps to reward teachers who positively impact student learning. The principal will also document evidence of ineffective instructional practice and in consultation with district leadership, take appropriate steps to remove ineffective teachers.

*School Objective: Hayti High School will designate leadership roles and responsibilities in keeping with the Transformation Model requirements and providing support to teachers to address the key findings of the needs assessment.*

As required by the Transformation model, the principal who led Hayti High School prior to the commencement of this plan has been replaced by a member of the teaching faculty familiar with Hayti community and schools. In addition, a **curriculum coach** (as described in Goal 1, 2, and 3) will be hired and the position sustained beyond the terms of the grant. A transformation **project manager**, as described above, will exist for the duration of the grant.

### Alignment of Plan to Key Findings of Needs Analysis

The focus of Hayti R-II School District and Hayti High School transformation plan, “Building Success, Every Student, Every Day,” is based on the prioritized key findings that emerged from the needs analysis and the Co-Interpretation process. Table 1 below details the alignment between the key findings of the needs analysis and the objectives, strategies and concrete action steps that will dramatically improve student achievement:

**Table 1. Alignment of Plan to Key Findings and Progress Measures**

<b>Key Finding 1.</b> In 2009, 23.6% of secondary students in Hayti R-II School District achieved proficiency in Communication Arts and 11.1% achieved proficiency in Mathematics. These scores fall far short of the 2009 proficiency targets of 59.2% and 45%, respectively. In addition, there is a significant achievement gap between White and Black students in both subjects. (Goal 1: Student Performance)	
<b>Implementation Objective</b>	<b>Progress Measures</b> (* Leading Indicator)
By 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics, representing a 58.4% increase in Communication Arts scores from a baseline of 23.6% proficiency in 2009-10 and an 80.1% increase in Mathematics scores from a baseline of 11.9% proficiency in 2009-10. (Goal 1: District & School ePeGS)	MAP and End of Quarter (EOC) annual assessment scores
By June 2013, Hayti R-II School District will have developed and implemented multiple strategies and incentives for improved teacher satisfaction and effective teaching. (Goal 2: District ePeGS)	<ul style="list-style-type: none"> <li>• Distribution of teachers by performance level*</li> <li>• Teacher attendance rate*</li> <li>• Teacher surveys</li> </ul>
To improve teacher effectiveness, by June 2013, Hayti R-II School District will have developed and implemented a targeted evaluation process using multiple measures including student achievement that provides teachers with regular ongoing formative evaluations, open communication and clear expectations. (Goal2: District & School ePeGS)	<ul style="list-style-type: none"> <li>• Distribution of teachers by performance level*</li> <li>• Teacher attendance rate*</li> <li>• Teacher surveys</li> <li>• District policy</li> <li>• Document review</li> </ul>

By June 2013, 100% of Hayti High School mathematics and communication arts teachers will implement a revised mathematics and communication arts curriculum that a) is aligned to state standards, b) includes researched based learning strategies (such as, MO-SWPBS Effective Classroom Strategies, Marzano’s High Yield Instructional Strategies, Hattie’s Visible Learning, or Culturally Responsive Teaching) and c) includes specific measures of student progress, as evidenced by a revised curriculum guide, classroom observations, lesson plans, and student performance data. (Goal 3: District & School ePeGS)	<ul style="list-style-type: none"> <li>• Revised curriculum guide</li> <li>• Classroom observations</li> <li>• Lesson plans</li> <li>• Student performance data on interim assessments</li> </ul>
By June 2013, Hayti High School will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation as evidence by technology based data system tracking, student participation in intervention strategies, and student performance measures. (Goal 3: District & School ePeGS)	<ul style="list-style-type: none"> <li>• Technology based data system tracking</li> <li>• Student participation in intervention strategies</li> <li>• Student performance measures</li> <li>• Graduation rate</li> <li>• Dropout rate*</li> <li>• Student attendance*</li> </ul>
By January 2011, 100% of students below proficiency as determined by MAP, EOC, and/or interim benchmark assessments will review academic support services in addition to core academic courses as evidence by intervention attendance and interim assessment and other progress indicators for participating students. (Goal 3: District & School ePeGS)	<ul style="list-style-type: none"> <li>• Intervention participation and attendance rates</li> <li>• Interim assessment scores</li> <li>• Early Warning System data</li> </ul>
By the beginning of the 2010-11 school year, the District administration (superintendent) in collaboration with the School Leadership Team, will monitor the implementation of the Transformation Plan in terms of timelines, measures of progress toward objectives, and student and teacher outcomes as evidence by implementation logs, board of education reports, and student achievement data reports. (Goal 5: District ePeGS)	<ul style="list-style-type: none"> <li>• Implementation logs</li> <li>• Board of Education reports</li> <li>• Student achievement data reports</li> <li>• Early Warning System data</li> <li>• Classroom observation</li> </ul>
Beginning July 2010, District Leadership and School Administration in collaboration with district administration will have developed, communicated and implemented an extended-learning calendar and protocol for parent/staff conferences that will address the needs of the students and parents at Hayti High School. (Goal 5: District & School ePeGS)	<ul style="list-style-type: none"> <li>• School calendar</li> <li>• Parent/teacher conference attendance</li> <li>• Parent meeting notes</li> <li>• Parent surveys</li> <li>• Number and minutes in school year*</li> </ul>
Hayti R-II School District will develop a new teacher evaluation system that includes the use of multiple measures (one significant portion of which will be student achievement gains) to examine teacher performance. (Goal 5: District & School ePeGS)	<ul style="list-style-type: none"> <li>• Board policy</li> <li>• Teacher evaluation documentation</li> <li>• Distribution of teachers by performance level*</li> </ul>
Hayti High School will designate leadership roles and responsibilities in keeping with the transformation model requirements and providing support to teachers to address the key findings of the needs analysis. (Goal 5: School ePeGS)	<ul style="list-style-type: none"> <li>• Implementation logs</li> <li>• Board of Education reports</li> <li>• Teachers surveys</li> </ul>
<b>Key Finding 2.</b> Teachers report that they do not know how to analyze student achievement data and they need help developing teaching strategies for differentiating instruction—particularly for lower achieving students. (Goal 2: Highly Qualified Staff; Goal 3: Facilities, Support, and Instructional Resources)	
<b>Implementation Objective</b>	<b>Progress Measures</b> (* Leading Indicator)
By 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics, representing a 58.4% increase in Communication Arts scores from a baseline of 23.6% proficiency in 2009-10 and an 80.1% increase in Mathematics scores from a baseline of 11.9% proficiency in 2009-10. (Goal 1: District & School ePeGS)	MAP and End of Quarter (EOC) annual assessment scores

<p>To improve teacher effectiveness, Hayti High School will implement Professional Learning Communities in which teachers will collaboratively review student data, plan curriculum and instructional strategies, and identify student intervention needs as evidenced by documentation logs, agendas, and administrator and peer observations. (Goal 2: School ePeGS)</p>	<ul style="list-style-type: none"> <li>• Documentation logs</li> <li>• Agendas</li> <li>• Administrator and peer observations</li> <li>• Teacher surveys</li> <li>• Distribution of teachers by performance level*</li> </ul>
<p>By June 2013, Hayti High School will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation as evidence by technology based data system tracking, student participation in intervention strategies, and student performance measures. (Goal 3: District &amp; School ePeGS)</p>	<ul style="list-style-type: none"> <li>• Technology based data system tracking</li> <li>• Student participation in intervention strategies</li> <li>• Student performance measures</li> <li>• Graduation Rate</li> <li>• Dropout rate*</li> <li>• Student attendance*</li> </ul>
<p>By the beginning of the 2010-11 school year, the District administration (superintendent) in collaboration with the School Leadership Team, will monitor the implementation of the Transformation Plan in terms of timelines, measures of progress toward objectives, and student and teacher outcomes as evidence by implementation logs, board of education reports, and student achievement data reports. (Goal 5: District &amp; School ePeGS)</p>	<ul style="list-style-type: none"> <li>• Implementation logs</li> <li>• Board of Education reports</li> <li>• Student achievement data reports</li> <li>• Early Warning System data</li> <li>• Classroom observation documentation</li> </ul>
<p>Hayti High School will designate leadership roles and responsibilities in keeping with the transformation model requirements and providing support to teachers to address the key findings of the needs analysis. (Goal 5: School ePeGS)</p>	<ul style="list-style-type: none"> <li>• Implementation logs</li> <li>• Board of Education reports</li> <li>• Teachers surveys</li> </ul>
<p><b>Key Finding 3.</b> The administration offers and encourages professional development, but teachers feel the professional development sessions are a waste of time and lack impact. (Goal 2: Highly Qualified Staff)</p>	
<p><b>Implementation Objective</b></p>	<p><b>Progress Measures</b> (* Leading Indicator)</p>
<p>By 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics, representing a 58.4% increase in Communication Arts scores from a baseline of 23.6% proficiency in 2009-10 and an 80.1% increase in Mathematics scores from a baseline of 11.9% proficiency in 2009-10. (Goal 1: District &amp; School ePeGS)</p>	<p>MAP and End of Quarter (EOC) annual assessment scores</p>
<p>By June 2013, Hayti R-II School District will have developed and implemented multiple strategies and incentives for improved teacher satisfaction and effective teaching. (Goal 2: District ePeGS)</p>	<ul style="list-style-type: none"> <li>• Distribution of teachers by performance level*</li> <li>• Teacher attendance rate*</li> <li>• Teacher surveys</li> </ul>
<p>To improve teacher effectiveness, Hayti High School will implement Professional Learning Communities in which teachers will collaboratively review student data, plan curriculum and instructional strategies, and identify student intervention needs as evidenced by documentation logs, agendas, and administrator and peer observations. (Goal 2: School ePeGS)</p>	<ul style="list-style-type: none"> <li>• Documentation logs</li> <li>• Agendas</li> <li>• Administrator and peer observations</li> <li>• Teacher surveys</li> <li>• Distribution of teachers by performance level*</li> </ul>
<p>By June 2013, 100% of Hayti High School mathematics and communication arts teachers will implement a revised mathematics and communication arts curriculum that a) is aligned to state standards, b) includes researched based learning strategies (such as, MO-SWPBS Effective Classroom Strategies, Marzano’s High Yield Instructional Strategies, Hattie’s Visible Learning, or Culturally Responsive Teaching) and c) includes specific measures of student progress, as evidenced by a revised curriculum guide, classroom observations, lesson plans, and student performance data. (Goal 3: District &amp; School ePeGS)</p>	<ul style="list-style-type: none"> <li>• Revised curriculum guide</li> <li>• Classroom observations</li> <li>• Lesson plans</li> <li>• Student performance data on interim assessments</li> </ul>

<b>Key Finding 4.</b> There is a need to align the curriculum horizontally and vertically to meet the requirements of the Grade Level Expectations (GLEs) and support the needs of low achieving students. (Goal 1: Student Performance)	
<b>Implementation Objective</b>	<b>Progress Measures</b> (* Leading Indicator)
By 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics, representing a 58.4% increase in Communication Arts scores from a baseline of 23.6% proficiency in 2009-10 and an 80.1% increase in Mathematics scores from a baseline of 11.9% proficiency in 2009-10. (Goal 1: District & School ePeGS)	MAP and End of Quarter (EOC) annual assessment scores
By June 2013, 100% of Hayti High School mathematics and communication arts teachers will implement a revised mathematics and communication arts curriculum that a) is aligned to state standards, b) includes researched based learning strategies (such as, MO-SWPBS Effective Classroom Strategies, Marzano’s High Yield Instructional Strategies, Hattie’s Visible Learning, or Culturally Responsive Teaching) and c) includes specific measures of student progress, as evidenced by a revised curriculum guide, classroom observations, lesson plans, and student performance data. (Goal 3: District & School ePeGS)	<ul style="list-style-type: none"> <li>• Revised curriculum guide</li> <li>• Classroom observations</li> <li>• Lesson plans</li> <li>• Student performance data on interim assessments</li> </ul>
<b>Key Finding 5.</b> Although the school provides some academic supports for low achieving students, identifying and implementing more effective support strategies is needed. (Goal 1: Student Performance; Goal 3: Facilities, Support, and Instructional Resources)	
<b>Implementation Objective</b>	<b>Progress Measures</b> (* Leading Indicator)
By 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics, representing a 58.4% increase in Communication Arts scores from a baseline of 23.6% proficiency in 2009-10 and an 80.1% increase in Mathematics scores from a baseline of 11.9% proficiency in 2009-10. (Goal 1: District & School ePeGS)	MAP and End of Quarter (EOC) annual assessment scores
By 2013, and in consultation with teachers and/or administrators, 100% of Hayti High School Students will identify personal goals for post secondary success. Evidence of progress towards meeting those goals will be captured in individual student portfolios, including such things as student reflections on “Test Talks,” participation in extracurricular activities, Missouri Connection Tool documents, and participation in mentoring and student internship activities. (Goal 1: District & School ePeGS)	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• “Test Talk” schedules</li> <li>• Participation rates for enrichment courses</li> <li>• Extracurricular, mentoring, and internship activities</li> <li>• Number/Percentage of students completing advanced coursework*</li> <li>• Early Warning System data</li> </ul>
By June 2013, Hayti High School will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation as evidence by technology based data system tracking, student participation in intervention strategies, and student performance measures. (Goal 3: District & School ePeGS)	<ul style="list-style-type: none"> <li>• Technology based data system tracking</li> <li>• Student participation in intervention strategies</li> <li>• Student performance measures</li> <li>• Graduation Rate</li> <li>• Dropout rate*</li> <li>• Student attendance*</li> </ul>
By January 2011, 100% of students below proficiency as determined by MAP, EOC, and/or interim benchmark assessments will review academic support services in addition to core academic courses as evidence by intervention attendance and interim assessment and other progress indicators for participating students. (Goal 3: District & School ePeGS)	<ul style="list-style-type: none"> <li>• Intervention participation and attendance rates</li> <li>• Interim assessment scores</li> <li>• Early Warning System data</li> </ul>

By June 2013, there will be 100% parent participation in students' educational processes as indicated by parent attendance at conferences and events and parent teacher/surveys. (Goal 4: School ePeGS)	<ul style="list-style-type: none"> <li>• Parent attendance at conferences and events</li> <li>• Parent surveys</li> <li>• Teacher surveys</li> </ul>
Beginning July 2010, District Leadership and School Administration in collaboration with district administration will have developed, communicated and implemented an extended-learning calendar and protocol for parent/staff conferences that will address the needs of the students and parents at Hayti High School. (Goal 5: District & School ePeGS)	<ul style="list-style-type: none"> <li>• School calendar</li> <li>• Parent/teacher conference attendance</li> <li>• Parent meeting notes</li> <li>• Parent surveys</li> <li>• Number and minutes in school year*</li> </ul>
<b>Key Finding 6.</b> Parent/school communication is inadequate. (Goal 4: Parent and Community Involvement; Goal 5: Governance)	
<b>Implementation Objective</b>	<b>Progress Measures</b> (* Leading Indicator)
By 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics, representing a 58.4% increase in Communication Arts scores from a baseline of 23.6% proficiency in 2009-10 and an 80.1% increase in Mathematics scores from a baseline of 11.9% proficiency in 2009-10. (Goal 1: District & School ePeGS)	MAP and End of Quarter (EOC) annual assessment scores
By June 2011, discipline referrals will drop to below 600 referrals and continue to improve each semester through June, 2013 as evidenced by the Hayti R-II School District Discipline Statistical Report. (Goal 3: District & School ePeGS)	<ul style="list-style-type: none"> <li>• Discipline Statistical Report</li> <li>• Early Warning System data</li> <li>• Discipline incidents*</li> <li>• Truancy rate*</li> </ul>
By June 2013, Hayti High School will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation as evidence by technology based data system tracking, student participation in intervention strategies, and student performance measures. (Goal 3: District & School ePeGS)	<ul style="list-style-type: none"> <li>• Technology based data system tracking</li> <li>• Student participation in intervention strategies</li> <li>• Student performance measures</li> <li>• Graduation Rate</li> <li>• Dropout rate*</li> <li>• Student attendance*</li> </ul>
By June 2013, Hayti R-II School District will have established a Community Resource Center (CRC) based in the high school that offers a variety of activities for all community stakeholders, including families, businesses, and community members, as evidenced by the variety of learning opportunities, attendance, calendar of events, and program announcements. (Goal 4: District & School ePeGS)	<ul style="list-style-type: none"> <li>• Variety of learning opportunities</li> <li>• Attendance</li> <li>• Calendar of event</li> <li>• Program announcements</li> <li>• Parent surveys</li> </ul>
By June 2013, there will be 100% parent participation in students' educational processes as indicated by parent attendance at conferences and events and parent teacher/surveys. (Goal 4: School ePeGS)	<ul style="list-style-type: none"> <li>• Parent attendance at conferences and events</li> <li>• Parent surveys</li> <li>• Teacher surveys</li> </ul>
By June 2013, Hayti High School will have established a three pronged communication plan including a student led school newspaper, the district website, and process checks as evidenced by publication circulation, website hits, and parent/family surveys. (Goal 4: School ePeGS)	<ul style="list-style-type: none"> <li>• Publication circulation</li> <li>• Website hits</li> <li>• Parent surveys</li> </ul>
Beginning July 2010, District Leadership and School Administration in collaboration with district administration will have developed, communicated and implemented an extended-learning calendar and protocol for parent/staff conferences that will address the needs of the students and parents at Hayti High School. (Goal 5: District & School ePeGS)	<ul style="list-style-type: none"> <li>• School calendar</li> <li>• Parent/teacher conference attendance</li> <li>• Parent meeting notes</li> <li>• Parent surveys</li> <li>• Number and minutes in school year*</li> </ul>

## **Evaluation of Plan and Progress toward Measurable Objectives**

Hayti R-II School District has a limited number of district staff to provide oversight and monitoring of the transformation efforts of Hayti High School. The district superintendent will also be a participant in many of the strategies outlined in this plan. For these reasons, the district felt it important to secure assistance in providing high quality oversight and evaluation of both the district and school plans. A part time transformation project manager will be hired to monitor the completion of the timeline and documentation of all initiatives. The project manager will work closely with the school leadership team, district superintendent, and external evaluator to oversee the implementation of this plan, meet the documentation requirements of the Missouri Department of Elementary and Secondary Education, and communicate progress to school board members and stakeholders as described in Goal 5 of the district ePeGS document (see Appendix F).

The district will also contract with an external evaluator for the technical evaluation of various aspects of the Hayti R-II School District and Hayti High School transformation plan and the impact on student achievement. The school and district ePeGS documents (Appendix F and G respectively) specifically identify collaboration with an external provider as an action step for the implementation of strategies related to each objective. Specific areas for external evaluation include but are not limited to:

***Overall Transformation Plan and Key Staff.*** The overall transformation plan and curriculum coach will be evaluated with the support of an external evaluator. The external evaluator will work with the school leadership to develop surveys for teachers, administrators, and curriculum coach. The surveys will address student achievement, the impact of instructional coaching, and the overall transformation plan. The surveys will be conducted in August, December, and May or September, January, and June of each year from 2010 to 2013. The results of these reports will be shared no less than one month after the surveys have been conducted.

***Professional Learning Communities and Job-embedded Coaching.*** With the support of an external evaluator, the leadership team will evaluate the implementation of professional learning communities as it relates to the analysis and use of student data to inform instruction. Evidence will include visual data throughout the school/classrooms and classroom observations. The external evaluator will also examine student data, conduct observations, and review the results of classroom observations conducted by the leadership team in order to assess the degree to which the job-embedded professional development is having an impact on the classroom instruction of participating teachers. This formative analysis will be ongoing and will begin in September of 2010 and continue with reviews each trimester through June 2013. Recommendations from the external evaluator will be offered to the leadership team on a trimester basis for the revision of the implementation plan in the following trimester.

***Academic Interventions.*** The external evaluator will assist the school leadership team in assessing the impact of double core course schedule for core content classes and other academic interventions, including, for example, the afterschool tutoring program. Assessment will include the measures described above as well as a cross reference of student data from the Early Warning System (see Goal 3) and student participation in these specific academic supports. This analysis will be conducted every quarter in tandem with the interim benchmark assessments.

***Community Resource Center (CRC).*** Although it will not be fully established until the third year of this grant, an external evaluator will assist the CRC with identifying objectives and progress measures for implementation through document review, surveys, interviews and observations. The evaluation will assess the implementation and success of the CRC in improving parent/teacher and school/community relationships. Based upon the evaluations, strategic changes will be implemented by the CRC committee. Data collection will begin in September 2011 and continue with additional data collection at the end of each trimester through June 2013.

***Home/School Liaison Partnership.*** To assure the quality of the Home/School Liaison Partnership, an external evaluator will work with the leadership team to evaluate the partnership each trimester. The evaluation will include document reviews as well as parent, staff and community surveys. The surveys will specifically address the success of the Home/School Partnership as it relates to the improvement of communication between teachers, parents and students so as to increase student achievement.

***Teacher Evaluation.*** Prior to engaging an external evaluator for monitoring the impact of teacher evaluation practices, the district will seek to collaborate with the Regional Professional Development Center, Missouri Department of Elementary and Secondary Education, and other regional districts in a study of national models in teacher evaluation. These models will include varying types of measures for examining teacher performance (i.e. observation, value-added

test scores, instructional artifacts, teacher self-report measures, student surveys, parent surveys, portfolios, student performance measures). This collaboration will begin in November 2010 and will continue to June 2011.

An external provider will also monitor and assess the new teacher evaluation system to be implemented in Year 2 and Year 3. In 2011, an external provider will attend district trainings and technical assistance meetings for implementing the new evaluation system. The external provider will interview school administrators, teachers, and human resource leaders to examine the fidelity and integrity of the model for improving instruction, professional development and decision making capacity. Interviews will take place in November 2011 and May 2012. In June 2012, the external provider will report findings to Hayti R-II School District and Hayti High School leadership.

Based on the reports from the external evaluator in Year 2, Hayti R-II School District will implement the use of student growth measures as one measure for assessing teacher and principal performance in Year 3.

### **Required and Permissible Activities for Transformation Model**

“Building Success: Every Student, Every Day” is the focus of Hayti High School and Hayti R-II School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success, lessen the achievement differential between White and Black students, and meet the 92% achievement target for all Hayti secondary students by 2013.

**Developing and Increasing Teacher and School Leaders Effectiveness.** Hayti R-II School District and Hayti High School have and/or will implement each of following strategies **required** of the transformation model:

- A. Hayti R-II School District replaced the principal who led Hayti High School prior to the commencement of this plan.
- B. As described in Goals 2 and 5, Hayti R-II School District will consult and seek support from DESE on formulas for inclusion of student progress data and multiple performance-based assessments in the teacher evaluation. Hayti R-II School District will establish a committee of teachers and district and school leaders to research best practices and national models consistent with the requirements of transformation. The committee will identify measures for teacher performance and work to ensure that the evaluation system is rigorous, transparent, and equitable.
- C. Upon implementation of the above, Hayti High School will be better able to identify and more effectively reward school teachers and leaders who have increased student achievement and remove those, who after ample opportunities to improve, have not done so. In the interim, a revised evaluation observation protocol will be used by the principal to document implementation of high-yield strategies and strategies for student engagement. A Teacher Recognition Program will also be developed to regularly honor teachers who demonstrate continued professional development and accelerate student learning.
- D. As described in Goals 1 and 3, Hayti R-II School District has hired and is providing training for a curriculum coach who will be charged with providing ongoing, job-embedded professional development, creating a collaborative peer observation system, providing constructive feedback, and supporting the ongoing analysis of data such that teachers can successfully engage students and differentiate their instruction to meet the specific learning needs of all students, particularly nonproficient students.
- E. District leadership will join other regional districts to create a consortium of districts that has a large enough student population to work with recruitment programs like Teach for America. As described in Goal 2, paid opportunities for highly qualified teachers to pursue post graduate and master level education will be offered with a mutual understanding that teacher(s) remain at Hayti High School for three years to support and/or sustain the transformation model. Paid incentives to recruit highly qualified teachers and job openings will be posted via media, universities and the Missouri Association for Rural Education.

Hayti R-II School District and Hayti High School have and/or will implement each of following **permissible** strategies of the transformation model:

- A. Providing additional compensation to retain staff with the skills necessary to meet the needs of the students in a transformation school will be considered in year 3. The salaries at Hayti High School are high for the region.

- B. As described in Goals 1 and 2, the curriculum coach, along with district and school administrators, will conduct informal, frequent classrooms observations to monitor the implementation of high yield instructional strategies discussed in weekly teacher meetings and professional development. The curriculum coach will design or select specific protocols for documenting observations, evidence of instructional practices that result from professional development and changes in student progress.
- C. Ensuring that the school is not required to accept a teacher without mutual consent is not applicable. Hayti R-II School District has one high school.

**Comprehensive Instructional Reform Strategies.** Hayti R-II School District and Hayti High School has and/or will implement each of following strategies **required** of the transformation model:

- A. In response to the key findings of the needs assessment, teachers will implement lessons that use research-based learning strategies, including Missouri Positive Behavior System classroom strategies, Marzano’s high yield instructional strategies, Hattie’s visible learning strategies and culturally relevant teaching strategies. In addition, the following research-based instructional programs will be implemented: double-core scheduling and internship programs. Double-core scheduling ensures that low proficiency students receive an additional fifty minutes of daily core content instruction designed by the most effective teachers to meet individual student learning needs. The internship program for juniors and seniors provides opportunities for real world application of academic and leadership skills.
- B. In order to promote the continuous use of data, Hayti High School will release 7-12 students for one hour each week. During that time, teachers will conduct weekly reviews of student data to identify student learning needs, differentiate instruction and target interventions. (see Goal 1) The curriculum coach will oversee the weekly meetings as well as prioritize the data, offer a higher level of expertise in analyzing data, and help teachers translate their data analysis into action and planning. The curriculum coach will also conduct and document weekly peer classroom observations focused on the high yield instructional strategies discussed in the weekly meetings and implemented to improve student engagement and student learning outcomes.

Hayti R-II School District and Hayti High School has and/or will implement each of following **permissible** strategies of the transformation model:

- A. Periodic reviews to ensure the curriculum is being implemented with fidelity and is having the desired effect will be conducted by district and school administrators, the curriculum coach, and an external evaluator. Curriculum rigor and relevance will be included as an indicator during classroom observations and teacher evaluations. As detailed in Goal 3, the revisions of curriculum maps and pacing guides will be overseen by the curriculum coach to ensure that they are aligned to state standards and include research-based learning strategies.

In addition, a collaborative peer observation system as well as weekly reviews of student data will be implemented such that all staff will receive and offer frequent constructive feedback on implementation of the curriculum as well as high yield instructional strategies and strategies for student engagement. A protocol will be developed to track changes in instruction and student growth.

- B. Implementation of a RtI model will be considered in Year 2. District leaderships will convene a committee of teachers, administrators, and Regional Professional Development Center staff to explore and design the implementation of a RtI model for Hayti High School.
- D. Hayti High School currently has five operating computer labs and plans to integrate technology-based, like the current Credit Recovery program, into the double-core schedule to meet low proficiency student needs and the enrichment program to provide access to higher level courses and certifications. In addition, in order to enhance students development of 21<sup>st</sup> Century skills, technological resources, such as computers, printers and digital media will be purchased by the district and training provided.
- E. 1. Hayti High School offers a dual enrollment English class with students earning credit at Southeastern Missouri State University. As detailed in Goal 3, enrichment courses aligned to state and college readiness standards will provide students with increased opportunities to enroll in on-line courses and earn college credit. All students, regardless of proficiency, will have access to enrichment course one semester each year. In addition, paid opportunities for highly qualified teachers to pursue post graduate and masters level education in their content area will be offered with a mutual understanding that teacher(s) remain at Hayti High School for three years.

Given that a content area master degree is required to teach Advanced Placement courses, this will help increase the rigor of academic study offered at Hayti High School.

- E. 3. The double core content courses provide low proficiency students with smaller learning communities, the most effective teachers, and targeted instruction based on benchmark assessment data. Instruction will be designed to meet individual student learning needs and accelerate basic reading and mathematics skills to improve student performance and increase graduation rates. A credit recovery program is already in place and graduation rates have increased.
- E. 4. Hayti R-II School District will design a technology-based data tracking system to monitor student progress on the quarterly assessments as well as use the National High School Center's Early Warning Tool to identify students at risk of dropping out or delayed graduation. (See Goal 3) The curriculum coach will support and provide job-embedded professional development for teachers in weekly reviews of the data and identifying targeted interventions for specific students.

**Increasing Learning Time and Creating Community-Oriented Schools.** Hayti R-II School District and Hayti High School has and/or will implement each of following strategies **required** of the transformation model:

- A. The School Board of Hayti R-II School District approved the proposal to lengthen the school day by one hour. To maximize this additional time, Hayti High School will implement a double core course schedule such that students below proficiency in Communication Arts and Mathematics will receive an additional fifty minutes of daily instruction targeted to their specific learning needs.
- B. The Hayti R-II School District and Hayti High School plans to provide ongoing mechanisms for family and community engagement, including the establishment a school-based Community Resource Center (CRC), to improve student outreach, provide educational programming for parents/guardians, and connect families to community resources. (see Goal 4) A Home/School Liaison will be hired and trained to coordinate business and family outreach as well as staff the school-based community center. Key business partnerships, parent representatives and district/school personnel will serve as an advisory board and help the district identify data points, benchmark measures and the tracking of strategies to improve family and community engagement. District leadership will conduct a parent/community forum each semester to gather feedback, monitor progress, and inform the CRC Advisory Board of community needs.

Hayti R-II School District and Hayti High School has and/or will implement the following **permissible** strategy of the transformation model:

- C. Building off the 35% reduction in the number of discipline referrals from 2009-10 to 2008-09, Hayti High School will implement the Missouri Schoolwide Positive Behavior Support system (MO-SWPBS). As described in Goal 3, SWPBS works to create school environments that support both the academic and social success of all students by teaching positive behavior and interactions in the classroom and providing tiered interventions when necessary. Since none of the referrals in 2009-10 resulted in expulsion and less than one percent involved a ten-day suspension, implementing a PBIS system will help decrease time spent away from the classroom and maximize instructional time. In addition, every family will receive a positive communication from the school in the first 30 days of each semester.

**Operational Flexibility and Sustained Support.** Hayti R-II School District and Hayti High School has and/or will implement each of following strategies **required** of the transformation model:

- A. There is only one high school in Hayti R-II School District. The district works closely with Hayti High school. All staffing, calendar timing, budgeting, hiring and improvement goals are done jointly, providing more than sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
- B. Hayti High School receives ongoing support and technical assistance from the SEA, including, for example, professional development trainings through the Regional Professional Development Center and technical assistance and technology trainings through MORE.net. District and school leaders as well as teacher are

participating in summer professional development opportunities sponsored through Missouri Department of Elementary and Secondary Education.

Hayti R-II School District and Hayti High School has and/or will implement each of the following **permissible** strategy of the transformation model:

- A. A new principal was appointed in June 2013. No other changes in governance were made.
- B. Per-pupil school based-budget is not applicable as Hayti High School is the only high school in Hayti R-II School District.

**District Support for School**

“Building Success: Every Student, Every Day” is the focus of Hayti High School and Hayti R-II School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success, lessen the achievement differential between White and Black students, and meet the 92% achievement target for all Hayti secondary students by 2013.

To accomplish this over the next three years, Hayti R-II School District is committed to leading change efforts and working hand in hand with Hayti High School to fully support and implement all transformation initiatives. A detailed ePeGS document for Hayti R-II School District can be found in Appendix F.

Table 2 outlines the strategies Hayti R-II School District will use to fully support and implement this plan throughout the duration of the grant.

**Table 2. Hayti R-II School District Strategies to Support and Lead Change**

SIG Goal	Key Strategies for Hayti R-II School District	Implementation Timeline		
		YR1	YR2	YR3
<b>Goal 1: Student Performance</b>	Objective 1, Strategy 1: In all content areas, teachers will implement lessons that : a) utilize the entire class time b) are aligned to state standards, and c) include researched based learning strategies, such as, but not limited to Hattie’s Visible Learning, Marzano’s Effective Teaching Strategies, Culturally Responsive Teaching.	X	X	X
	Objective 1, Strategy 2: The school day will be extended by one hour to allow for non proficient students to attend double core classes in which they receive additional instruction in mathematics and communication arts and enrichment classes for all students in all content areas.	X	X	X
	Objective 1, Strategy 3: Hayti High School will implement a comprehensive assessment and data tracking plan which will monitor student progress on state content standards; teacher lesson planning, student remediation strategies, and parent communication; as well as provide students with knowledge of their own skill levels and content knowledge.	X	X	X
	Objective 1, Strategy 4: With the support of a full-time Curriculum Coach, teachers will focus on analyzing and utilizing student results on all assessments to change instruction to meet students’ needs during monthly professional learning community meetings.	X	X	X
	Objective 2, Strategy 1: All students will have access to enrichment classes at least one semester each year that include Missouri		X	X

	Connections Tool or other post secondary exams.			
	Objective 2, Strategy 2: High School students meeting academic excellence criteria will be publicly recognized for their accomplishments.	X	X	X
	Objective 2, Strategy 3: School leadership team and the Community Resource Center (described in Goal 4) advisory panel will design a student internship program for Hayti High School seniors and qualifying juniors to provide real world application opportunities for academic and leadership skills, and post secondary goals.			X
<b>Goal 2: Highly Qualified Teachers</b>	Objective 1, Strategy 1: The District Leadership Team in will develop strategies and incentives to increase and sustain teacher retention at Hayti High School.	X	X	X
	Objective 2, Strategy 1: Hayti R-II School District Leadership in collaboration with school administration and teacher representatives will revise the current evaluation form to identify the critical areas of effective teaching required at Hayti High School.	X	X	X
	Objective 2, Strategy 2: Hayti R-II School District will secure the assistance of the RPDC, MO DESE, and Missouri Association for Rural Education, and regional districts to develop options for the design a teacher evaluation system in accordance with state plans and formulas for student growth.	X	X	X
	Objective 3, Strategy 1: District and School Leadership Teams will collaboratively develop and implement a strategic plan for the recruitment and selection of additional staff.	X	X	X
<b>Goal 3: Facilities, Support, and Instructional Resources</b>	Objective 1, Strategy 1: Based on the curriculum map and pacing guides designed by teachers (School Plan Goal 3) Hayti R-II School District will secure additional technology and instructional resources as needed and in keeping with previously established protocols for purchasing materials.	X	X	X
	Objective 1, Strategy 2: The District Leadership Team will provide teachers with external vendor support in the design of pre-, post-, and interim assessments as well as a system to track student data on these measures.	X	X	X
	Objective 2, Strategy 1: Hayti High School will implement the Missouri Schoolwide Positive Behavior Support (MO-SWPBS) system.	X	X	X
	Objective 3, Strategy 1: Hayti High School will use the National High School Center's Early Warning Tool to monitor student progress toward graduation in grades 7-12.	X	X	X
	Objective 3, Strategy 2: By 2012, students identified at risk of dropping out as indicated by the Early Warning and Response System will be mentored by a school or district staff or a qualified community member.			X
	Objective 4, Strategy 1: District leadership will monitor the progress of students below proficiency and receiving academic interventions.	X	X	X

<b>Goal 4: Parent and Community Involvement</b>	Objective 1, Strategy 1: The district leadership team will hire a site coordinator to develop a Community Resource Center (CRC) and establish a CRC advisory board, including key stakeholders: community members, local churches and business leaders, families, students, and Hayti R-II School District staff.	X	X	X
	Objective 1, Strategy 2: The site coordinator will develop a CRC plan in collaboration with the CRC Committee.	X	X	X
	Objective 1, Strategy 3: The Community Resource Center plan will be implemented, assessed, and monitored by the site coordinator and the CRC advisory board.		X	X
<b>Goal 5: Governance</b>	Objective 1, Strategy 1: The District will secure a Project Manager to manage timelines, document progress toward implementation targets, and complete grant and school improvement reporting requirements.	X	X	X
	Objective 1, Strategy 2: The District will hire an external evaluator to monitor and report on the effectiveness of school improvement strategies, impacts on student achievement and teacher effectiveness.	X	X	X
	Objective 1, Strategy 3: The Superintendent will conduct regular Process Checks with key stakeholders (teachers, administrators, students, parents, community members) to gather feedback and provide updates including specific measures of student progress.	X	X	X
	Objective 2, Strategy 1: Hayti High School parent/staff conference schedule will be modified to include interim conferences between parents and staff to occur in the middle of each grading period.	X	X	X
	Objective 2, Strategy 2: During the 2010-2011 school year, the District Leadership will extend the school day by an additional hour and study of year round school options.	X	X	X
	Objective 3, Strategy 1: Hayti R-II School District will secure the assistance of the RPDC, MO DESE, and Missouri Association for Rural Education, and regional districts to develop options for the design a teacher evaluation system in accordance with state plans and formulas for student growth.	X	X	X

**B. DESCRIPTIVE INFORMATION: An LEA/district must include the following information in its application for a School Improvement Grant.**

**B(2)** If the LEA/district is not applying to serve each Tier I school, the LEA/district must explain why it lacks capacity to serve each Tier I school.

**B(2) District Lack of Capacity**

Hayti R-II School District is applying to serve Hayti High School, a Tier II school. No schools within the district are designated as Tier I schools.

**B. DESCRIPTIVE INFORMATION: An LEA/district must include the following information in its application for a School Improvement Grant.**

**B(3)** The LEA/district must describe actions it has taken, or will take, to—

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

**B(3)LEA/District Implementation Plan and Actions for Tier I/II schools**

“Building Success: Every Student, Every Day” is the focus of Hayti High School and Hayti R-II School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success, lessen the achievement differential between White and Black students, and meet the 92% achievement target for all Hayti secondary students by 2013.

First and foremost, this plan is grounded in a leadership for change that focuses on building synergy between the strategic use of data, the powerful instructional practices that promote student engagement and specifically target individual learning needs, an extended instructional day in core academic subjects, and a positive behavior intervention system—all of which create a climate of success. In addition, this plan forges new partnerships and incentives among teachers and administrators to ensure that every teacher receives constructive observation feedback, coaching, and collaborative time to better align, deliver, and modify the curriculum and design targeted interventions that support student success every day for every student. Lastly, this plan provides new means and resources for the school to communicate with and better support parents in building and sustaining the academic and post secondary success of all Hayti students.

**B(3)1 Plan Consistent with Final Requirements**

The transformation plans for both Hayti R-II School District and Hayti High School are consistent with the final requirements and the competitive priorities established by Missouri Department of Elementary and Secondary Education. Hayti R-II School District and Hayti High School are committed to the following competitive priorities:

**1. Implement one plan.**

The transformation plan represented in this SIG application for Hayti R-II School District and Hayti High School is the plan for student achievement, high teacher quality, instructional resources, parent and community involvement, and governance. In the past, Hayti High School did not receive Title I funds. It is the intent of the superintendent to allocate Title I funds across all schools in the Hayti R-II School District. To that end, this transformation plan will guide and anchor how Title I funds are used at Hayti High School. All other school and/or district improvement plans (e.g., technology plans and professional development plans) will align to the objectives and strategies detailed in this transformation plan. In addition, all goals and benchmarks for student achievement will align with state requirements for adequate yearly progress such that Hayti High School will meet or exceed annual measures by 2013.

**2. Set ambitious targets for improvement.**

In 2009, 23.6% of secondary students in Hayti R-II School District achieved proficiency in Communication Arts, and 11.1% achieved proficiency in Mathematics. These scores fall far short of the 2009 proficiency targets of 59.2% and 45%, respectively. In addition, there are significant achievement gaps between White and Black students in both subjects.

The objectives and strategies of this transformation plan are targeted at aggressive student achievement so that by 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics. Implementation of integrated assessment and data systems will enable district and school leadership and Hayti High School teachers to set rigorous achievement targets quarterly as well as annually in order to build success for every student, every day.

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

Hayti R-II School District will consult and seek support from DESE on formulas for inclusion of student progress data and multiple performance-based assessments into the teacher evaluation system. Given the geographic isolation of Hayti, district leadership will work with the Regional Professional Development Center to establish a consortium of regional districts to complete a comprehensive review of current research on effective transformation models and teacher evaluation. A committee of teachers, district leaders, and school administrators will collaborate with the consortium and report back to the district and school. All revisions to the teacher evaluation system will align with research-based indicators of effective teaching and be rigorous, transparent, and equitable.

All teachers at Hayti High School will be evaluated in 2010-11. Classroom observations will occur multiple times each semester and result in the creation of a written professional learning plan. This process provides the documentation and leverage for Hayti High School to remove staff found to be ineffective in improving student outcomes.

Hayti R-II School District will work vigorously to recruit highly effective teachers. The consortium of regional districts will allow for the economy of scale to enable Hayti to work with teacher recruitment programs like Teach For America. Paid opportunities for highly qualified teachers to pursue post-graduate and masters-level education in their content area will be offered with a mutual understanding that teachers remain at Hayti High School for three years. Job postings will be publicized using all communication media as well as the Missouri Association for Rural Education and regional universities. The leadership team will use the Competencies for Successful Teacher Turnaround Framework as well as the Haberman Protocol to assure that all new hires are screened for fit to the transformation model.

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

Hayti High School will use the National High School Center's Early Warning Tool to identify students at risk of dropping out or delayed graduation. The district will support the design of a technology-based data tracking system to monitor student progress on the quarterly benchmark assessments as well as data from the Missouri School Wide Positive Behavior Support system. To promote the continuous use of data, Hayti High School will release 7 to 12 students for one hour each week to ensure weekly reviews of student data to identify student learning needs, differentiate instruction, and target interventions.

High-risk students will be enrolled in a double-core schedule such that they receive an additional 50 minutes daily of instruction in core content areas by the most effective teachers. Opportunities to create success include the following:

- A mandatory afterschool tutoring program.
- A “test-talk” advisory program.
- A community and school-based mentoring program.
- A junior and senior internship program.
- An enrichment program aligned to state and college readiness standards.
- A student portfolio project to identify personal goals for postsecondary success.
- Student-led conferences at midterm.

### **5. Be bold and innovative.**

Currently, Hayti High School operates in a more traditional manner, including the traditional school day with a voluntary afterschool tutoring program, a limited teacher evaluation system mainly for nontenured teachers, state assessments and quarterly grades as the sole measures of student achievement with minimal analysis, stand-alone professional development initiatives, and inadequate communication between families and school.

Taken together, this transformation plan presents innovative strategies to dramatically improve each of these areas, including the following:

- An extended school day with a double core schedule for high-risk students and the potential to move to a year-round school.
- An early warning system to identify high-risk students as well as the creation of benchmark assessments and a technology-based data tracking system.
- Observation and evaluation of all teachers in 2010-11 and the development of a new teacher evaluation system that includes measures of student progress and multiple performance-based assessments.
- Job-embedded professional development through a full-time curriculum coach, weekly professional learning communities, and a collaborative peer observation system.
- A community resource center housed in Hayti High School to build collaborative community school partnerships that ensure the success of every student, every day.

All funds from this SIG grant will supplement, and not supplant, the existing state, local, and federal funding that Hayti R-II School District and Hayti High School receive.

## **6. Demonstrate teacher commitment.**

Twenty seven teachers (96% of Grades 7-12 teaching staff) completed teacher surveys and eight teachers (29% of Grades 7-12 teaching staff) participated in interviews for the needs analysis. Seven teachers (25% of Grades 7-12 teaching staff), along with district and school administrators, parent and community members, one student representative, and consultants from the Regional Professional Development Center, were actively engaged in the co-interpretation of the needs analysis, the identification of key findings, and the development of this transformation plan.

A webinar was conducted on July 8, 2010, that presented all the objectives and strategies of this plan. Twenty seven teachers (96% of Grades 7-12 teaching staff) were in attendance. Teachers were asked to communicate their support for this plan in writing. As of July 14, 2010, 81% (26/32) of teachers and administrators at Hayti R-II High School, Grades 7-12, indicated in writing their commitment to this transformation plan. An additional 6 teachers committed verbally to the school and district leadership and will submit documentation of their commitment upon returning to school. This brings the total number of teachers and administrators voting in support of the transformation plan to 100%. Names of teachers and administrators agreeing to support the transformation plan can be found in appendix C tables 4 and 5.

### **B.3.1. and B.3.2. Detailed plan to implement interventions, with additional aligned resources noted**

Tables 3a, 3b, 3c, and 3d below detail the role Hayti R-II School District will play in supporting the transformation efforts at Hayti High School. The table is organized by intervention category requirement, with corresponding details. The District's role is identified by SIG goal and objective as a cross reference to the district ePeGS document.

Additional resources are listed under specific required and permissible activities to further show the district's commitment to the transformation of Hayti High School. Hayti R-II sees this transformation plan as the central guide for improvement of Hayti R-II school district and will align fiscal and human capital resources in support of its implementation. External provider information is listed below this table to further illustrate the integration of multiple resources to Build Success: Every Student, Everyday.

\* See ePeGS District Documents as listed by Goal #.Objective# .Strategy#

\*\* See Grant Section B1 Needs Analysis for details of Key Findings

\*\*\* See Grant Section B5 for Annual Goal and Leading Indicator 3 Year Targets

**Table 3a. District Support, Resources and Alignment**

<b>Intervention</b>	<b>Description of LEA role and/or additional resources*</b>	<b>Alignment with Timeline and Needs Assessment**</b>	<b>Alignment with Annual Goals &amp; Leading Indicators***</b>
<b><u>Developing/increasing teacher and leader effectiveness</u></b>			
A. Replace the principal	This has already taken place.	May/June 2010	
B. Use rigorous, transparent, and equitable evaluation systems	<p>2.2.1 Hayti R-II District Leadership, in collaboration with school administration and teacher representatives, will revise the current evaluation form to identify the critical areas of effective teaching required at Hayti High School. District leadership team will design an evaluation timeline, and provide evaluation trainings to Hayti HS administrator team. The superintendent will assist the HS principal in observing classroom teachers multiple times each semester to determine effectiveness. The district will also engage an external evaluator to help gauge the teacher evaluation system effectiveness, and will work with the school principal to expedite any staff removals or reassignments deemed necessary as a result of multiple evaluations.</p> <p>2.2.2. (and 5.3.1) Hayti R-II School District will secure the assistance of the RPDC, MO DESE, Missouri Association for Rural Education, and regional districts to work with teachers and administrators from Hayti to develop options for the design of a teacher evaluation system in accordance with state plans and formulas for student growth.</p> <p>5.1.2 The district will hire an external evaluator to monitor and report on the effectiveness of school improvement</p>	September 2010; Full Implementation September 2012	<ul style="list-style-type: none"> <li>• Distribution of Teachers by Performance Level</li> <li>• Teacher Attendance Rate</li> </ul>

Intervention	Description of LEA role and/or additional resources*	Alignment with Timeline and Needs Assessment**	Alignment with Annual Goals & Leading Indicators***
	strategies and the impact on student achievement and teacher effectiveness, and will oversee the vendor’s work.		
C. Identify and reward school leaders, teachers, and other staff	<p>2.1.1 The District Leadership Team will develop strategies and incentives to increase and sustain teacher retention at Hayti High School, including continuing education credits for selected professional development opportunities, flexible scheduling time, additional reimbursement for continuing education and additional leadership opportunities.</p> <p>2.2.2. (and 5.3.1) Hayti R-II School District will secure the assistance of the RPDC, MO DESE, Missouri Association for Rural Education, and regional districts to work with teachers and administrators from Hayti to develop options for the design of a teacher evaluation system in accordance with state plans and formulas for student growth.</p> <p>2.3.1 District and School Leadership Teams will collaboratively develop and implement a strategic plan for the recruitment and selection of additional staff, including application of incentives including additional development and leadership opportunities and related compensation.</p>	September 2010; Full Implementation May 2012	<ul style="list-style-type: none"> <li>• Distribution of Teachers by Performance Level</li> <li>• Teacher Attendance Rate</li> </ul>
D. Provide staff with ongoing, high-quality, job-embedded professional development	3.1.2 The district leadership team will provide teachers with external vendor support in the design of pre-, post-, and interim assessments as well as a system to track student data on these measures.	September 2010; Full Implementation November 2010  <i>Key Finding 2:</i> Teachers report that they do not know how to analyze student achievement data, and they need help developing teaching strategies for	

<b>Intervention</b>	<b>Description of LEA role and/or additional resources*</b>	<b>Alignment with Timeline and Needs Assessment**</b>	<b>Alignment with Annual Goals &amp; Leading Indicators***</b>
	<p>5.1.2 The district will hire an external evaluator to monitor and report on the effectiveness of school improvement strategies and the impact on student achievement and teacher effectiveness, and will oversee the vendor’s work</p>	<p>differentiating instruction—particularly for lower achieving students. (Goal 2: Highly Qualified Staff; Goal 3: Facilities, Support, and Instructional Resources)</p> <p><i>Key Finding 3:</i> The administration offers and encourages professional development, but teachers feel the professional development sessions are a waste of time and lack impact. (Goal 2: Highly Qualified Staff)</p> <p><i>Key Finding 4:</i> There is a need to align the curriculum horizontally and vertically to meet the requirements of the Grade Level Expectations (GLEs) and support the needs of low achieving students. (Goal 1: Student Performance)</p>	
<p>E. Implement strategies that are designed to assist in recruiting, placing, and retaining high-quality staff</p>	<p>2.1.1 The District Leadership Team will develop strategies and incentives to increase and sustain teacher retention at Hayti High School, including continuing education credits for selected professional development opportunities, flexible scheduling time, additional reimbursement for continuing education and additional leadership opportunities</p> <p>2.2.2. (and 5.3.1) Hayti R-II School District will secure the assistance of the RPDC, MO DESE, Missouri Association for Rural Education, and regional districts to work with teachers and administrators from Hayti to develop options for the design of a teacher evaluation system in accordance with state plans and formulas for student growth.</p>	<p>March 2011; Full Implementation June 2013</p> <p><i>Key Finding 3:</i> The administration offers and encourages professional development, but teachers feel the professional development sessions are a waste of time and lack impact. (Goal 2: Highly Qualified Staff)</p>	

<b>Intervention</b>	<b>Description of LEA role and/or additional resources*</b>	<b>Alignment with Timeline and Needs Assessment**</b>	<b>Alignment with Annual Goals &amp; Leading Indicators***</b>
	<p>2.3.1 District and School Leadership Teams will collaboratively develop and implement a strategic plan for the recruitment and selection of additional staff, including application of incentives including additional development and leadership opportunities and related compensation.</p> <p>5.1.3 The superintendent will conduct regular process checks with key stakeholders (teachers, administrators, students, parents, community members) to gather feedback and provide updates including specific measures of student progress.</p>		
<p>Permissible A. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school</p>	<p>2.1.1 The District Leadership Team will develop strategies and incentives to increase and sustain teacher retention at Hayti High School, including continuing education credits for selected professional development opportunities, flexible scheduling time, additional reimbursement for continuing education and additional leadership opportunities</p> <p>2.2.2. (and 5.3.1) Hayti R-II School District will secure the assistance of the RPDC, MO DESE, Missouri Association for Rural Education, and regional districts to work with teachers and administrators from Hayti to develop options for the design of a teacher evaluation system in accordance with state plans and formulas for student growth.</p>	<p>September 2012; Full Implementation September 2013</p>	

Intervention	Description of LEA role and/or additional resources*	Alignment with Timeline and Needs Assessment**	Alignment with Annual Goals & Leading Indicators***
	<p>2.3.1 District and School Leadership Teams will collaboratively develop and implement a strategic plan for the recruitment and selection of additional staff, including application of incentives including additional development and leadership opportunities and related compensation.</p> <p>5.1.3 The superintendent will conduct regular process checks with key stakeholders (teachers, administrators, students, parents, community members) to gather feedback and provide updates including specific measures of student progress.</p>		
<p>Permissible B. Instituting a system for measuring changes in instructional practices from professional development</p>	<p>1.1.1. In all content areas, teachers will implement lessons that: a) utilize the entire class time, b) are aligned to state standards, and c) include research-based learning strategies (such as, but not limited to Hattie’s Visible Learning, Marzano’s Effective Teaching Strategies, Culturally Responsive Teaching).</p> <p>5.1.1 The district will secure a project manager to manage timelines, document progress toward implementation targets, and complete grant and school improvement reporting requirements.</p> <p>5.1.2 The district will hire an external evaluator to monitor and report on the effectiveness of school improvement strategies and the impact on student achievement and teacher effectiveness, and</p>	<p>September 2010; Full Implementation January 2011</p> <p><i>Key Finding 2:</i> Teachers report that they do not know how to analyze student achievement data, and they need help developing teaching strategies for differentiating instruction—particularly for lower achieving students. (Goal 2: Highly Qualified Staff; Goal 3: Facilities, Support, and Instructional Resources)</p> <p><i>Key Finding 3:</i> The administration offers and encourages professional development, but teachers feel the professional development sessions are a waste of time and lack impact. (Goal 2: Highly Qualified Staff)</p>	<ul style="list-style-type: none"> <li>• Distribution of Teachers by Performance Level</li> </ul>

<b>Intervention</b>	<b>Description of LEA role and/or additional resources*</b>	<b>Alignment with Timeline and Needs Assessment**</b>	<b>Alignment with Annual Goals &amp; Leading Indicators***</b>
	<p>will oversee the vendor’s work</p> <p>5.1.3 The superintendent will conduct regular process checks with key stakeholders (teachers, administrators, students, parents, community members) to gather feedback and provide updates including specific measures of student progress.</p>		
<p><i>Additional resources for supporting teacher and leader effectiveness - SEA, RPDC, MARE, Regional District Consortium External Evaluator, Project Manager, Curriculum Coach, Elbow-2-Elbow, ; District Funds, Turnaround Funds - The district will secure a contract with Elbow-2-Elbow to provide training and coaching to teachers, will secure additional technological resources (e.g. computers, printers and digital media), and will add a curriculum coach position at the HS to provide job-embedded coaching to teachers. District leaders will also conduct monthly informal walkthroughs to monitor the inclusion of defined criteria from professional development in the classroom setting. Hayti R-II will also secure an external vendor to provide support in the final evaluation design and methodologies, and related compensation and incentive measures.</i></p>			

**Table 3b. District Support, Resources and Alignment**

Intervention	Description of LEA role and/or additional resources*	Alignment with Timeline and Needs Assessment**	Alignment with Annual Goals & Leading Indicators***
<b><u>Comprehensive instructional reform strategies</u></b>			
<p>A. Use data to identify and implement an instructional program that is research-based and “vertically aligned”</p>	<p>1.1.3 Hayti R-II High School will implement a comprehensive assessment and data tracking plan which will monitor student progress on state content standards; teacher lesson planning, student remediation strategies, and parent communication; as well as provide students with knowledge of their own skill levels and content knowledge. District leadership will monitor student academic progress alongside other data contained in the Early Warning System and communicate progress to all stakeholders.</p> <p>1.1.4 With the support of a full-time Curriculum Coach provided by the district, teachers will focus on analyzing and utilizing student results on all assessments to change instruction to meet students’ needs during monthly professional learning community meetings. District leadership will review and monitor the school data “war room” and other visual displays of student learning during monthly walk-throughs</p> <p>3.1.2 The district leadership team will provide teachers with external vendor support in the design of pre-, post-, and interim assessments as well as a technology-based data management system system to track student data on these measures.</p> <p>3.3.1 Hayti High School will use the National High School Center’s Early</p>	<p>September 2010; Full Implementation January 2011</p> <p><i>Key Finding 2:</i> Teachers report that they do not know how to analyze student achievement data, and they need help developing teaching strategies for differentiating instruction—particularly for lower achieving students. (Goal 2: Highly Qualified Staff; Goal 3: Facilities, Support, and Instructional Resources)</p> <p><i>Key Finding 4:</i> There is a need to align the curriculum horizontally and vertically to meet the requirements of the Grade Level Expectations (GLEs) and support the needs of low achieving students. (Goal 1: Student Performance)</p>	<ul style="list-style-type: none"> <li>• MAP and EOC Proficiency Goals</li> <li>• Student Participation on MAP &amp; EOC by Subgroup</li> <li>• Graduation Rate</li> <li>• Drop Out Rate</li> <li>• Number/Percentage of Students Completing Advance Coursework (AP/IB, dual enrollment)</li> </ul>

<b>Intervention</b>	<b>Description of LEA role and/or additional resources*</b>	<b>Alignment with Timeline and Needs Assessment**</b>	<b>Alignment with Annual Goals &amp; Leading Indicators***</b>
	<p>Warning Tool to monitor student progress toward graduation in Grades 7-12. District leadership will provide support with the organization of the logistical data management processes needed to implement the Early Warning Tool.</p> <p>3.4.1 District leadership will monitor the progress of students below proficiency and receiving academic interventions, and meet quarterly with HS administrators to discuss student progress.</p> <p>5.1.2 The district will hire an external evaluator to monitor and report on the effectiveness of school improvement strategies and the impact on student achievement and teacher effectiveness, and will oversee the vendor’s work.</p>		
<b>Intervention</b>	<b>Description of LEA role and/or additional resources*</b>	<b>Alignment with Timeline and Needs Assessment**</b>	<b>Alignment with Annual Goals &amp; Leading Indicators***</b>
<p>B. Promote the continuous use of student data to inform and differentiate instruction</p>	<p>1.1.3 Hayti R-II High School will implement a comprehensive assessment and data tracking plan which will monitor student progress on state content standards; teacher lesson planning, student remediation strategies, and parent communication; as well as provide students with knowledge of their own skill levels and content knowledge. District leadership will monitor student academic progress alongside other data contained in the Early Warning System and communicate progress to all stakeholders.</p> <p>1.1.4 With the support of a full-time Curriculum Coach, teachers will focus on analyzing and utilizing student results on</p>	<p>September 2010; Full Implementation January 2011</p> <p><i>Key Finding 1:</i> In 2009, 23.6% of secondary students in Hayti R-II District achieved proficiency in Communication Arts and 11.1% achieved proficiency in Mathematics. These scores fall far short of the 2009 proficiency targets of 59.2% and 45%, respectively. In addition, there is a significant achievement gap between White and Black students in both subjects. (Goal 1: Student Performance)</p> <p><i>Key Finding 2:</i> Teachers report that they do not know how to analyze student achievement data, and they need help</p>	<ul style="list-style-type: none"> <li>• MAP and EOC Proficiency Goals</li> <li>• Student Participation on MAP &amp; EOC by Subgroup</li> <li>• Graduation Rate</li> <li>• Drop Out Rate</li> <li>• Number/Percentage of Students Completing Advance Coursework (AP/IB, dual enrollment)</li> </ul>

<b>Intervention</b>	<b>Description of LEA role and/or additional resources*</b>	<b>Alignment with Timeline and Needs Assessment**</b>	<b>Alignment with Annual Goals &amp; Leading Indicators***</b>
	<p>all assessments to change instruction to meet students’ needs during monthly professional learning community meetings. District leadership will review and monitor the school data “war room” and other visual displays of student learning during monthly walk-throughs</p> <p>3.1.2 The district leadership team will provide teachers with external vendor support in the design of pre-, post-, and interim assessments as well as a system to track student data on these measures.</p> <p>3.3.1 Hayti High School will use the National High School Center’s Early Warning Tool to monitor student progress toward graduation in Grades 7-12. District leadership will provide support with the organization of the logistical data management processes needed to implement the Early Warning Tool.</p> <p>3.3.2 By 2012, students identified as at risk of dropping out as indicated by the Early Warning and Response System will be mentored by a school or district staff or a qualified community member (Community Member Mentors are also described in Goal 4). District leadership will work to identify and secure community volunteers for the mentor program.</p> <p>3.4.1 District leadership will monitor the progress of students below proficiency and receiving academic interventions, and meet quarterly with HS administrators to discuss student progress.</p>	<p>developing teaching strategies for differentiating instruction—particularly for lower achieving students. (Goal 2: Highly Qualified Staff; Goal 3: Facilities, Support, and Instructional Resources)</p> <p><i>Key Finding 3:</i> The administration offers and encourages professional development, but teachers feel the professional development sessions are a waste of time and lack impact. (Goal 2: Highly Qualified Staff)</p>	

Intervention	Description of LEA role and/or additional resources*	Alignment with Timeline and Needs Assessment**	Alignment with Annual Goals & Leading Indicators***
	<p>5.1.2 The district will hire an external evaluator to monitor and report on the effectiveness of school improvement strategies and the impact on student achievement and teacher effectiveness, and will oversee the vendor’s work</p>		
<p>Permissible: A. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.</p>	<p>3.1.2 The district leadership team will provide teachers with external vendor support in the design of pre-, post-, and interim assessments as well as a system to track student data on these measures.</p> <p>5.1.1 The district will secure a project manager to manage timelines, document progress toward implementation targets, and complete grant and school improvement reporting requirements.</p> <p>5.1.2 The district will hire an external evaluator to monitor and report on the effectiveness of school improvement strategies and the impact on student achievement and teacher effectiveness, and will oversee the vendor’s work</p> <p>5.1.3 The superintendent will conduct regular process checks with key stakeholders (teachers, administrators, students, parents, community members) to gather feedback and provide updates including specific measures of student progress.</p>	<p>September 2010; Full Implementation June 2011</p> <p><i>Key Finding 1:</i> In 2009, 23.6% of secondary students in Hayti R-II District achieved proficiency in Communication Arts and 11.1% achieved proficiency in Mathematics. These scores fall far short of the 2009 proficiency targets of 59.2% and 45%, respectively. In addition, there is a significant achievement gap between White and Black students in both subjects. (Goal 1: Student Performance)</p> <p><i>Key Finding 2:</i> Teachers report that they do not know how to analyze student achievement data, and they need help developing teaching strategies for differentiating instruction—particularly for lower achieving students. (Goal 2: Highly Qualified Staff; Goal 3: Facilities, Support, and Instructional Resources)</p> <p><i>Key Finding 4:</i> There is a need to align the curriculum horizontally and vertically to meet the requirements of the Grade Level Expectations (GLEs) and support the needs of low achieving students. (Goal 1: Student Performance)</p>	<ul style="list-style-type: none"> <li>• MAP and EOC Proficiency Goals</li> <li>• Student Participation on MAP &amp; EOC by Subgroup</li> <li>• Number/Percentage of Students Completing Advance Coursework (AP/IB, dual enrollment)</li> </ul>

Intervention	Description of LEA role and/or additional resources*	Alignment with Timeline and Needs Assessment**	Alignment with Annual Goals & Leading Indicators***
Permissible: D. Using technology-based supports and intervention as part of the instructional program.	3.3.1 Hayti High School will use the National High School Center’s Early Warning Tool to monitor student progress toward graduation in Grades 7-12. District leadership will provide support with the organization of the logistical data management processes needed to implement the Early Warning Tool.	August 2010; Full Implementation January 2011	
Permissible: E1. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high school, dual enrollment program, or thematic learning academies, including by providing appropriate supports designed to ensure the low achieving students can take advantage of these programs and coursework.	3.4.1 District leadership will monitor the progress of students below proficiency and receiving academic interventions, and meet quarterly with HS administrators to discuss student progress.	June 2010; Full Implementation January 2012  <i>Key Finding 5:</i> Although the school provides some academic supports for low achieving students, identifying and implementing more effective support strategies is needed. (Goal 1: Student Performance; Goal 3: Facilities, Support, and Instructional Resources)	<ul style="list-style-type: none"> <li>• MAP and EOC Proficiency Goals</li> <li>• Student Participation on MAP &amp; EOC by Subgroup</li> <li>• Number/Percentage of Students Completing Advance Coursework (AP/IB, dual enrollment)</li> </ul>
Permissible: E3. Increasing graduation rates through, for example, credit-recovery, reengagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic	<p>1.1.1. In all content areas, teachers will implement lessons that: a) utilize the entire class time, b) are aligned to state standards, and c) include research-based learning strategies (such as, but not limited to Hattie’s Visible Learning, Marzano’s Effective Teaching Strategies, Culturally Responsive Teaching).</p> <p>1.1.2 The school day will be extended by one hour to allow for a) nonproficient students to attend “double core” classes in which they receive additional instruction in</p>	<p>June 2010; Full Implementation January 2012</p> <p><i>Key Finding 2:</i> Teachers report that they do not know how to analyze student achievement data, and they need help developing teaching strategies for differentiating instruction—particularly for lower achieving students. (Goal 2: Highly Qualified Staff; Goal 3: Facilities, Support, and Instructional Resources)</p> <p><i>Key Finding 4:</i> There is a need to align the</p>	<ul style="list-style-type: none"> <li>• MAP and EOC Proficiency Goals</li> <li>• Student Participation on MAP &amp; EOC by Subgroup</li> <li>• Graduation Rate</li> <li>• Drop Out Rate</li> <li>• Number/Percentage of Students Completing Advance Coursework (AP/IB, dual enrollment)</li> <li>•</li> </ul>

<b>Intervention</b>	<b>Description of LEA role and/or additional resources*</b>	<b>Alignment with Timeline and Needs Assessment**</b>	<b>Alignment with Annual Goals &amp; Leading Indicators***</b>
<p>reading and mathematics skills</p>	<p>Mathematics and Communication Arts, and b) enrichment classes for all students in all content areas. District leadership will revise school board policy to make this effective for grades 7 – 12.</p> <p>1.2.1 All students will have access to enrichment classes at least one semester each year that include Missouri Connect Tool or other post secondary explorations. District leadership will help recruit community and business leaders to participate in this venture.</p> <p>1.2.2 High School students meeting academic excellence criteria will be publicly recognized for their accomplishments. (Hayti R-II will provide letterman jackets and other recognition incentives for high-achieving students)</p> <p>1.2.3 School leadership team and the Community Resource Center (described in Goal 4) advisory panel will design a student internship program for Hayti High School seniors and qualifying juniors to provide real world application opportunities for academic and leadership skills, and post secondary goals. District leadership will identify indicators and outcomes measures from the internship program, to be used for program tracking and improvement.</p> <p>3.1.2 The district leadership team will provide teachers with external vendor support in the design of pre-, post-, and interim assessments as well as a system to track student data on these measures.</p>	<p>curriculum horizontally and vertically to meet the requirements of the Grade Level Expectations (GLEs) and support the needs of low achieving students. (Goal 1: Student Performance)</p> <p><i>Key Finding 5:</i> Although the school provides some academic supports for low achieving students, identifying and implementing more effective support strategies is needed. (Goal 1: Student Performance; Goal 3: Facilities, Support, and Instructional Resources)</p>	

Intervention	Description of LEA role and/or additional resources*	Alignment with Timeline and Needs Assessment**	Alignment with Annual Goals & Leading Indicators***
	<p>3.4.1 District leadership will monitor the progress of students below proficiency and receiving academic interventions, and meet quarterly with HS administrators to discuss student progress.</p>		
<p>Permissible: E4. Establishing early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate.</p>	<p>1.1.3 Hayti R-II High School will implement a comprehensive assessment and data tracking plan which will monitor student progress on state content standards; teacher lesson planning, student remediation strategies, and parent communication; as well as provide students with knowledge of their own skill levels and content knowledge. District leadership will monitor student academic progress alongside other data contained in the Early Warning System and communicate progress to all stakeholders.</p> <p>1.1.4 With the support of a full-time Curriculum Coach, provided by the district, teachers will focus on analyzing and utilizing student results on all assessments to change instruction to meet students' needs during monthly professional learning community meetings. District leadership will review and monitor the school data "war room" and other visual displays of student learning during monthly walk-throughs</p> <p>3.2.1 Hayti R-II High School will implement the Missouri Schoolwide Positive Behavior Support (MO-SWPBS) system.</p> <p>3.3.1 Hayti High School will use the National High School Center's Early Warning Tool to monitor student progress</p>	<p>January 2011; Full Implementation August 2012</p> <p><i>Key Finding 5:</i> Although the school provides some academic supports for low achieving students, identifying and implementing more effective support strategies is needed. (Goal 1: Student Performance; Goal 3: Facilities, Support, and Instructional Resources)</p>	<ul style="list-style-type: none"> <li>• MAP and EOC Proficiency Goals</li> <li>• Student Participation on MAP &amp; EOC by Subgroup</li> <li>• Graduation Rate</li> <li>• Drop Out Rate</li> <li>• Student Attendance Rate</li> <li>• Number/Percentage of Students Completing Advance Coursework (AP/IB, dual enrollment)</li> <li>• Discipline Incidents</li> <li>• Truants</li> </ul>

Intervention	Description of LEA role and/or additional resources*	Alignment with Timeline and Needs Assessment**	Alignment with Annual Goals & Leading Indicators***
	<p>toward graduation in Grades 7-12. District leadership will provide support with the organization of the logistical data management processes needed to implement the Early Warning Tool.</p> <p>3.3.2 By 2012, students identified as at risk of dropping out as indicated by the Early Warning and Response System will be mentored by a school or district staff or a qualified community member (Community Member Mentors are also described in Goal 4). District leadership will work to identify and secure community volunteers for the mentor program.</p> <p>3.4.1 District leadership will monitor the progress of students below proficiency and receiving academic interventions, and meet quarterly with HS administrators to discuss student progress.</p> <p>5.1.1 The district will secure a project manager to manage timelines, document progress toward implementation targets, and complete grant and school improvement reporting requirements.</p> <p>5.1.2 The district will hire an external evaluator to monitor and report on the effectiveness of school improvement strategies and the impact on student achievement and teacher effectiveness, and will oversee the vendor’s work.</p>		

*Additional resources for supporting instructional reform* - RPDC, External Evaluator, Project Manager, Curriculum Coach, Elbow-2-Elbow, STI, ACT, MO SW-PBS; District Funds, Turnaround Funds - District leadership will secure a contract with STI and ACT to design student assessments and data solutions for grades 7 – 12, and a contract with Elbow-2-Elbow to provide training and coaching to teachers and the curriculum coach. The district will also hire an external evaluator to monitor and report on the effectiveness of school improvement strategies and the impact on student achievement and teacher effectiveness.

**Table 3c. District Support, Resources and Alignment**

Intervention	Description of LEA role and/or additional resources*	Alignment with Timeline and Needs Assessment**	Alignment with Annual Goals & Leading Indicators***
<b><u>Increasing learning time and creating community-oriented schools</u></b>			
<p>A. Establish schedules that provide for increased learning time</p>	<p>1.1.2 The school day will be extended by one hour to allow for a) nonproficient students to attend “double core” classes in which they receive additional instruction in Mathematics and Communication Arts, and b) enrichment classes for all students in all content areas. District leadership will revise school board policy to make this effective for grades 7 – 12.</p> <p>1.2.1 All students will have access to enrichment classes at least one semester each year that include Missouri Connect Tool or other post secondary explorations. District leadership will help recruit community and business leaders to participate in this venture.</p> <p>5.2.2 During the 2010-2011 school year, district leadership will extend the school day by an additional hour, and a study of year-round school options and best practices will be conducted.</p>	<p>June 2010; Full Implementation of Extended Day September 2010</p> <p><i>Key Finding 1:</i> In 2009, 23.6% of secondary students in Hayti R-II District achieved proficiency in Communication Arts and 11.1% achieved proficiency in Mathematics. These scores fall far short of the 2009 proficiency targets of 59.2% and 45%, respectively. In addition, there is a significant achievement gap between White and Black students in both subjects. (Goal 1: Student Performance)</p> <p><i>Key Finding 5:</i> Although the school provides some academic supports for low achieving students, identifying and implementing more effective support strategies is needed. (Goal 1: Student Performance; Goal 3: Facilities, Support, and Instructional Resources)</p>	<ul style="list-style-type: none"> <li>• Number of Minutes in the School Year</li> <li>• Student Attendance Rate</li> </ul>
<p>B. Provide ongoing mechanisms for family and community engagement</p>	<p>1.2.3 School leadership team and the Community Resource Center (described in Goal 4) advisory panel will design a student internship program for Hayti High School seniors and qualifying juniors to provide real world application opportunities for academic and leadership skills, and post secondary goals. District leadership will identify indicators and outcomes measures from the internship program, to be used for program tracking</p>	<p>October 2010; Full Implementation October 2013</p> <p><i>Key Finding 6:</i> Parent/school communication is inadequate. (Goal 4: Parent and Community Involvement; Goal 5: Governance)</p>	<ul style="list-style-type: none"> <li>• Drop Out Rate</li> <li>• Student Attendance Rate</li> <li>• Truants</li> </ul>

<b>Intervention</b>	<b>Description of LEA role and/or additional resources*</b>	<b>Alignment with Timeline and Needs Assessment**</b>	<b>Alignment with Annual Goals &amp; Leading Indicators***</b>
	<p>and improvement.</p> <p>3.3.2 By 2012, students identified as at risk of dropping out as indicated by the Early Warning and Response System will be mentored by a school or district staff or a qualified community member (Community Member Mentors are also described in Goal 4). District leadership will work to identify and secure community volunteers for the mentor program.</p> <p>4.1.1 The District Leadership Team will hire a site coordinator to develop a Community Resource Center (CRC) and establish a CRC advisory board, including key stakeholders: community members, local churches and business leaders, families, students, and Hayti R-II District staff.</p> <p>4.1.2 The site coordinator will develop a CRC plan in collaboration with the CEC Committee.</p> <p>4.1.3 The Community Resource Center plan will be implemented, assessed, and monitored by the site coordinator and the CRC advisory board. The district leadership team will evaluate the CRC program with the assistance of an external evaluator.</p> <p>5.1.2 The district will hire an external evaluator to monitor and report on the effectiveness of school improvement strategies and the impact on student achievement and teacher effectiveness, and will oversee the vendor’s work</p> <p>5.1.3 The superintendent will conduct</p>		

Intervention	Description of LEA role and/or additional resources*	Alignment with Timeline and Needs Assessment**	Alignment with Annual Goals & Leading Indicators***
	<p>regular process checks with key stakeholders (teachers, administrators, students, parents, community members) to gather feedback and provide updates including specific measures of student progress.</p> <p>5.2.1 The Hayti High School parent/staff conference schedule will be modified to include interim conferences between parents and staff to occur in the middle of each grading period.</p>		
<p>Permissible: C. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.</p>	<p>1.2.2 High School students meeting academic excellence criteria will be publicly recognized for their accomplishments. (Hayti R-II will provide letterman jackets and other recognition incentives for high-achieving students)</p> <p>3.2.1 Hayti R-II High School will implement the Missouri Schoolwide Positive Behavior Support (MO-SWPBS) system.</p>	<p>September 2010; Full Implementation September 2011</p> <p>Parent/school communication is inadequate. (Goal 4: Parent and Community Involvement; Goal 5: Governance)</p>	<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• Drop Out Rate</li> <li>• Student Attendance Rate</li> <li>• Discipline Incidents</li> <li>• Truants</li> </ul>
<p>Permissible: Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments</p>	<p>1.2.3 School leadership team and the Community Resource Center (described in Goal 4) advisory panel will design a student internship program for Hayti High School seniors and qualifying juniors to provide real world application opportunities for academic and leadership skills, and post secondary goals. District leadership will identify indicators and outcomes measures from the internship program, to be used for program tracking and improvement.</p>	<p>September 2010; Full Implementation January 2013</p> <p><i>Key Finding 6:</i> Parent/school communication is inadequate. (Goal 4: Parent and Community Involvement; Goal 5: Governance)</p>	<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• Drop Out Rate</li> <li>• Student Attendance Rate</li> <li>• Discipline Incidents</li> <li>• Truants</li> </ul>

<b>Intervention</b>	<b>Description of LEA role and/or additional resources*</b>	<b>Alignment with Timeline and Needs Assessment**</b>	<b>Alignment with Annual Goals &amp; Leading Indicators***</b>
	<p>3.3.2 By 2012, students identified as at risk of dropping out as indicated by the Early Warning and Response System will be mentored by a school or district staff or a qualified community member (Community Member Mentors are also described in Goal 4). District leadership will work to identify and secure community volunteers for the mentor program.</p> <p>4.1.1 The District Leadership Team will hire a site coordinator to develop a Community Resource Center (CRC) and establish a CRC advisory board, including key stakeholders: community members, local churches and business leaders, families, students, and Hayti R-II District staff.</p> <p>4.1.2 The site coordinator will develop a CRC plan in collaboration with the CEC Committee.</p> <p>4.1.3 The Community Resource Center plan will be implemented, assessed, and monitored by the site coordinator and the CRC advisory board. The district leadership team will evaluate the CRC program with the assistance of an external evaluator.</p> <p>5.1.3 The superintendent will conduct regular process checks with key stakeholders (teachers, administrators, students, parents, community members) to gather feedback and provide updates including specific measures of student progress.</p>		

<b>Intervention</b>	<b>Description of LEA role and/or additional resources*</b>	<b>Alignment with Timeline and Needs Assessment**</b>	<b>Alignment with Annual Goals &amp; Leading Indicators***</b>
	5.2.1 The Hayti High School parent/staff conference schedule will be modified to include interim conferences between parents and staff to occur in the middle of each grading period.		
<i>Additional resources for increasing learning time and supporting community-oriented schools</i> - External Evaluator, Project Manager, Curriculum Coach, Elbow-2-Elbow, STI, ACT, MO SW-PBS, CRC Advisory Board, Community & Business Leadership, Families; District Funds, Community In-kind support; Community/School Partnership Grants, Turnaround Funds Turnaround Funds			

**Table 3d. District Support, Resources and Alignment**

Intervention	Description of LEA role and/or additional resources*	Alignment with Timeline and Needs Assessment**	Alignment with Annual Goals & Leading Indicators***
<b><u>Providing operational flexibility and sustained support</u></b>			
<p>A. Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>5.1.3 The superintendent will conduct regular process checks with key stakeholders (teachers, administrators, students, parents, community members) to gather feedback and provide updates including specific measures of student progress.</p> <p>5.2.2 During the 2010-2011 school year, district leadership will extend the school day by an additional hour, and a study of year-round school options and best practices will be conducted.</p>	<p>June 2010</p> <p><i>Key Finding 5:</i> Although the school provides some academic supports for low achieving students, identifying and implementing more effective support strategies is needed. (Goal 1: Student Performance; Goal 3: Facilities, Support, and Instructional Resources)</p>	<ul style="list-style-type: none"> <li>• MAP and EOC Proficiency Goals</li> <li>• Student Participation on MAP &amp; EOC by Subgroup</li> <li>• Graduation Rate</li> <li>• Drop Out Rate</li> <li>• Student Attendance Rate</li> <li>• Number/Percentage of Students Completing Advance Coursework (AP/IB, dual enrollment)</li> </ul>
<p>B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and the SEA</p>	<p>1.1.4 With the support of a full-time Curriculum Coach, provided by the district, teachers will focus on analyzing and utilizing student results on all assessments to change instruction to meet students’ needs during monthly professional learning community meetings. District leadership will review and monitor the school data “war room” and other visual displays of student learning during monthly walk-throughs</p> <p>3.1.2 The district leadership team will provide teachers with external vendor support in the design of pre-, post-, and interim assessments as well as a system to track student data on these measures.</p> <p>3.4.1 District leadership will monitor the progress of students below proficiency and receiving academic interventions, and meet quarterly with HS administrators to discuss</p>	<p>June 2010; Full Implementation September 2010 (except for Teacher Evaluation September 2012)</p>	

<b>Intervention</b>	<b>Description of LEA role and/or additional resources*</b>	<b>Alignment with Timeline and Needs Assessment**</b>	<b>Alignment with Annual Goals &amp; Leading Indicators***</b>
	<p>student progress.</p> <p>5.1.1 The district will secure a project manager to manage timelines, document progress toward implementation targets, and complete grant and school improvement reporting requirements.</p> <p>5.1.2 The district will hire an external evaluator to monitor and report on the effectiveness of school improvement strategies and the impact on student achievement and teacher effectiveness, and will oversee the vendor’s work</p>		
<p><i>Additional resources supporting operating flexibility</i> - External Evaluator, Project Manager, Curriculum Coach, Elbow-2-Elbow, STI, ACT, MO SW-PBS, CRC Advisory Board, Community &amp; Business Leadership, Families; District Funds, Community In-kind support; Community/School Partnership Grants, Turnaround Funds</p>			

### **B(3)2 Align Other Resources and Recruit, Screen, and Select External Providers**

A wide variety of additional resources will be used to support Hayti R-II School District and Hayti High School in implementing this transformation plan. Several external vendors have been identified for initiatives, specifically those related to professional development and assessment design, and outlined in this plan.

***Regional Professional Development Center (RPDC).*** Hayti R-II School District has been working with the Southeast Missouri RPDC for support with curriculum and professional development initiatives. Five representatives from the RPDC participated in the Co-Interpretation process and Action Planning with Hayti High School that led to the development of this plan. RPDC will support implementation of this plan in three key ways:

- Professional development for teachers, curriculum coach, and school leadership on the implementation and effective use of professional learning communities
- Regional coordination and logistical support for a consortium of regional districts that is responsible for the research and design of teacher evaluation systems that include measures of student progress and for the recruitment of new teachers through such national programs as Teach for America
- Regional resource and hub for technical assistance in Southeast Missouri providing context specific support to the improvement initiatives of Hayti High School and the Hayti R-II School District

***STI Education Data Management Solutions (STI).*** STI supported the recent implementation of interim benchmark assessments at the elementary school level. STI designed the assessments and provided data analysis of student results. In an effort to build upon this successful improvement strategy and also build vertical articulation of a district wide benchmark assessment system, Hayti High School will work directly with STI on the design of interim benchmark assessments and a data tracking system. STI was selected specifically because of the success of the elementary school initiative and their regional presence in the state, both of which demonstrate an understanding of Missouri state standards and assessment practices as well as the context of rural districts.

***ACT.*** For the first time, all Hayti High School Students will take the Explore and Plan tests which are designed to help students in Grades 8 and 9 identify their skills and content knowledge in relationship to the ACT college entrance exam. Both assessments were chosen specifically because they align with the ACT and student results are presented in accordance with ACT expectations. As an external provider, ACT will serve primarily as the provider of materials. The results of the Explore and Plan tests will help to identify students for double core course schedule, the afterschool tutoring program, enrichment program and/or other academic support services. Having all students in Grades 8 and 9 take these pre-ACT assessments will help to set a vision of high expectations for student success.

***Elbow-2-Elbow Educational Consulting.*** Coaching and professional development for the Curriculum Coach and teachers in Grades 7-12 on high yield instructional strategies and strategies to engage students will be conducted by Elbow-2-Elbow. In addition, Elbow-2-Elbow will work directly with teachers in using student data from benchmark assessments to drive instructional planning and target student interventions. A collaborative peer observation process for teachers will be conducted by Elbow-2-Elbow. They will also engage district and school leadership in a regular internal walk-through process to support them in monitoring classroom implementation and student progress as well as develop them as instructional leaders. Elbow-2-Elbow was selected due to their ability to provide comprehensive assistance throughout the school year with a significant, almost weekly presence in the school building. These services will also be provided at a more limited scope to the district elementary schools so as to further establish a district wide vision of quality instruction and leadership. The funding for elementary services will be provided by Hayti R-II School District and falls outside the scope of this grant.

***Additional External Vendor Services:*** Hayti R-II School District will seek an external evaluator to support the ongoing evaluation of this transformation plan and for technical assistance in teacher evaluation, recruitment, and retention strategies. The district is currently searching for an acceptable evaluation partner and will use the criteria listed below for the selection. In addition, Hayti R-II School District will secure an external vendor to provide support and training for the final design, student growth measures, and methodology for the new teacher evaluation system as well as related retention and recruitment measures.

Hayti R-II School District recruit, screen, and select additional external providers completing a process for assessing external provider quality which will include:

- Identifying external providers based on the needs of Hayti R-II School District and Hayti High School as identified in the needs analysis and outlined in this transformation plan;
- Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure the quality and efficiency of each external provider;
- Selecting an external provider based upon the provider's commitment to timely and effective implementation and ability to meet the identified needs;
- Aligning the selected external provider with existing district and school resources, specifically time and personnel;
- Assessing the regular communication with Hayti High School to ensure that supports are taking place and are modified as needed to better meet the identified needs;
- Examining data with the transformation project manager and external evaluator, as described in Goal 5, to evaluate the effectiveness of the supports provided; and
- Assessing the in-school presence (at least one day a week) and monitoring the interactions of school leadership, faculty and staff with the selected service provider(s) to ensure the full implementation of supports.

Each external vendor will be required to submit a scope of work memorandum of understanding including services, deliverables, costs and an agreement to work with the district's external evaluator in terms of data collection and information. These contracts will be approved by the Hayti R-II School Board.

### **Modification of LEA/District Practices or Policies**

To assure the implementation and revision of policies, processes and procedures that support the Plan, Hayti R-II School District's Board of Education Policies will be systematically reviewed by the Missouri Unit School Insurance Council's (MUSIC) legal department throughout 2010–11 school year. Updates will be made based on changes in federal law, state statute, legal rulings, and/or educational research. Policies, practices, and procedures will be modified so that all transformation initiatives can be implemented as written in this grant application.

Hayti R-II School Board has already undertaken three specific actions in support of the Hayti High School's transformation plan. First, on June 10, 2010, the board approved a revised school calendar for Hayti High School that extends the school day by one hour. Second, in accordance with the requirements for the transformation model, the sitting principal was released since he had held the position for more than two years. A new principal was hired and approved by the Board on June 10, 2010. Third, the district added the full time position of Curriculum Coach. This position will be responsible for providing job-embedded professional development and student data analysis support to teachers, as described in Goals 1, 2, and 3 of this plan. By establishing this position and hiring staff prior to the awarding of the SIG1003g funds, Hayti R-II School District is demonstrating its commitment to supporting all teachers in their endeavor to build success, every student, every day.

In addition to the changes that have already been made, Hayti R-II School District will undertake changes to the following policy and practices:

***Teacher Evaluation (Goal 2 and 5).*** Beginning September 2010 and for the duration of the school year, all Hayti High School teachers will be observed multiple times a semester for evaluation purposes. All post-observation evaluation conferences will include reviews of student performance data. Current practice included non-tenured teachers being observed three times a year and tenured teachers being observed on a rotating basis. This shift to evaluating every teacher in 2010–11 is an initial step in the creation of a rigorous teacher evaluation system that includes student progress as one measure of teacher effectiveness. Hayti R-II School District is committed to making the necessary policy and procedural changes needed to ensure that all students are served by highly effective teachers. The district will seek support and guidance for these changes from Missouri Department of Elementary and Secondary Education, Regional Professional Development Center, and other districts in the region as described in Goal 5.

**Extended School Calendar (Goal 1, 3, and 5).** During the 2010–11 school year, Hayti R-II School District will study the feasibility and potential impact of extending the school year for all three district schools including the option for a year round school calendar. The results of this feasibility study will inform future board policy and district practice.

**Midterm Parent/Teacher Conferences (Goal 3 and 4).** In 2010–11, midterm conferences will be scheduled for students, parents and teachers. Because conferences are currently scheduled at the end of first and third quarters, this does not provide parents and guardians with adequate information and time to intervene prior to the issuing of grades. It is also not in keeping with the new Early Warning System Tool that will begin in the fall of 2010–11. (See Goal 3.) The change to midterm conferences will provide more timely information for parents to better support their students. Conferences will include discussions of interim benchmark data and indicators as outlined in the new Early Warning System. By 2011–12, Hayti High School will transition into conducting student led conferences during which time students will lead the discussion of both their academic achievement and their post secondary goals.

**Sustainability Beyond Funding Period**

Hayti R-II School District is committed to sustaining the strategies in this transformation plan beyond the school improvement grant funding period. As a small district with a \$4 million dollar reserve and only \$700,000 in cost saving debt, Hayti R-II School District is fiscally sound and able to sustain the structures, processes, and procedures that will be established with the SIG 1003g funds. Through building organizational and individual capacity as well as instituting structural and process changes, aspects of the Hayti R-II School District and Hayti High School transformation plan have specific sustainable funding strategies as described in Table 4. This plan was specifically designed to be sustainable beyond the funding period.

**Table 4. Hayti R-II School District Sustainable Funding Plan**

Initially Funded Through SIG 1003g Funds	Sustainable Funding Plan
Curriculum Coach Position (Goals 1 and 2)	Initially this position will be filled by a faculty member, with administrative credentials, so as to establish high quality processes and procedures in the academic and organizational structures of Hayti High School. Once these processes and procedures are in place, this position will be filled by a highly skilled lead teacher on a teacher salary scale rather than an administrator salary scale, thereby reducing the cost of the position. The district is committed to adding a full time salaried position to the operating budget of the school to sustain this support for teachers.
Stipend for Teachers in Extended Day (Goals 1 and 3)	Hayti R-II School District has extended the school day by one hour for 2010–11. The district will also be studying the best practice recommendations for extending the school year and moving to a year round school calendar. These changes will require adjustments to the operating budget of the school and district and include teacher and administrator salary negotiations.
Assessment System Design: Software Technology, Inc. (Goals 1 and 3)	<p>Much of the professional development support in this plan is focused on establishing initial structures and building capacity toward long term improvement. The design and creation of district benchmark assessments and data systems include initial costs that will be significantly lower once established. The revision of assessments and related curriculum, for example, is a less costly endeavor than the initial design and alignment and can be included in the normal operating budget of the district.</p> <p>There is concern that the movement to the Common Core Standards, and the resulting state assessment revisions, will require the Hayti R-II School District to incur additional costs for development of new interim benchmark assessments. Hayti R-II School District and Hayti High School will be mindful of this issue in the design of curriculum and assessments and will proactively consult with Missouri Department of Elementary and Secondary Education for guidance and support.</p>
Professional Development Provider:	Intense support from a high quality professional development provider is required to initially establish professional learning communities and train teachers, administrators,

Elbow-2-Elbow Educational Consulting (Goal 2)	and coaches on best practices in assessment, curriculum, high yield instructional strategies, and observations of student engagement. This plan is focused on building the organizational capacity of Hayti High School and establishes a foundation for long term improvement. Once these structures, procedures, and practices are established, the intensity of support can be reduced to a maintenance level and the resulting reduced cost will enable the district to sustain fiscal support.
Community Resource Center (CRC) and Coordinator Position (Goal 4)	A top priority of the Community Resource Center (CRC) Advisory Panel will be securing outside funding and in-kind support so that the CRC is financially self-sustaining through community, state, and local partnerships. These efforts will include but are not limited to joint pursuit of grants with local health and human service agencies, incorporation into local and regional economic development plans, and direct foundation and business support. The district anticipates supporting the Coordinator position in part after the grant funding period.
Evaluator and Transformation Project Manager Positions (Goal 5)	Both positions, the external evaluator and the transformation project manager, will only be funded for the life of the grant. Both positions will focus on building data collection, evaluation, and project management processes into the regular functioning of Hayti High School and Hayti R-II School District programs and offices.
Other Fiscal Sustainability Efforts	Hayti R-II School District will be seeking to establish a regional consortium of Southeast Missouri districts to provide economies of scale for such things as the recruitment of teachers through national organizations like Teach For America, the establishment of teacher evaluation systems that include student performance measures, and the potential to expand the design of curriculum, assessment, and data systems. Because Hayti R-II School District is a small geographically isolated district with limited human capital resources, collaboration with the Regional Professional Development Center and other districts of similar size in the region will allow for sharing of the financial burden for engaging support providers and the design of the structures listed above.

### Portability of Improvement Efforts

In constructing the Hayti R-II School District and Hayti High School transformation plan, lessons learned from the district’s two elementary schools were mined for successful strategies that improved student academic performance over the last several years. The use of aligned assessments and monitoring of student achievement indicators are two such strategies that are also a core aspect of the plan for Hayti High School. Similarly, strategies included in the Hayti High School plan will be reviewed by elementary school teachers and school leadership for portability to their buildings.

The specific initiatives that will be reviewed for their applicability to other schools in the district include:

- Professional learning communities for reviewing of student data, curriculum design, and instructional planning;
- Extension of the school day
- Double core content courses and enrichment courses
- Collaborative peer (teacher) observations
- Mandatory afterschool tutoring practices
- Missouri Schoolwide Positive Behavior Support.

Once successfully and fully implemented, these strategies may also inform the practice of other schools and districts in the region. Hayti R-II School District would like to encourage the Missouri Department of Elementary and Secondary Education to provide opportunities for SIG 1003g recipients to share successful strategies and lessons learned throughout the course of the grant.

As is true of many small, rural communities, the local high school is one of the main anchors for the community. Hayti High School is one of the largest employers in the community and serves as a crucial element in the economic health of the community. One of the reviewers for this proposal noted the importance of this endeavor for Hayti High School and Hayti R-II School District and the community at large, by stating, "...as the high school goes, so goes the community."

The creation of the Community Resource Center at Hayti High School demonstrates the district's long range commitment to serving a new vision of community school partnership. This new vision will not be realized in the three year cycle for SIG funds, but it will be well on its way. Once fully operational, Hayti R-II School District and Hayti High School leadership believe the Community Resource Center will be a model for other districts and rural communities.

**B. DESCRIPTIVE INFORMATION: An LEA/district must include the following information in its application for a School Improvement Grant.**

**B(4)** The LEA/district must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s/district’s application.

**B(4) Timeline for Transformation Plan**

“Building Success: Every Student, Every Day” is the focus of Hayti High School and Hayti R-II School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success, lessen the achievement differential between White and Black students, and meet the 92% achievement target for all Hayti secondary students by 2013.

First and foremost, this plan is grounded in a leadership for change that focuses on building synergy between the strategic use of data, the powerful instructional practices that promote student engagement and specifically target individual learning needs, an extended instructional day in core academic subjects, and a positive behavior intervention system—all of which create a climate of success. In addition, this plan forges new partnerships and incentives among teachers and administrators to ensure that every teacher receives constructive observation feedback, coaching, and collaborative time to better align, deliver, and modify the curriculum and design targeted interventions that support student success every day for every student. Lastly, this plan provides new means and resources for the school to communicate with and better support parents in building and sustaining the academic and post secondary success of all Hayti students.

Hayti R-II School District and Hayti High School are committed to implementing a timeline that is reasonable, achievable, and reflective of the urgency by which dramatic improvements in student achievement must be made. Table 5 outlines this timeline for all requirements of the transformation model as well as all relevant permissible activities for Hayti R-II School District and Hayti High School.

**Table 5. Timeline of Transformation Required and Relevant Permissible Activities**

<b>Developing and increasing teacher and school leader effectiveness</b>			
<b>Required Activities</b>	<b>Start Date</b>	<b>Full Implementation</b>	<b>Evaluation Timeline</b>
A. Replace the principal who led the school prior to commencement of the transformation model.	May 2010	May 2010	Not Applicable
B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals.	September 2010	September, 2012	November 2011 and May 2012 formative evaluation; November 2012 and May 2013 formal evaluation*
C. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	September 2010	May 2012	November 2011 and May 2012 formative evaluation; November 2012 and May 2013 formal evaluation*
D. Provide staff ongoing, high-quality, job-embedded professional development.	September 2010	November 2010	Begin September 2010 with evaluation data collection every trimester through May 2013

<b>Required Activities</b>	<b>Start Date</b>	<b>Full Implementation</b>	<b>Evaluation Timeline</b>
E. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff.	March 2011	June 2013	November 2011 and May 2012 formative evaluation; November 2012 and May 2013 formal evaluation*
<b>Permissible Activities</b>	<b>Start Date</b>	<b>Full Implementation</b>	<b>Evaluation Timeline</b>
A. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school.	September 2012	September 2013	November 2011 and May 2012 formative evaluation; November 2012 and May 2013 formal evaluation*
B. Instituting a system for measuring changes in instructional practices from professional development.	September 2010	January 2011	Begin September 2010 with evaluation data collection every trimester through May 2013
<b>Comprehensive instructional reform strategies</b>			
<b>Required Activities</b>	<b>Start Date</b>	<b>Full Implementation</b>	<b>Evaluation Timeline</b>
A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	September 2010	January 2011	From September 2010 through June 2013 each September, January, and June
B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	September 2010	January 2011	From September 2010 through June 2013 each September, January, and June
<b>Permissible Activities</b>	<b>Start Date</b>	<b>Full Implementation</b>	<b>Evaluation Timeline</b>
A. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.	September 2010	June 2011	From September 2010 through June 2013 each September, January, and June
D. Using technology-based supports and intervention as part of the instructional program.	August 2010	January 2011	From September 2010 through June 2013 each September, January, and June
E1. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high school, dual enrollment program, or thematic learning academies, including by providing appropriate supports designed to ensure the low achieving students can take advantage of these	June 2010	January 2012	From September 2010 through June 2013 each September, January, and June

programs and coursework.			
E3. Increasing graduation rates through, for example, credit-recovery, reengagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.	June 2010	January 2012	From September 2010 through June 2013 each September, January, and June
E4. Establishing early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate.	August 2012	May 2013	From September 2010 through June 2013 each September, January, and June
<b>Increasing learning time and creating community-oriented schools</b>			
<b>Required Activities</b>	<b>Start Date</b>	<b>Full Implementation</b>	<b>Evaluation Timeline</b>
A. Establish schedules and strategies that provide increased learning time.	June 2010	Extended Day September 2010	From September 2010 through June 2013 each September, January, and June
B. Provide ongoing mechanisms for family and community engagement.	October 2010	October 2013	September 2011 through June 2013 each September, January and June
<b>Permissible Activities</b>	<b>Start Date</b>	<b>Full Implementation</b>	<b>Evaluation Timeline</b>
C. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.	September 2010	September 2011	From September 2010 through June 2013 each September, January, and June
<b>Providing operational flexibility and sustained support</b>			
<b>Required Activities</b>	<b>Start Date</b>	<b>Full Implementation</b>	<b>Evaluation Timeline</b>
A. Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	June 2010	June 2010	Not Applicable
B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	June 2010	September 2010 (except for Teacher Evaluation September 2011)	From September 2010 through June 2013 each September, January, and June

\*May be revised based on regional Consortium agreements described in Goal 5.

**B. DESCRIPTIVE INFORMATION: An LEA/district must include the following information in its application for a School Improvement Grant.**

B(5) The LEA/district must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and Mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

**B(5)Annual Goals**

“Building Success: Every Student, Every Day” is the focus of Hayti High School and Hayti R-II School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success, lessen the achievement differential between White and Black students, and meet the 92% achievement target for all Hayti secondary students by 2013.

First and foremost, this plan is grounded in a leadership for change that focuses on building synergy between the strategic use of data, the powerful instructional practices that promote student engagement and specifically target individual learning needs, an extended instructional day in core academic subjects, and a positive behavior intervention system—all of which create a climate of success. In addition, this plan forges new partnerships and incentives among teachers and administrators to ensure that every teacher receives constructive observation feedback, coaching, and collaborative time to better align, deliver, and modify the curriculum and design targeted interventions that support student success every day for every student. Lastly, this plan provides new means and resources for the school to communicate with and better support parents in building and sustaining the academic and post secondary success of all Hayti students.

Hayti R-II School District in collaboration with Hayti High School has set specific annual targets for student achievement on the MAP assessment in Communication Arts and Mathematics. As described in Goal 1 (see Appendix G for Hayti R-II School District ePeGS documents), by 2013, 92% of students will score proficient on MAP and End of Course (EOC) tests in Communication Arts and Mathematics. This objective and the targets below will be used for Grades 7 and 8 Communication Arts and Mathematics as well as High School English 2 and Algebra 1 EOC assessments.

In 2009, only 26.3% of all students at Hayti High School were proficient in Communication Arts and 11.9% of all students were proficient in Mathematics. The target goals set for 2013 will allow Hayti High School to meet the requirements of NCLB and will move the school out of corrective action and represent a 58.4% increase in the percentage of students proficient in Communication Arts and 80.1% increase in Mathematics.

By 2011, 61.3 % of the students at Hayti High School will be proficient in Communication Arts and 46.9% of the students will be proficient in Mathematics as evidenced by the MAP scores in Communication Arts and Mathematics.

By 2012, 76.8% of the students at Hayti High School will be proficient in Communication Arts and 69.5% of the students will be proficient in Mathematics as evidenced by the MAP scores in Communication Arts and Mathematics.

By 2013, 92% of the students at Hayti High School will be proficient in Communication Arts and Mathematics as evidenced by the MAP scores in Communication Arts and Mathematics.

In addition to these academic targets, Hayti R-II School District has determined baseline measures and annual goals for the leading indicators in the grant as described in Table 6.

**Table 6. Leading Indicator Benchmarks and Annual Goals**

Leading Indicator	Measure	Baseline 2009-2010 unless noted	Year 1 Target 2010-2011	Year 2 Target 2011-2012	Year 3 Target 2012-2013
Number of Minutes in the School Year	Calculations based on calendar and school schedule	73,080 total minutes in the school schedule	81,480 total minutes (extended school day by one hour, four days a week)	District will be studying options for extending the school year including the option of year round school.	
Student Participation on MAP & EOC by Subgroup	State reported data on assessment participation	<p>Com Arts</p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup>: 100% all subgroups</li> <li>• 8<sup>th</sup>: 97% (SES), 97% (Black), 100% (White)</li> <li>• HS: 100% all subgroups</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup>: 99 % (Black &amp; SES), 100% White</li> <li>• 8<sup>th</sup>: 97% (SES), 97% (Black), 100% (White)</li> </ul>	100% participation rate all subgroups	100% participation rate all subgroups	100% participation rate all subgroups
Graduation Rate (indicator added by Hayti R-II for Monitoring and Evaluation Purposes)	(Graduates / (9-12 Cohort Dropouts + Graduates) x100	<p>Total #: 50 Total %: 84.7</p> <p>Black #: 36 Black %: 80</p> <p>White #: 14 White %: 100</p>	90% Graduation Rate	95% Graduation Rate	100% Graduation Rate
Drop Out Rate	High school dropout rate is the number of dropouts divided by (September enrollment plus transfers in minus transfers out minus dropouts added to total September enrollment then divided by two (2).	<p>Total #: 9 Total %: 4.4</p> <p>Black #: 6 Black %: 4</p> <p>White #: 3 White %: 5.3</p> <p>*For the past three years the dropout rate has been less than 10% total and less than 5.5% by ethnic subgroup</p>	Total #: < 5 dropouts	Total #: < 3 dropouts	Total #: 0 dropouts

Student Attendance Rate	Average daily attendance	94.4%	95%	95%	95%
Number/Percent of Students Completing Advance Coursework (AP/IB, dual enrollment)	British Lit and Creative Writing Dual Credit offered by SEMO State	<ul style="list-style-type: none"> <li>• 1 course offered</li> <li>• 10/51 Seniors (20%)</li> </ul>	<ul style="list-style-type: none"> <li>• 2 courses offered</li> <li>• 25% of Seniors</li> </ul>	<ul style="list-style-type: none"> <li>• 4 course offered</li> <li>• 30% of Seniors</li> </ul>	<ul style="list-style-type: none"> <li>• &gt; 5 courses offered</li> <li>• 40% of Seniors</li> </ul>
Discipline Incidents	District Discipline Statistical Report – Teacher Referrals	834 incidents – (a 35% decrease from 2008-2009)	650 incidents	350 incidents	200 incidents
	State Reported Incident Referrals	<ul style="list-style-type: none"> <li>• 4 incidents leading to 10 day out of school suspension</li> <li>• 0 expulsions</li> </ul>	<ul style="list-style-type: none"> <li>• &gt;4 incidents leading to suspension and</li> <li>• 0 expulsions</li> </ul>	<ul style="list-style-type: none"> <li>• &gt;2 incidents leading to suspension and</li> <li>• 0 expulsions</li> </ul>	<ul style="list-style-type: none"> <li>• 0 incidents leading to suspension and</li> <li>• 0 expulsions</li> </ul>
Truants	Missing more than 5 days out of an approximately 88 day semester puts student in jeopardy for not earning credit	Semester 1: 87/330 (26%)  Semester 2: 112/330 (34%)	< 20% each semester	< 15% each semester	< 10% each semester
Distribution of Teachers by Performance Level	In 2009-2010, all tenure teachers were observed one time and non tenure teachers were observed twice using the Hayti R-II School District Summative Evaluation Report based on the MO DESE Performance Based Teacher Evaluation Guide	<ul style="list-style-type: none"> <li>• Recommended for Rehire: 28/29 including Special School District staff</li> <li>• Recommended with Reservations: 1/29</li> <li>• Not Recommended: 0</li> </ul>	Increased observations may increase the number teachers not recommended for rehire.	New teacher evaluation processes will result in new performance levels. Targets for year 2 and 3 will be determined when the new performance levels are determined.	
Teacher Attendance Rate	Total actual days of teacher attendance / possible total days of teacher attendance x 100.	95% teacher attendance rate; 3 teachers below 90%	95% ; 0 teachers below 90%	98%; 0 teachers below 90%	98%; 0 teachers below 90%

**B. DESCRIPTIVE INFORMATION: An LEA/district must include the following information in its application for a School Improvement Grant.**

**B(6)** For each Tier III school the LEA/district commits to serve, the LEA/district must identify the services the school will receive or the activities the school will implement.

**B(6) Tier III Improvement Activities**

Hayti R-II School District is applying to serve Hayti High School, a Tier II school. No other schools within the district are designated as Tier III schools.

**B. DESCRIPTIVE INFORMATION: An LEA/district must include the following information in its application for a School Improvement Grant.**

**B(7)** The LEA/district must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

**B(7) Tier III Annual Goals**

Hayti R-II School District is applying to serve Hayti High School, a Tier II school. No other schools within the district are designated as Tier III schools.

**B. DESCRIPTIVE INFORMATION: An LEA/district must include the following information in its application for a School Improvement Grant.**

**B(8)** As appropriate, the LEA/district must consult with relevant stakeholders regarding the LEA's/district's application and implementation of school improvement models in its Tier I and Tier II schools.

**B(8)Stakeholder Involvement**

“Building Success: Every Student, Every Day” is the focus of Hayti High School and Hayti R-II School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success, lessen the achievement differential between White and Black students, and meet the 92% achievement target for all Hayti secondary students by 2013.

First and foremost, this plan is grounded in a leadership for change that focuses on building synergy between the strategic use of data, the powerful instructional practices that promote student engagement and specifically target individual learning needs, an extended instructional day in core academic subjects, and a positive behavior intervention system—all of which create a climate of success. In addition, this plan forges new partnerships and incentives among teachers and administrators to ensure that every teacher receives constructive observation feedback, coaching, and collaborative time to better align, deliver, and modify the curriculum and design targeted interventions that support student success every day for every student. Lastly, this plan provides new means and resources for the school to communicate with and better support parents in building and sustaining the academic and post secondary success of all Hayti students.

**Stakeholder Involvement in Planning**

Engaging and communicating with key stakeholders is essential to the development of district and school transformation plan that is responsive to the critical needs of all involved. Key stakeholders participated in the creation and design of Hayti R-II School District and Hayti High School plans for transformation. The planning process included three phases: the needs analysis, a Co-Interpretation process, and Action Planning. Participation of stakeholders in each of phase is detailed below.

**Needs Analysis.** The planning process began with a comprehensive needs analysis that involved key stakeholders. Data was collected through interviews, surveys, focus groups, and Grades 7-12 student achievement data. Three school and district administrators (75% of Grades 7-12 administrative staff), two student support staff, and eight teachers (29% of Grades 7-12 teaching staff) participated in interviews. Twenty seven teachers (96% of Grades 7-12 teaching staff) completed surveys. Eleven parents, one grandparent, and one community member participated in two focus groups. All available student achievement data was accessed via Missouri Department of Elementary and Secondary Education School Statistics website. A detailed explanation of the methods for gathering data as well as the list of topics examined in the interviews, surveys, and focus groups and how they inform the needs analysis can be found in Appendix B.

**Co-Interpretation.** The next phase of the planning process involved a co-interpretation of the data. The Co-Interpretation process, developed by Learning Point Associates, ensures full participation of all stakeholders in the design of school improvement plans. Present at the meeting, held on June 10, 2010, were four district and school administrators (100% of Grades 7-12 administrative staff), seven teachers (25% of Grades 7-12 teaching staff), five parent and community members including business representation, one student representative, and four consultants from the Regional Professional Development Center. Appendix C lists all stakeholders who were in attendance as well as stakeholders who were invited but not able to attend.

During the Co-Interpretation meeting, stakeholders read the data reports, and through a facilitated and collaborative group process led by Learning Point Associates, they identified and prioritized key findings that emerged from the data collected in the needs analysis. This process requires considerable analysis, thought, discussion, and collaboration. All key stakeholders gained both an in-depth understanding of the data collected from the needs analysis and the key findings used in the development of this school improvement plan. Feedback from participants at the end of the Co-Interpretation process, included the following comments:

- *“I learned how important it is for me to get the training that I need to implement in my classroom.”*

- “I never looked at it from a different perspective. Some parents are working two jobs. There comes a time when we’re going to have to recognize that. There are a lot of societal pressures on our community.”
- “What I’m walking away with is an overall consensus that the main problem is a lack of communication.”
- “I learned that most teachers have serious concerns for their students and the parents and they are experiencing extreme difficulties in reaching both.”

**Action Planning.** The final phase of the planning process is Action Planning. Both Hayti R-II School District plan and Hayti High School plan were written in collaboration with the same key stakeholders who were present in the Co-Interpretation process. (See Appendix C).

The focus of the first day of action planning was twofold: recognizing previous interventions that impacted student learning and generating bold new interventions that target the most significant key findings of the need analysis. All stakeholders worked together in teams and were active participants in the development of action plans, including desired goals, measurable objectives, key strategies, concrete action steps, indicators of success, and methods of documentation. All action plans are responsive to the key finding of the needs assessment and are grounded in baseline data that clearly substantiate the necessity for change.

At the end of June 11, 2010, all stakeholders agreed to meet again on June 16, 2010, to continue the action planning process. As one school participant explained, “We have to change. We can’t do it by ourselves. We have to see the community is helping. We need to do this. We need to do it together.” Action planning resumed on June 16, 2010. All key stakeholders were present, including four district and school administrators (100% of Grades 7-12 administrative staff), 6 teachers (19% of 7-12 teaching staff), 1 community member, and 2 consultants from the Regional Professional Development. See Appendix C.

Further development and refinement of the plans for transformation beyond June 16, 2010 were communicated with district and school leadership and modified accordingly.

### Stakeholder Involvement in Implementation and Support

The successful implementation of Hayti High School and Hayti R-II School District transformation plan, “Building Success: Every Student, Every Day,” requires a unified effort among all key stakeholders in implementing and supporting initiatives. In addition, an external provider will include perspectives from relevant stakeholders in the quarterly and annual monitoring of plan outcomes and subsequent modifications that follow.

Table 7 delineates the multiple ways in which stakeholders will be involved in the implementation of both Hayti R-II School District and Hayti High School plans for transformation. Each strategy is listed and referenced to the ePeGS district and school planning document. Building success, every student, every day is a collaborative effort.

**Table 7. Stakeholder Involvement in Transformation Plan for Hayti R-II School District and Hayti High School**

	Students	District Leadership	School Leadership	Teachers	Parents	Community Members	College & Universities
<b>Goal 1: Student Performance</b>							
In all content areas, teachers will implement lessons that : a) utilize the entire class time, b) are aligned to state standards, and c) include researched-based learning strategies, such as but not limited to Hattie’s Visible Learning, Marzano’s Effective Teaching Strategies, Culturally Responsive Teaching. (District & School Objective 1, Strategy 1)		X	X	X			

The school day will be extended by one hour to allow for nonproficient students to attend double core classes in which they receive additional instruction in Mathematics and Communication Arts and enrichment classes for all students in all content areas. (District & School Objective 1, Strategy 2)	X	X	X	X	X	X	
Hayti R-II High School will implement a comprehensive assessment and data tracking plan, which will monitor student progress on state content standards, teacher lesson planning, student remediation strategies, and parent communication; as well as provide students with knowledge of their own skill levels and content knowledge. (District & School Objective 1, Strategy 3)		X	X	X	X		
With the support of a full-time Curriculum Coach, teachers will focus on analyzing and utilizing student results on all assessments to change instruction to meet students' needs during monthly professional learning community meetings. (District & School Objective 1, Strategy 4)		X	X	X			X
All students will have access to enrichment classes at least one semester each year that include Missouri Connections Tool or other post secondary explorations. (District & School Objective 2, Strategy 1)	X	X	X	X	X	X	
High School students meeting academic excellence criteria will be publicly recognized for their accomplishments. (District Objective 2, Strategy 2; School Objective 2, Strategy 3)	X	X	X	X	X	X	
School leadership team and the Community Resource Center (described in Goal 4) advisory panel will design a student internship program for Hayti High School seniors and qualifying juniors to provide real world application opportunities for academic and leadership skills, and postsecondary goals. (District Objective 2, Strategy 3; School Objective 2, Strategy 4)	X	X	X	X	X	X	
A committee of students under the guidance of a teacher assigned by the school principal will work to outline the requirements, contents, and instructions for the student portfolio. (School Objective 2, Strategy 2)	X		X	X	X		
<b>Goal 2: Highly Qualified Teachers</b>	<b>S</b>	<b>DL</b>	<b>SL</b>	<b>T</b>	<b>P</b>	<b>CM</b>	<b>CU</b>
The District Leadership Team in will develop strategies and incentives to increase and sustain teacher retention at Hayti High School. (District Objective 1, Strategy 1)		X	X	X			X
Hayti R-II School District Leadership in collaboration with school administration and teacher representatives will revise the current evaluation form to identify the critical areas of effective teaching required at Hayti High School. (District Objective 2, Strategy 1; School Objective 1, Strategy 1)		X	X	X			
Hayti R-II School District will secure the assistance of the RPDC, MO DESE, and Missouri Association for Rural Education, and regional districts to develop options for the design a teacher evaluation system in		X	X	X			X

accordance with state plans and formulas for student growth. (Objective 2, Strategy 2)							
District and School Leadership Teams will collaboratively develop and implement a strategic plan for the recruitment and selection of additional staff. (District Objective 3, Strategy 1)		X	X				X
Hayti High School teachers will meet weekly to review student data, plan curriculum and instructional strategies, and identify student intervention needs as evidence by documentation logs, agendas, and administrator and peer observations in a professional learning community approach. (School Objective 2, Strategy 1)			X	X			X
Curriculum coach and teachers will conduct weekly peer classroom observations focused on instructional strategies to improve student engagement. (School Objective 2, Strategy 2)			X	X			
<b>Goal 3: Facilities, Support, and Instructional Resources</b>	<b>S</b>	<b>DL</b>	<b>SL</b>	<b>T</b>	<b>P</b>	<b>CM</b>	<b>CU</b>
Based on the curriculum map and pacing guides designed by teachers (School Plan Goal 3) Hayti R-II will secure additional technology and instructional resources as needed and in keeping with previously established protocols for purchasing materials. (District Objective 1, Strategy 1)		X	X	X			X
The District Leadership Team will provide teachers with external vendor support in the design of pre-, post-, and interim assessments as well as a system to track student data on these measures. (District Objective 1, Strategy 2)		X	X	X			
Hayti R-II High School will implement the Missouri Schoolwide Positive Behavior Support (MO-SWPBS) system. (District Objective 2, Strategy 1; School Objective, Strategy 1)	X	X	X	X	X		
Hayti High School will use the National High School Center’s Early Warning Tool to monitor student progress toward graduation in Grades 7-12. (District Objective 3, Strategy 1; School Objective 3, Strategy 1)		X	X				
By 2012, students identified at risk of dropping out as indicated by the Early Warning and Response System will be mentored by a school or district staff or a qualified community member. (District Objective 3, Strategy 2; School Objective 2, Strategy 2)	X	X				X	
District leadership will monitor the progress of students below proficiency and receiving academic interventions. (District Objective 4, Strategy 1)		X	X	X			
Curriculum map and pacing guide will be revised and implemented by mathematics and communication arts teachers as overseen by the Curriculum Coach. (School Objective 1, Strategy 1)			X	X			X
Teachers will implement an interim benchmark assessment system that includes pretests and posttests			X	X			

in Mathematics and Communication Arts, quarterly interim assessments, and formative assessment measures in alignment with curriculum pacing guides as overseen by the Curriculum Coordinator. (School Objective 1, Strategy 2)							
Based on each student’s reading and math proficiency as determined by assessment data, students will receive appropriate, research-based interventions focused on increasing literacy and basic mathematics skills in double core or enrichment classes. (School Objective 4, Strategy 1)	X		X	X			X
Afterschool tutoring program will be redesigned to provide targeted intervention support for students identified at risk by the Early Warning System. (School Objective 4, Strategy 2)	X		X	X	X		
<b>Goal 4: Parent and Community Involvement</b>	<b>S</b>	<b>DL</b>	<b>SL</b>	<b>T</b>	<b>P</b>	<b>CM</b>	<b>CU</b>
The district leadership team will hire a site coordinator to develop a Community Resource Center (CRC) and establish a CRC advisory board, including key stakeholders: community members, local churches and business leaders, families, students, and Hayti R-II School District staff. (District Objective 1, Strategy 1)	X	X	X	X	X	X	
The site coordinator will develop a CRC plan in collaboration with the CRC Committee. (District Objective 1, Strategy 2)	X	X			X	X	
The CRC plan will be implemented, assessed, and monitored by the site coordinator and the CRC advisory board. (District Objective 1, Strategy 3)	X	X	X	X	X	X	
The school leadership team will work with the CRC site coordinator to establish the CRC at Hayti High School, including engaging students, parents, and teachers in the development and implementation phases. (School Objective 1, Strategy 1)	X		X	X	X	X	
The leadership team will evaluate attendance data from open houses and midterm parent/teacher conferences and create a schedule for Hayti High School staff to make personal one-to-one contact to share information to all parents in the Hayti community. (School Objective 2, Strategy 1)			X	X	X		
By September 2010, each student’s family will receive positive communication from the school regarding student success within the first 30 days of each semester. (School Objective 2, Strategy 2)	X		X	X	X		
The leadership team will hire a Home/School Liaison to increase parent, staff, and community communication and collaboration. (School Objective 2, Strategy 3)			X			X	
The Home/School Liaison will work with the CRC coordinator and committee to develop and implement the home/school partnership program. (School Objective 2, Strategy 4)			X	X	X	X	
The Home/School Liaison will develop a volunteer mentor program to support students. (School Objective	X		X			X	X

2, Strategy 5)							
By August 2011, parent teacher conferences will be led by students and include information from annual and interim benchmark assessments. (School Objective 2, Strategy 6)	X		X	X	X		
Hayti High School will provide specialized services during parent/teacher conferences and other events to support parent attendance. (School Objective 2, Strategy 7)	X		X	X	X		
Hayti High School will publish a student led school newspaper with support of local businesses for the dual purpose of providing information to the community and promoting the successes of students. (School Objective 3, Strategy 2)	X			X	X	X	
The District Superintendent will conduct Process Checks with parents and community members twice a year to monitor community perceptions of communication and improvement strategies. (School Objective 3, Strategy 3)	X	X			X	X	
<b>Goal 5: Governance</b>	<b>S</b>	<b>DL</b>	<b>SL</b>	<b>T</b>	<b>P</b>	<b>CM</b>	<b>CU</b>
The District will secure a Project Manager to manage timelines, document progress toward implementation targets, and complete grant and school improvement reporting requirements. (District Objective 1, Strategy 1)		X	X				
The District will hire an external evaluator to monitor and report on the effectiveness of school improvement strategies, impacts on student achievement, and teacher effectiveness. (District Objective 1, Strategy 2)		X	X				
The Superintendent will conduct regular Process Checks with key stakeholders (teachers, administrators, students, parents, community members) to gather feedback and provide updates including specific measures of student progress. (District Objective 1, Strategy 3)	X	X	X	X	X	X	
Hayti High School parent/staff conference schedule will be modified to include interim conferences between parents and staff to occur in the middle of each grading period. (District Objective 2, Strategy 1; School Objective 3, Strategy 1)	X	X	X	X	X		
During the 2010-11 school year, the District Leadership will extend the school day by an additional hour and study year round school options. (District Objective 2, Strategy 2; School Objective 3, Strategy 2)		X	X	X	X		
Hayti R-II School District will secure the assistance of the RPDC, MO DESE, and Missouri Association for Rural Education, and regional districts to develop options for the design a teacher evaluation system in accordance with state plans and formulas for student growth. (District Objective 3, Strategy 1)		X	X	X			X
The principal will be replaced as required for implementation of the transformation model. (School		X	X				

Objective 1, Strategy 1)							
Additional positions will be created to provide support to teachers and to monitor and evaluate implementation. (School Objective 1, Strategy 2)		X	X				
School principal, assistant project manager, curriculum coach, and four teacher representatives from across Grades 7-12 will form a leadership team to monitor progress and recommend implementation adjustments to the school improvement plan. (School Objective 2, Strategy 1)		X	X	X			
Hayti R-II School District will contract with an external provider for coaching the principal and leadership team in leading the transformation process. (School Objective 2, Strategy 2)		X	X	X			
The school principal will implement revised teachers evaluation practices as directed by the district superintendent. (School Objective 4, Strategy 1)			X	X			

**Section C: Budget:** Budgets for LEA/district activities and school activities should be submitted with enough detail for the application evaluators to determine the direct alignment from the needs analysis, to the plans, and to the budget. Budgets are required to detail all available resources that will be used to operate the Tier I and II schools the LEA commits to serve, the LEA-level activities to support the interventions and improvement activities in Tier I, II, and III schools, and the improvement activities in Tier III schools.

**C. BUDGET: An LEA/district must include a budget that indicates the amount of school improvement funds the LEA/district will use each year in each Tier I, Tier II, and Tier III school it commits to serve.**

The LEA/district must provide a budget that indicates the amount of school improvement funds the LEA/district will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA/district-level activities designed to support implementation of the selected school intervention models in the LEA’s/district’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA/district level, for each Tier III school identified in the LEA’s/district’s application.

Note: An LEA’s/district’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA/district commits to serve.

An LEA’s/district’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

**LEA/District and School Budget Templates**

**LEA/District: Hayti R-II**

**School: High School**

**County/District Code: 078-002**

**School Code: 1050**

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. The chart below is a suggested format. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

Budget Codes	Related Strategies and Activities
<b>1100 Instruction</b>	
<b>1100 Instruction 1003 (g) SIG</b>	<b>Curriculum Coach to provide job-embedded professional development and support analysis of data; Extended school day teacher salaries</b>
<b>1251 Culturally Different Instruction(Title I)</b>	
<b>1251 Culturally Different Instruction(Title I) 1003 (g) SIG</b>	
<b>2100 Support Services – Pupils</b>	
<b>2100 Support Services – Pupils 1003 (g) SIG</b>	<b>Site Coordinator for Community Resource Center (CRC), Home/School Liaison, Nurse and Social Workers as part of the CRC</b>
<b>2210 Improvement of Instruction Services (Professional Development)</b>	
<b>2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG</b>	<ol style="list-style-type: none"> <li><b>1. Elbow to Elbow – vendor providing instructional coaching and professional development and primary implementation partner</b></li> <li><b>2. Software Technology Incorporated – vendor providing data and assessment support</b></li> <li><b>3. RPDC – vendor providing Professional Learning Community and Positive Behavior Systems Support</b></li> </ol> <p><b>More description about vendor services can be found in B(3)their sever can be found in B(3)2 Align Other Resources and Recruit, Screen, and Select External Providers</b></p>
<b>2620 Planning, Research, Development, and Evaluation Services</b>	
<b>2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG</b>	<b>External Evaluator for the technical evaluation of transformation plans and impact on student achievement</b>
<b>3000 Parent Involvement</b>	
<b>3000 Parent Involvement 1003 (g) SIG</b>	<b>Parent/Community outreach materials; CRC equipment; CRC Advisory Board materials</b>
<b>Other (Use Missouri Accounting manual codes)</b>	
<b>Administrative Costs</b>	
<b>Administrative Costs 1003 (g) SIG</b>	

Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school.

Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG

<b>BUDGET</b>								
Budget Year—2010-2011	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	2,656,944	62,369	711,265	57,816	290,445	1,832		3,780,671
1100 Instruction 1003 (g) SIG	237,000		85,100		89,500			411,600
1251 Culturally Different Instruction(Title I)	143,963		36,735	495	34,712			215,905
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								0
2100 Support Services – Pupils	95,588	188,374	88,816	118	15,482			391,378
2100 Support Services – Pupils 1003 (g) SIG		28,000	8,400					36,400
2210 Improvement of Instruction Services (Professional Development)	238,119	17,295	37,025	155,328	2,207			449,974
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	20,000		6,000	411,605				437,605
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG	30,000		9,000	18,000				57,000
3000 Parent Involvement	1,200		178					1,378
3000 Parent Involvement 1003 (g) SIG		27,000	8,100	5,000	10,000	3,437		53,537
Administrative Costs	164,000		29,200					193,200
Administrative Costs 1003 (g) SIG		4,000	1,200				28,858	34,058
Program Costs Subtotal (Not including 1003 (g) SIG )	3,299,814	268,038	903,219	213,757	342,846	1,832		5,029,506
1003 (g) SIG Subtotal	287,000	59,000	117,800	434,605	99,500	3,437	28,858	1,030,200
<b>Grand Total</b>	<b>3,586,814</b>	<b>327,038</b>	<b>1,021,019</b>	<b>648,362</b>	<b>442,346</b>	<b>5,269</b>	<b>28,858</b>	<b>6,059,706</b>

LEA/District SIG Application. Complete a budget for the LEA/district and each school.

<b>BUDGET</b>								
Budget Year—2011-2012	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	2,125,555	49,895	569,012	46,252	232,356	1,500		3,024,570
1100 Instruction 1003 (g) SIG	237,000		71,100				10,000	318,100
1251 Culturally Different Instruction(Title I)	115,170		29,388	396	27,770			172,724
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								0
2100 Support Services – Pupils	78,770	150,700	71,052	95	12,385			313,002
2100 Support Services – Pupils 1003 (g) SIG		107,000	32,100					139,100
2210 Improvement of Instruction Services (Professional Development)	190,495	13,839	29,620	124,262	1,765			359,981
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	50,000		15,000	261,360				326,360
2620 Planning, Research, Development, and Evaluation Services								0
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG	30,000		9,000	18,000				57,000
3000 Parent Involvement	1,200		178					1,378
3000 Parent Involvement 1003 (g) SIG		27,000	8,100	10,000	15,000	5,000	5,000	70,100
Administrative Costs	164,000		29,200					193,200
Administrative Costs 1003 (g) SIG		4,000	1,200					5,200
Program Costs Subtotal (Not including 1003 (g) SIG )	2,675,190	214,434	728,450	171,005	274,276	1,500		4,064,855
1003 (g) SIG Subtotal	317,000	138,000	136,500	289,360	15,000	5,000	15,000	915,860
Grand Total	2,992,190	352,434	864,950	460,365	289,276	6,500	15,000	4,980,715

LEA/District SIG Application. Complete a budget for the LEA/district and each school.

<b>BUDGET</b>								
Budget Year—2012-2013	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	2,125,555	49,895	569,012	46,252	232,356	1,500		3,024,570
1100 Instruction 1003 (g) SIG	237,000		71,100				10,000	318,100
1251 Culturally Different Instruction(Title I)	115,170		29,388	396	27,770			172,724
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								0
2100 Support Services – Pupils	78,700	150,700	71,052	95	12,385			313,002
2100 Support Services – Pupils 1003 (g) SIG		107,000	32,100					139,100
2210 Improvement of Instruction Services (Professional Development)	190,495	13,839	29,620	124,262	1,765			359,981
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	25,000		7,500	130,680				163,180
2620 Planning, Research, Development, and Evaluation Services								0
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG	30,000		9,000	18,000				57,000
3000 Parent Involvement	1,200		178					1,378
3000 Parent Involvement 1003 (g) SIG		27,000	8,100	10,000	15,000	5,000	5,000	70,100
Administrative Costs	164,000		29,200					193,200
Administrative Costs 1003 (g) SIG		4,000	1,200					5,200
Program Costs Subtotal (Not including 1003 (g) SIG )	2,675,190	214,434	728,450	171,005	274,276	1,500		4,064,855
1003 (g) SIG Subtotal	292,000	138,000	129,000	158,680	15,000	5,000	15,000	752,680
<b>Grand Total</b>	<b>2,967,190</b>	<b>352,434</b>	<b>857,450</b>	<b>329,685</b>	<b>289,276</b>	<b>6,500</b>	<b>15,000</b>	<b>4,817,535</b>

**Section D: Assurances:** Check the boxes in this table to include the assurances in the application.

**D. ASSURANCES: An 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 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 Mathematic 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.

**Section E: Waivers:** The LEA/district must check each waiver that the LEA/district will implement. If the LEA/district does not intend to implement the waiver with respect to each applicable school, the LEA/district must indicate for which schools it will implement the waiver.

**E. WAIVERS: Missouri has requested waivers of requirements applicable to the LEA’s/district’s School Improvement Grant, an LEA/district must indicate which of those waivers it intends to implement.**

**The LEA/district must check each waiver that the LEA/district will implement.** If the LEA/district does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA/district must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/districts in the State.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

**LEA/district approval for the Department to provide direct services:** Section 1003 (g) permits SIG funds to be used for the SEA (the Department) to provide and arrange for direct services to the LEAs/districts and the schools. Examples of these services would include but not be limited to common training, coaching, mentoring and other services and activities that would support preparation of the LEA/District Application and the planning, implementation, and evaluation of the selected interventions and improvement activities in LEAs/districts and selected schools.

**Signature:** The Local Board of Education’s authorized representative and superintendent (if not the authorized representative) are required to sign the grant application.

**LEA/district approval for The Department to provide direct services:**

- The LEA/district approves The Department’s use of grant funds to provide improvement services directly to the LEAs/districts and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE

## **Appendix A**

### **Missouri SIG Student Achievement Data Analysis**

#### **Process**

The comprehensive needs assessment included the review and analysis of Hayti High School student achievement data. Available data was accessed via the Missouri Department of Elementary and Secondary Education School Statistics Web site.

The needs assessment process explored data from the Missouri Assessment Program (MAP) in Mathematics and Communication Arts for Hayti's 7<sup>th</sup> and 8<sup>th</sup> grade students. This data was analyzed and disaggregated from several perspectives:

- 2009 global achievement in Mathematics and Communication Arts in terms of Missouri's progress indicators (Advanced, Proficient, Basic, Below Basic)
- 2006-2009 grade level trend data
- 2006-2009 subgroup trend data by grade level

The needs assessment process explored ACT and graduation data for Hayti's high school students from 2004 to 2008, including:

- Composite scores
- Comparisons to national averages
- Comparisons to Missouri statewide data
- Graduation and dropout rate data

## Data

The tables below represent the Hayti data analyzed as part of the School Improvement Grant needs analysis

**Table A1.**

Content Area	Grade	Year	Below Basic	Basic	Proficient	Advanced	BB/Basic	Prof/Adv
Communication Arts	7	2006	35	51.7	11.7	1.7	86.7	13.3
Communication Arts	7	2007	38.1	47.6	11.9	2.4	85.7	14.3
Communication Arts	7	2008	100	0	0	0	100	0
Communication Arts	7	2009	18.7	62.7	16	2.7	81.3	18.7
Communication Arts	8	2006	25	57.4	16.2	1.5	82.4	17.6
Communication Arts	8	2007	39.7	48.3	12.1	0	87.9	12.1
Communication Arts	8	2008	9.5	71.4	14.3	4.8	81	19
Communication Arts	8	2009	20.5	63.6	15.9	0	84.1	15.9

**Table A2.**

Content Area	Grade	Year	Below Basic	Basic	Proficient	Advanced	BB/Basic	Prof/Adv
Mathematics	7	2006	45	48.3	6.7	0	93.3	6.7
Mathematics	7	2007	50	37.5	12.5	0	87.5	12.5
Mathematics	7	2008	50	46	4	0	96	4
Mathematics	7	2009	45.3	41.3	13.3	0	86.7	13.3
Mathematics	8	2006	55.9	41.2	2.9	0	97.1	2.9
Mathematics	8	2007	58.6	36.2	5.2	0	94.8	5.2
Mathematics	8	2008	47.6	38.1	14.3	0	85.7	14.3
Mathematics	8	2009	59.1	34.1	6.8	0	93.2	6.8

**Table A3.**

Content Area	Grade	Type	Year	Below Basic	Basic	Proficient	Advanced	BB/Basic	Prof/Adv	MAP Index
Communication Arts	7	Female	2009	22.2	52.8	22.2	2.8	75	25	705.6
Communication Arts	7	Male	2006	47.2	44.4	8.3	0	91.7	8.3	661.1
Communication Arts	7	Male	2009	15.4	71.8	10.3	2.6	87.2	12.8	700
Communication Arts	7	Black(not Hispanic)	2006	43.5	45.7	10.9	0	89.1	10.9	667.4
Communication Arts	7	Black(not Hispanic)	2009	19.4	66.1	11.3	3.2	85.5	14.5	698.4
Communication Arts	7	Map Free and Reduced Lunch	2006	38.2	52.7	9.1	0	90.9	9.1	670.9

Content Area	Grade	Type	Year	Below Basic	Basic	Proficient	Advanced	BB/Basic	Prof/Adv	MAP Index
Communication Arts	7	Map Free and Reduced Lunch	2007	50	36.7	13.3	0	86.7	13.3	663.3
Communication Arts	7	Map Free and Reduced Lunch	2009	18.8	66.7	11.6	2.9	85.5	14.5	698.6
Communication Arts	8	Female	2006	24.2	57.6	15.2	3	81.8	18.2	697
Communication Arts	8	Male	2006	25.7	57.1	17.1	0	82.9	17.1	691.4
Communication Arts	8	Male	2007	52.9	44.1	2.9	0	97.1	2.9	650
Communication Arts	8	Black(not Hispanic)	2006	31.1	55.6	13.3	0	86.7	13.3	682.2
Communication Arts	8	Black(not Hispanic)	2007	41.3	45.7	13	0	87	13	671.7
Communication Arts	8	Black(not Hispanic)	2009	25	65.6	9.4	0	90.6	9.4	684.4
Communication Arts	8	Map Free and Reduced Lunch	2006	30.8	51.9	17.3	0	82.7	17.3	686.5
Communication Arts	8	Map Free and Reduced Lunch	2007	43.1	49	7.8	0	92.2	7.8	664.7
Communication Arts	8	Map Free and Reduced Lunch	2008	12.5	71.9	12.5	3.1	84.4	15.6	706.3
Communication Arts	8	Map Free and Reduced Lunch	2009	24.2	66.7	9.1	0	90.9	9.1	684.8

Table A4.

Content Area	Grade	Type	Year	Below Basic	Basic	Proficient	Advanced	BB/Basic	Prof/Adv	MAP Index
Mathematics	7	Female	2009	55.6	33.3	11.1	0	88.9	11.1	655.6
Mathematics	7	Male	2006	55.6	36.1	8.3	0	91.7	8.3	652.8
Mathematics	7	Male	2009	35.9	48.7	15.4	0	84.6	15.4	679.5
Mathematics	7	Black(not Hispanic)	2006	54.3	43.5	2.2	0	97.8	2.2	647.8
Mathematics	7	Black(not Hispanic)	2008	56.1	41.5	2.4	0	97.6	2.4	646.3
Mathematics	7	Black(not Hispanic)	2009	46.8	40.3	12.9	0	87.1	12.9	666.1
Mathematics	7	Map Free and Reduced Lunch	2006	49.1	45.5	5.5	0	94.5	5.5	656.4
Mathematics	7	Map Free and Reduced Lunch	2007	60.7	32.1	7.1	0	92.9	7.1	646.4
Mathematics	7	Map Free and Reduced Lunch	2008	55	42.5	2.5	0	97.5	2.5	647.5
Mathematics	7	Map Free and Reduced Lunch	2009	47.8	40.6	11.6	0	88.4	11.6	663.8
Mathematics	8	Female	2006	54.5	39.4	6.1	0	93.9	6.1	651.5
Mathematics	8	Male	2006	57.1	42.9	0	0	100	0	642.9
Mathematics	8	Male	2007	61.8	32.4	5.9	0	94.1	5.9	644.1
Mathematics	8	Black(not Hispanic)	2006	68.9	28.9	2.2	0	97.8	2.2	633.3

Content Area	Grade	Type	Year	Below Basic	Basic	Proficient	Advanced	BB/Basic	Prof/Adv	MAP Index
Mathematics	8	Black(not Hispanic)	2007	60.9	34.8	4.3	0	95.7	4.3	643.5
Mathematics	8	Black(not Hispanic)	2009	68.8	31.3	0	0	100	0	631.3
Mathematics	8	Map Free and Reduced Lunch	2006	59.6	38.5	1.9	0	98.1	1.9	642.3
Mathematics	8	Map Free and Reduced Lunch	2007	62.7	35.3	2	0	98	2	639.2
Mathematics	8	Map Free and Reduced Lunch	2008	62.5	31.3	6.3	0	93.8	6.3	643.8
Mathematics	8	Map Free and Reduced Lunch	2009	69.7	27.3	3	0	97	3	633.3

Table A5.

American College Test (ACT) 2004-2008										
	HAYTI HIGH					Missouri				
Year	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Number of Graduates	45	44	45	49	51	58,040	57,838	58,435	60,200	61,752
Number of Graduates scoring at or above the National Average	5	6	3	11	3	19,192	19,506	19,663	20,893	21,649
Percent of Graduates scoring at or above the National Average (%)	11.10%	13.60%	6.70%	22.40%	5.90%	33.10%	33.70%	33.60%	34.70%	35.20%
Percent of Graduates taking the test(%)	77.80%	77.30%	57.80%	81.60%	54.90%	69%	70%	70%	70%	70%
Composite ACT Score	16.1	16.9	17.2	18	16.3	21.5	21.6	21.6	21.6	21.6

Table A6.

Graduation Data 2005-2009										
	HAYTI HIGH					Missouri				
Year	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Graduation Rate	80	83.3	81.7	81	84.7	86	85.8	86.3	85.8	85

Table A7.

### Hayti High School Grade 7 - Communication Arts

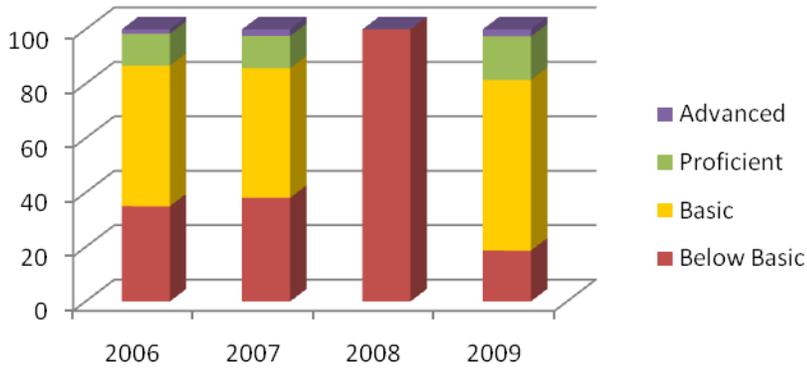


Table A8.

### Hayti High School Grade 8 - Communication Arts

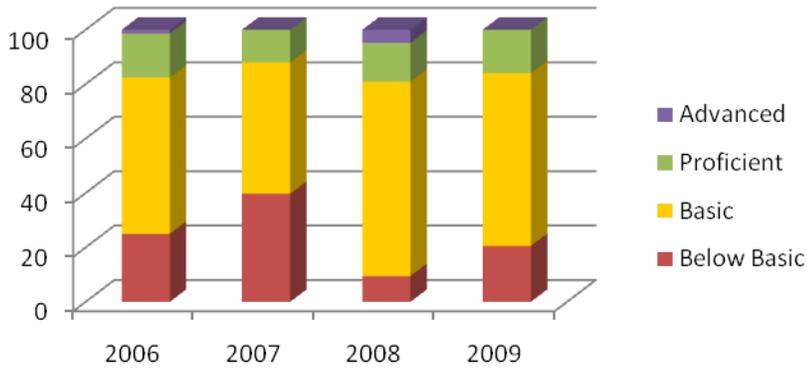


Table A9.

### Hayti High School Grade 7 - Mathematics

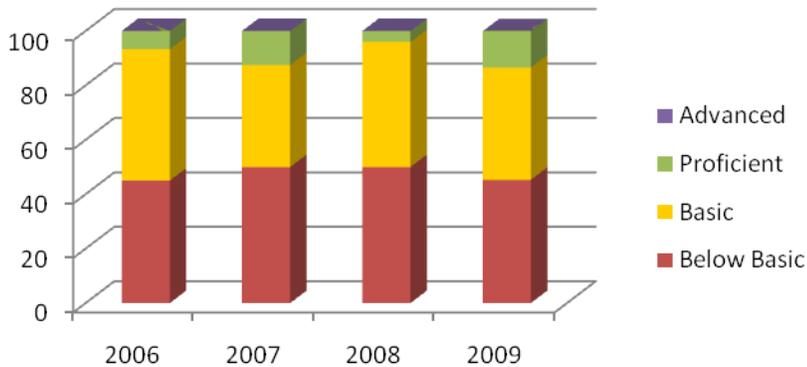


Table A10.

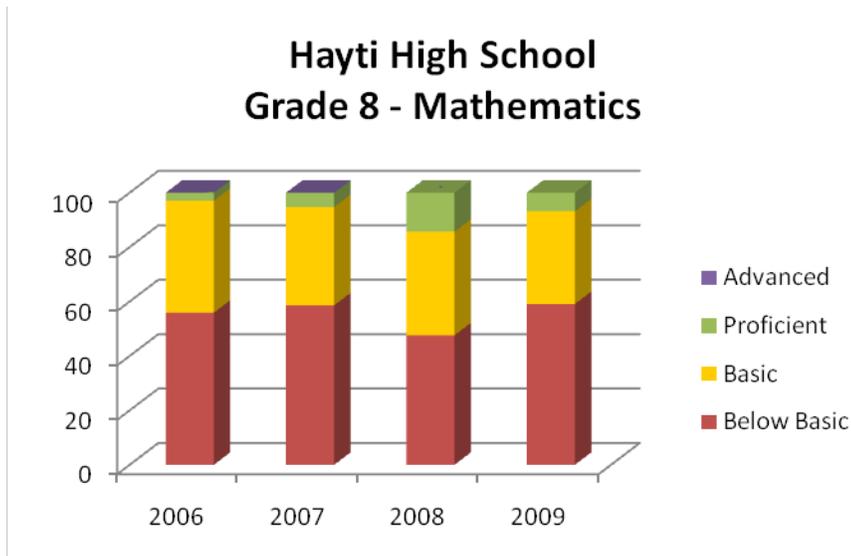


Table A11.

### Percent of Graduates scoring at or above the National Average (%)

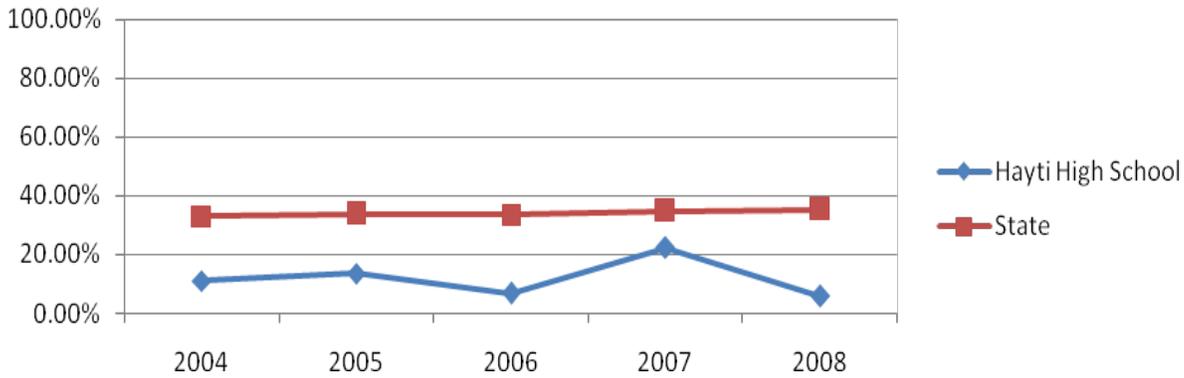


Table A12.

Dropout Data 2005-2009					
	2005	2006	2007	2008	2009
<b>Total</b>	4.7	4.3	4	3.1	4.4
<b>Asian</b>	0	0	0	0	0
<b>Black</b>	4.5	4.7	4.3	3.5	4
<b>Hispanic</b>	0	0	0	0	0
<b>Indian</b>	0	0	0	0	0
<b>White</b>	5.2	3.3	3	1.9	5.3

## **Findings**

Analysis of Hayti student achievement data yields the following findings related to student performance in Mathematics and Communication Arts:

- From 2006 to 2009, more than 80% of Hayti 7<sup>th</sup> and 8<sup>th</sup> grade students were classified as Basic or Below Basic in Communication Arts.
- From 2006 to 2009, more than 85% of Hayti 7<sup>th</sup> and 8<sup>th</sup> grade students were classified as Basic or Below Basic in Mathematics.
- From 2006 to 2009, over 90% of 7<sup>th</sup> and 8<sup>th</sup> grade Black (non Hispanic) students and students who receive free and reduced lunch were classified as Basic or Below Basic in Mathematics.
- From 2006 to 2009, over 85% of 7<sup>th</sup> and 8<sup>th</sup> grade Black (non Hispanic) students and students who receive free and reduced lunch were classified as Basic or Below Basic in Communication Arts.
- In 2008, only 54% of Hayti High School students eligible to take the ACT completed the test.
- The high school graduation rate was below the state average each year from 2005 to 2009.

## Appendix B

### Methods Used to Gather Data for the Needs Analysis

The needs analysis included five comprehensive types of data collection and the perspectives of multiple school and district stakeholders. Data were collected through administrator interviews, teacher interviews, teacher surveys, parent focus groups and through a document review of curriculum, assessment, and professional development plans. Three administrators, two student support staff, and eight teachers participated in interviews. Twenty seven teachers completed surveys. Eleven parents participated in focus groups. Twelve documents, including, for example, Hayti R-II 2008-09 Accountability Plan, Hayti R-II School District Professional Development Policy, and Hayti High School Curriculum and GLEs, were analyzed for the document review.

***Administrator and Teacher Interviews.*** During late May and early June 2010, Learning Point Associates conducted multiple administrator and teacher interviews that examined the following domains of the needs analysis:

- Student Performance,
- Curriculum Development and Learning Management,
- Information Technology and Data Management,
- Leadership and Governance,
- Professional Development,
- Safe, Secure, and Engaging Environment, and
- Human Resources.

Data from the interviews were analyzed for content. The topics that were examined under each domain structured the analysis (see Table B1). Analysis focused on presenting majority as well as minority opinions of the respondents, and presenting viewpoints of both administrators and coaches, and the teachers. For each topic addressed, all responses were read, coded, and synthesized. Separate data reports for administrator interviews and teacher interviews were written and used to determine the key findings.

**Table B1. Topics Examined in Administrator and Teacher Interviews for Each Needs Assessment Domain**

Needs Analysis Domains	Topics Examined
<b>Student Performance</b>	Identifying and Referring Students for Intervention Student Exposure to Academic Support Perceived Effectiveness of Academic Support
<b>Curriculum Development and Learning Management Information Technology and Data Management Leadership and Governance</b>	Curricular Resources Curriculum Development/Using the Curriculum Administrative Expectations Instructional Resources Data Use
<b>Professional Development</b>	Administrative Support for Professional Growth Professional Development Topics On-Site Coaches and Support for New Teachers
<b>Safe, Secure and Engaging Environment</b>	Teacher Collaboration School Goals Recent Changes in School Climate and Culture

**Parent and Community Focus Groups.** On May 28, 2010, Learning Point Associates conducted two focus groups with parents and community members. The participants remained actively engaged in the discussion and each of them contributed to each of following domains of the needs analysis:

- Parent and Community Involvement,
- Safe, Secure, and Engaging Environment,
- Leadership and Governance, and
- Student Performance.

Data from the focus groups were analyzed for content. The topics that were examined under each domain structured the analysis (see Table B2). Analysis focused on presenting majority as well as minority opinions of the respondents, and presenting viewpoints of both administrators and coaches, and the teachers. For each topic addressed, all responses were read, coded, and synthesized. A separate data report for parent and community focus groups was written and used to determine the key findings.

**Table B2. Topics Examined in Parent and Community Focus Groups for Each Needs Analysis Domain**

<b>Needs Analysis Domains</b>	<b>Topics Examined</b>
<b>Student Performance</b>	Academic Support
<b>Curriculum Development and Learning Management</b>	Academic Instruction
<b>Safe, Secure, and Engaging Environment</b>	School Culture School Climate
<b>Parent and Community Involvement</b>	Communication

**Teacher Surveys.** The Teacher Surveys were completed by twenty seven staff members in late May 2010. The survey was administered to learn about the opinions and experiences of all teachers, no matter the subject area or grade levels they teach. The survey addressed the following domains:

- Student Performance,
- Curriculum Development and Learning Management,
- Information Technology and Data Management,
- Leadership and Governance,
- Professional Development, and
- Safe, Secure, and Engaging Environment.

Data from the teacher surveys were analyzed for content. The topics that were examined under each domain structured the analysis (see Table B3). Analysis used the same methodology as described in the administrator and teacher interviews as well as the parent and community focus groups. A separate data report for the teacher surveys was written and used to determine the key findings.

**Table B3. Topics Examined in Teacher Surveys for Each Needs Analysis Domain**

Needs Analysis Domains	Topics Examined
<b>Student Performance</b>	Student Proficiency and Need for Additional Academic Support Services Student Exposure to Academic Support Types of Support Services Available Perceived Effectiveness of Academic Support
<b>Curriculum Development and Learning Management Leadership and Governance</b>	Curriculum Resources Administrative Expectations Curricular Adaptations to Meet Student Needs Availability of Programs and Materials Appropriate for Different Student Groups Administrative Support and Collegiality
<b>Professional Development</b>	Professional Development Topics Quality and Relevance of the Topics Application of the Professional Learning in the Classroom
<b>Human Resources</b>	Participation in Collaborative Sessions Usefulness of Teacher Collaborative Sessions
<b>Safe, Secure, and Engaging Environment</b>	Characteristics of the School Building Changes in Student Population

**Appendix C**

**Co-Interpretation and Action Planning Participation List**

**Table C1: Participants at Hayti High School Co-Interpretation & Action Planning  
June 10 – 11, 2010**

<b>Participant</b>	<b>Title</b>	<b>Participant</b>	<b>Title</b>
<b>Jeff Tucker</b>	Superintendent Hayti R-II School District	<b>Robert Culler</b>	Comm. Member
<b>Jackie Johnson</b>	Principal Hayti High School	<b>Gynette Johnson</b>	Comm. Member
<b>Kent Reynolds</b>	Assistant Principal	<b>Dr. Oyfesso</b>	Comm. Member
<b>David Gilmore</b>	Curriculum Director	<b>Vickie Pylate</b>	Comm. Member
<b>Alberta Cooper</b>	P.E. Teacher	<b>Amber Wells</b>	Parent
<b>Eli Dodson</b>	School Nurse	<b>Jalesa Cooper</b>	Student
<b>Gale Grandberry</b>	Spec. Dist. Teacher	<b>Tom Anderson</b>	RPDC Consultant
<b>Marlana Hughes</b>	9-12 Mathematics Teacher	<b>Tammy Brotherton</b>	RPDC Consultant: Comm Arts
<b>Christine Jones</b>	7-8 Language Arts Teacher	<b>Arvilla Early</b>	RPDC Consultant
<b>Larry Jones</b>	Fine Arts Teacher	<b>Linda Null</b>	RPDC Consultant: Mathematics
<b>Justin Peden</b>	7-8 Social Studies Teacher	<b>Joyce Penland</b>	RPDC Science Consultant
<b>Sally Sanders</b>	9-12 English Teacher	<b>Melody Whitner</b>	RPDC Peer Teaching Consultant

**Table C2. Participants Invited to Hayti Co-Interpretation & Action Planning Who Did Not Attend****June 10-122, 2010**

<b>Invited Participant</b>	<b>Title</b>	<b>Invited Participant</b>	<b>Title</b>
Amy Boone	Science teacher	John Ferguson	Comm. Member
Bart Chance	Credit Recovery Teacher	Pastor Johnny Hood	Comm. Member
Theresa DeBretto	Computer Teacher	Robin Abraham	Parent
Sharon Gurley	7-8 Reading Teacher	Rhonda Gardner	Parent
Jennifer Peden	Spec. Dist. Teacher.	Annette Humes	Parent
Theresa Tansil	Mathematics teacher	James McAdams	Parent
Sherra Burrow	Spec. Dist. Cooridnator	Chris White	Student

**Table C3: Participants at Hayti High School Action Planning****June 16, 2010**

<b>Participant</b>	<b>Title</b>	<b>Participant</b>	<b>Title</b>
<b>Jeff Tucker</b>	Superintendent Hayti R-II School District	<b>Sally Sanders</b>	9-12 English Teacher
<b>Jackie Johnson</b>	Principal Hayti High School	<b>Larry Jones</b>	Fine Arts Teacher
<b>Kent Reynolds</b>	Assistant Principal	<b>Christine Jones</b>	7-8 Language Arts Teacher
<b>David Gilmore</b>	Curriculum Director	<b>Vickie Pylate</b>	Comm. Member
<b>Marlana Hughes</b>	9-12 Mathematics Teacher	<b>Tom Anderson</b>	RPDC Consultant
<b>Eli Dodson</b>	School Nurse	<b>Arvilla Early</b>	RPDC Consultant
<b>Gale Grandberry</b>	Spec. Dist. Teacher		

**Table C4. Hayti High School Staff Who Attended July 8, 2010 Webinar and Demonstrated their Commitment to the Transformation Plan in Writing**

<b>Staff</b>	<b>Title</b>	<b>Staff</b>	<b>Title</b>
<b>Jeff Tucker</b>	Superintendent Hayti R-II District	<b>Larry Jones</b>	Fine Arts Teacher
<b>Jackie Johnson</b>	Principal Hayti High School	<b>Salema Khourie</b>	FACS Teacher
<b>Kent Reynolds</b>	Assistant Principal	<b>Marty Madden</b>	ISS
<b>David Gilmore</b>	Curriculum Coach	<b>Raveen Norris</b>	Business Teacher
<b>Brice Beck</b>	PE Teacher	<b>Jennifer Peden</b>	Spec. Dist. Teacher
<b>Amy Boone</b>	7-8 Science Teacher	<b>Justin Peden</b>	7-8 Social Studies Teacher
<b>Leslie Cartee</b>	ITV Teacher	<b>Rebecca Redden</b>	Librarian
<b>Alberta Cooper</b>	P.E. Teacher	<b>Sally Sanders</b>	9-12 English Teacher
<b>Theresa Debretto</b>	Computer Teacher	<b>Rabin Stovall</b>	7-12 Music Teacher
<b>Eli Dodson</b>	School Nurse	<b>Debbie Swan</b>	Spec. Dist. Teacher
<b>Gale Grandberry</b>	Spec. Dist. Teacher	<b>Clinton Walker</b>	9-12 English Teacher
<b>Sharon Gurley</b>	7-8 English	<b>Mike Watkins</b>	Spec. Dist. Teacher
<b>Christine Jones</b>	7-8 Language Arts Teacher	<b>Valerie White</b>	9-12 Science Teacher

**Table C5. Hayti High School Staff Who Attended July 8, 2010 Webinar and Demonstrated their Commitment to the Transformation Plan Verbally**

<b>Staff</b>	<b>Title</b>	<b>Staff</b>	<b>Title</b>
<b>Bart Chance</b>	Credit Recovery Teacher	<b>Marlena Hughes</b>	9-12 Math Teacher
<b>Amy Clark</b>	9-12 Math Teacher	<b>Heather Kalich</b>	9-12 Counselor
<b>Elaine Donze</b>	Building Substitute Teacher	<b>Kevin Kalich</b>	9-12 Math Teacher

## Appendix D

### Documentation of Board Action on Extended Day

#### MINUTES OF THE BOARD OF EDUCATION HAYTI R-II SCHOOL DISTRICT HAYTI, MISSOURI

June 10, 2010

The Board of Education met in regular session in the office of the superintendent on June 10, 2010 at 7:00 P.M.

#### ROLL CALL

##### Action 1:

Present were: Board President Mark Cartee; Board Members James Sutton, Darin Suddarth, Doug Khourie, Wendell Lockridge, Keith Marchbanks, Tommy Greenwell; Board Secretary Vickie Turnage; Superintendent Jeff Tucker; Principals David Gilmore, Kent Reynolds, Jeri Claire Crowder, Lee Ann Wallace and Jackie Johnson.

#### ADOPT AGENDA

##### Action 2:

Motion was made by J. Sutton and seconded by K. Marchbanks, to adopt the June 10, 2010 Board Agenda as presented.

Motion carried by the following vote: J. Sutton voted Yes; D. Suddarth voted Yes; M. Cartee voted Yes; D. Khourie voted Yes; W. Lockridge voted Yes; K. Marchbanks voted Yes; T. Greenwell voted Yes.

#### APPROVE MINUTES

##### Action 3:

Motion was made by W. Lockridge and seconded by K. Marchbanks, to approve the minutes of the May 13, 2010 meeting.

Motion carried by the following vote: J. Sutton voted Yes; D. Suddarth voted Yes; M. Cartee voted Yes; D. Khourie voted Yes; W. Lockridge voted Yes; K. Marchbanks voted Yes; T. Greenwell voted Yes.

#### ENTER CLOSED SESSION

##### Action 4:

Motion was made by D. Khourie and seconded by J. Sutton, to enter Closed Session as allowed per RSMo 610.021.

Motion carried by the following vote: J. Sutton voted Yes; D. Suddarth voted Yes; M. Cartee voted Yes; D. Khourie voted Yes; W. Lockridge voted Yes; K. Marchbanks voted Yes; T. Greenwell voted Yes.

#### RETURN TO REGULAR SESSION

#### APPROVE EXTENDED SCHOOL DAY

##### Action 5:

Motion was made by D. Khourie and seconded by T. Greenwell, to approve extended school day.

Motion carried by the following vote: J. Sutton voted Yes; D. Suddarth voted Yes; M. Cartee voted Yes; D. Khourie voted Yes; W. Lockridge voted Yes; K. Marchbanks voted Yes; T. Greenwell voted Yes.

#### APPROVE OPERATION UNDER PRESENT BUDGET

##### Action 6:

Motion was made by J. Sutton and seconded by D. Khourie, to approve authorization to operate under present budget until a new one is approved.

Motion carried by the following vote: J. Sutton voted Yes; D. Suddarth voted Yes; M. Cartee voted Yes; D. Khourie voted Yes; W. Lockridge voted Yes; K. Marchbanks voted Yes; T. Greenwell voted Yes.

## Appendix E

### Teacher Evaluation Documentation

HAYTI R-II SCHOOL DISTRICT  
SUMMATIVE EVALUATION REPORT

Employee Name: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluator: David Gilmore; High School Principal Date of Evaluation: \_\_\_\_\_

(Circle descriptor which best describes employee's performance on each criteria)

#### WORK RELATED RESPONSIBILITIES

1. Technical Skills: Knowledge of the use of equipment and work related materials that apply to position.
  - a. lacks knowledge and demonstrates little effort to learn
  - b. has a basic knowledge and shows some interest in learning
  - c. has the appropriate knowledge and continues to learn new functions
  - d. has a good knowledge and provides some training to others
  - e. has an excellent knowledge, seeks new methods to make the work more efficient and is requested to provide training to others.
2. Quantity of Work: The amount of work that is completed meets the requirements of the position and is done in a timely manner.
  - a. consistently late in meeting time-lines
  - b. some work is completed on time
  - c. 90% of the work is completed on time
  - d. all of the work is completed on time
  - e. does more than is required by seeking additional work and assisting others
3. Quality of Work: The work is neat, thorough and accurate.
  - a. correction is often required
  - b. some work needs to be corrected
  - c. work is complete and seldom needs correction
  - d. reviews work to ensure quality and make own corrections
  - e. exceptionally accurate, work rarely needs to be corrected
4. Knowledge of Work: Exhibits the necessary work skills to perform the job responsibilities.
  - a. consistently needs retraining

- b. needs some retraining
  - c. rarely needs retraining and is able to apply newly learned skills in an efficient manner
  - d. performs work using all of the correct procedures
  - e. provides training to other employees
5. Safety Practices: Performs work in a safe manner according to District procedures.
- a. seldom follows procedures which results in work related accidents
  - b. is at times careless and causes injury to self or to others
  - c. follows all safety procedures
  - d. offers suggestion to improve safety procedures
  - e. has received outside training in the prevention of work related injuries

**PERSONAL QUALITIES**

1. Cooperation with Others: Works with others as a team member to complete the assigned tasks.
- a. is reluctant to cooperate and infrequently assists others
  - b. cooperates with others after being asked to assist
  - c. cooperates with others on a voluntary basis
  - d. works very well with others and provides some leadership
  - e. inspires confidence by actively participating as at team member, provides leadership and serves as an example to others.
2. Attendance and Punctuality: Follows District procedures and policies regarding attendance and work hours.
- a. excessively absent or tardy, often uses work time for personal business
  - b. absences and tardies are more than District policy allows
  - c. absences and tardies are within the limits established by District policy and does not use work time for personal business
  - d. rarely absent or tardy and uses work time appropriately
  - e. has perfect attendance, is never tardy and always uses the work time efficiently
3. Written and Oral Communication: Communicates clearly and effectively with other employees, students and parents.
- a. avoids communicating with others; uses incorrect grammar in both oral and written communication
  - b. communication with others and use of correct grammar is not consistent
  - c. is friendly toward others and uses correct grammar
  - d. communicates very well with all groups
  - e. has excellent writing and speaking skills
4. Initiative: Is able to complete all assignments with minimal supervision, is a self-starter and seeks ways to improve

work performance.

- a. always requires close supervision to ensure that the work is completed
- b. often does less than what is required and has to be told to repeat some of the work assignments
- c. does the assigned work with minimal supervision
- d. follows through with the work assignments and begins other assignments without being directed
- e. reviews work procedures and offers suggestions to improve performance

5. Professional Development: Pursue advanced training to improve knowledge and performance of job responsibilities.

- a. shows no interest in improving work skills
- b. reluctantly participates in District sponsored training program
- c. participates in all District sponsored workshops
- d. participates in training programs outside the District
- e. presents workshops to District employees

6. Responds in a constructive manner to recommendation from District Administrators.

- a. often hostile to administrative directives
- b. indifferent to administrative directives
- c. complies with administrative directives
- d. solicits suggestions for improvement
- e. takes pride in colleagues, school District accomplishments

7. Complies with District policies and regulations, school policies, and administrative directives.

- a. routinely fails to comply
- b. indifferent to policies and directives
- c. complies with policies and directives when requested
- d. provides services to students above what is required
- e. serves as a positive force in maintaining a high staff morale

8. Portrays a positive image regarding the District and community.

- a. belittles colleagues, students, District and community
- b. insensitive to how comments are viewed by students, parents, staff and community
- c. demonstrates respect for District and community activities
- d. actively works in District and community activities
- e. serves as a role-model for colleagues and students

\*\*\*\*\*

EMPLOYEE COMMENTS

EVALUATOR COMMENTS:

\_\_\_\_ Recommended for Continued Employment \_\_\_\_ Recommended with Reservation \_\_\_\_ Not Recommended

Discussed \_\_\_\_\_ Employee \_\_\_\_\_ Evaluator \_\_\_\_\_  
Date Signature Signature

**Appendix F**

**Hayti R-II School District ePeGS Documents**

**Appendix G**

**Hayti R-II High School ePeGs Documents**