



**Ferguson-Florissant School District
School Improvement Grant (SIG)
Application**

**Section 1003(g) of the
Elementary and Secondary Education Act of 1965**



**Missouri Department of Elementary and Secondary Education
Box 480 Jefferson City, Missouri 65102**

July 15, 2010

**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; Visit The Department's website at: dese.mo.gov

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME Ferguson-Florissant School District		COUNTY-DISTRICT CODE 096-089	
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THE DEPARTMENT'S APPROVAL

For Department use only.

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED \$
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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.

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
McCluer South-Berkeley H.S.	02691		X					X
Berkeley Middle School	00354		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.

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

FERGUSON-FLORISSANT SCHOOL DISTRICT SIG APPLICATION

INTRODUCTION: SECTION A (Schools to be Served)

As authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), School Improvement Grants are grants through state educational agencies (SEAs) to local educational agencies (LEAs) for use in Title I or Title I eligible schools identified for improvement, corrective action, or restructuring. Tier II schools are “persistently-lowest achieving” (lowest five percent in the state) secondary schools that are eligible for, but do not receive, Title I funds; or, is a high school that has had a graduation rate below 60 percent over a number of years. Berkeley Middle School (BMS) and McCluer South-Berkeley High School (MSB) are on Missouri’s list of “Tier II” schools and are eligible for School Improvement Grant funding.

In general, Needs Assessments help pinpoint the areas in which a district or school needs to focus and prioritize its resources and energies to impact student achievement. Ferguson-Florissant School District utilized needs assessment tools created by Great Lakes West Comprehensive Center and Illinois State University for the Illinois State Board of Education (ISBE) to assist LEA’s applying for school improvement grants, so they might identify gaps between current programs and desired results to help inform their selection of one of four intervention models. We utilized these tools to help the FFSD Leadership Team, FFSD SIG Representatives, and faculties examine policies, programs, practices, and contextual factors that either support or impede the presence of characteristics needed to support the development of a thriving learning community.

Ferguson-Florissant School District Comprehensive Needs Assessment has three phases. Collectively, the information from each part of this Needs Assessment demonstrates FFSD’s greatest educational and funding needs. FFSD has a strong commitment to use the funds to provide adequate services in order to raise substantially the achievement of Berkeley Middle School and McCluer South-Berkeley High School students immediately to make adequate yearly progress and achieve 100% graduation rates and college or career placement.

Phase I: Data and Analysis – Focuses on using state, district, and building information to analyze district to identify the internal and external factors that likely contributed to the current level of performance.

Phase II: Rationale for Model Selection – Focuses on staff and student Strengths, Weaknesses, Opportunities, and Threats analysis, and the review of essential components for each model. The district team will describe the FFSD capacity to use school improvement funds to provide adequate resources and related support to each school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the Transformation Model it has selected.

Phase III: District Level Capacity – Focuses on five aspects of district practice that influence school and student performance. Using a five point rubric, ranging from “very low” to “very high,” the district team will reach consensus on each indicator and then use the information to describe the key functions, systems, policies, and processes that must be examined or developed to support sustainable improvement.

THE NEEDS ASSESSMENT

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models mandated by the United States Department of Education: (1) turnaround model, (2) restart model, (3) school closure, or (4) transformation model.

To select the best school intervention model as a part of school improvement, Ferguson-Florissant School District's Comprehensive Needs Assessment included data and analysis, staff engagement and surveys, community engagement and surveys, and independent review and site visits.

Phase I: School and District Data and Analysis – Report Card Data – Attached

- Item 1 – 2007, 2008, 2009 Adequate Yearly Progress (AYP) Report
- Item 2 – 2009 District Annual Performance Report
- Item 3 – Gates Assessment Data (Reading)
- Item 4 – Leadership and Learning Center Site Visit Report for MSB and BMS for extra Curriculum and Learning Management Data
- Item 5 – MSB and BMS Enrollment Trends, PDC Survey Results, and 4th Cycle MSIP Questionnaires
- Item 6 – District Budget

Phase II: Staff Needs Assessments – Transformation Model Selected Summary – Attached

Consistent with research and experience with organizational change, Ferguson-Florissant School District involved district, school, and community teams that included the current school leaders, staff, parents, and others who have a large stake in each school's success in decisions about their own schools. The goal was to be transparent, help individuals be better informed, and promote input for dramatic changes.

On April 12 and April 15, the entire faculties of Berkeley Middle School and McCluer South-Berkeley High School, along with the Ferguson-Florissant School District Curriculum Advisory Council, used needs assessment tools (see attachment of ISBE Needs Assessment Tools) for district and school team input based on a comprehensive review of the literature and areas that influence the successful implementation of the four intervention models. The Needs Assessment identifies leading indicators pertaining to: leadership, evaluating teacher and principal effectiveness, data driven decision making, instructional programs, and professional development. Staff members rated each element of the Transformation Model and Turnaround Model using a four point rubric, ranging from "very low" to "very high." The district team reached consensus on the model and use the information to describe the key functions, systems, policies, and processes that must be examined or developed to support sustainable improvement.

On April 19, district leadership reviewed the data collected from this phase of the Needs Assessment. A total of one hundred ten (110) surveys were completed and compiled. The results showed strong support for implementation of the Transformation Model. The data results indicated the highest needs according to the staff in the following areas from the two faculties and Curriculum Advisory Council:

- Provide high-quality, job-embedded professional development.
- Implement strategies to recruit, place, and retain staff.
- Use data to implement an aligned instructional program.
- Promote the use of data to inform and differentiate instruction.
- Provide increased learning time for students and staff.
- Provide mechanisms for family and community engagement.

- Give the school sufficient operational flexibility (staffing, calendars/time and budgeting).
- LEA, SEA supports schools with ongoing, intensive technical assistance and support.

Afterward, the Ferguson-Florissant School District leadership selected the Transformation Model and notified Missouri’s Department of Elementary and Secondary Education on April 20, 2010.

Phases I and II of the Needs Assessment were the first steps in creating a comprehensive school improvement reform strategy to support Berkeley Middle, and McCluer South-Berkeley High, and the overall School Improvement Grant proposal.

Phase III: Community Engagement and Surveys – Attached

On May 15, Ferguson-Florissant School District held a community forum from 1:30 p.m. to 5:00 p.m. to review information from Phase I (School and District Data and Analysis) and Phase II (Staff Needs Assessments and Student Feedback) based on meetings with Student Leadership Groups from BMS and MSB and forums with the entire MSB student body. The community engaged in a data collection activity using Ron Edmond’s Correlates of Effective Schools and surveys (see attached Community Survey). Over two hundred people attended—Berkeley Parent Teacher Organization Members, Mayor of Berkeley, City Council Members, University of Missouri Representatives, Florissant Valley Community College Representatives, MSB and BMS staff members, parent, and students.

Community forum attendees provided input in four primary ways:

1. Attendees were to recommend two top strategies for the transformation of BMS and MSB, respectively.
2. Using a five point rubric, ranging from “very low” to “very high” individuals rated the following items:
 - Understanding of the needs of BMS and MSB before the Community Forum. *Results—3.4 point average out of 5 points, 56%-high plus very high, 18%-neutral/average, 26%-low plus very low*
 - Understanding of the needs of BMS and MSB after the Community Forum. *Results—4.0 point average out of 5 points, 78%-high plus very high, 9%-neutral/average, 13%-low plus very low*
 - Support for full implementation of the BMS and MSB Transformation Model Proposed Plan in 2010-11. *Results—71%-very high, high and neutral/average, 29%-low plus very low*
3. Attendees rated each element of the Correlates of Effective Schools including the proposed educational strategies as of 2010 using dots to place indications of importance by frequency. *Results: 90%+ support by frequency.*
4. Attendees engaged in three hours of question and answer, oral and written.

Overall, there is 71% community support for the immediate structural creation of a 7-20 School based on best practices from national P-20 initiatives to increase curriculum alignment, efficient uses of resources, career and college pipelines and student readiness, community engagement, as well as citizenry in today’s global society. This will occur structurally in a form of a middle school-within-a-high school with higher education courses on and off campus. There is over 90% community support for the related educational practices and procedures presented in the School Improvement Grant Application. As such, the community overwhelmingly expressed a need for enhanced student achievement, systems to support academic experiences on and off campus, stronger leadership and teachers, and a positive school climate (i.e., safety and wellness classes and pregnancy and gang prevention).

Summary of the Comprehensive Needs Assessment

The summary of all three phases of this Comprehensive Needs Assessment reveals that there are local, state, and federal forces in place that oppress and disenfranchise Berkeley (MSB and BMS), the district, and the entire metropolitan area. This disenfranchisement has occurred socially, emotionally, educationally, politically, systemically, and historically.

With over 8,000 children designated as underprivileged in the Ferguson-Florissant District; as well as over to 228,054 children in the St. Louis Metropolitan Area according to the 2009 Missouri Kids Count data, many of whom are impoverished and do not have access to after school/summer programs. Simply put, the North St. Louis County and City regions of Missouri are in dire straits. Furthermore, based on 2007 data from Missouri Kids Count, 32% of the children in the St. Louis Metropolitan area are single parent families. In the Ferguson-Florissant School District, over 69% of all families live in or below established poverty levels. The economic security and stability of the family is the foundation for meeting basic needs of children. Recent studies found that an astonishing 69.9% of children living in the central cities of the Ferguson, Kinloch, Castle Point, Hanley Hills, Unincorporated St. Louis County, Cool Valley, Berkeley, Dellwood, and Moline Acres were at or below of the poverty level income.

For the Ferguson-Florissant School District, this equates to approximately 8,000 students. Due to a lack of supplemental educational opportunities inside and outside school and the absence of positive mentors, low-income children are typically at a higher risk of dropping out of school, grade level retentions, and lower state assessment performance on the Missouri Assessment Program (MAP) and End-of-Course Assessments (EOC).

The District realizes its problems and faces a myriad of issues; but, we have the infrastructure in place to have an immediate plan and solution. MSB has some of the lowest ACT and EOC scores in the state and is ranked in the bottom five percent of the lowest of all schools in Missouri. McCluer South-Berkeley is primarily made up of students from both Berkeley and Kinloch where 77% of the population and 81.5% of families live below the poverty line. Along with these populations, MSB also serves more diverse areas of expanded areas of southeastern and southwestern Ferguson, which has 62.5% of families at or below the poverty line. Differences are present among these populations. Some of these differences have contributed to an explosive atmosphere of gang violence at times, along with some of the lowest ACT and End of Course test scores in the state. Gang violence is at an all time high, as evidenced by the full time Ferguson police officer stationed on campus. Youths from neighborhoods such as: Kinloch, Frostwood, Berkeley, Natural Bridge, Bermuda, and Ferguson have formed new gangs such as “The Hood Squad” and “Rush Mob”. These groups further divided the community. If this level of activity is allowed to run unabated, the system will eventually fall. With gang violence at an all time high among young adults, young teens are experimenting with drugs, alcohol, and sex. A recent profile indicates that 75.6% of these gang members are students of low income backgrounds. Utilizing the school lunch program as an indicator, low-income is measured by free or reduced price lunches of that group, 62.7% scored below basic in math and reading aptitude. Of the District’s three high schools, McCluer South-Berkeley has the greatest opportunity for improvement.

As a direct feeder to MSB, Berkeley Middle supplies 99.9% of the MSB student population. The District believes that if programs can be instituted at the secondary level (middle and high school level) and lower, the cycle of violence and low-test scores will cease. Berkeley Middle has tremendous “opportunities” to improve. With 67.6% of the students scoring below basic in Math and scoring better than 20 points below the state averages in Terranova, the school faces an uphill climb.

Included throughout this document is an analysis of the comprehensive needs assessment. This analysis is primarily located in the green areas within this document. For the ease of the reader, the essential finding from the analysis of the needs assessment is summarized below in keeping with the main objective, to have zero (0) schools identified among the “persistently lowest achieving schools” by the State by the start of the 2011-2012 school year:

A. McCluer South-Berkeley High School Summary Needs Assessment Analysis

1. MAP/EOC exam achievement: Math EOC achievement was at 4.2% proficiency for MSB students and communication arts achievement was at 47% student proficiency which was considerably improved from the previous year (12.6%) and enough to make Adequate Yearly Progress by Safe Harbor. Math achievement must be addressed and improved in a drastic way and Comm. Art's achievement must continue to grow (by 37%) as it had last year if not in a greater and faster way
2. A.C.T. Data: Students' composite A.C.T. scores are around 16 and have slowly declined by one percent over 5 years (2006 to 2009) by the 53% of student graduates who take the ACT test. This is five points lower than state and national averages and is the lowest high school average for the FFSD district high school ACT averages. Through a free year long ACT Prep class on Saturday at MSB with about ten students for the past two school years (2008 and 2009), eleven students scored at the National Average which is seven more students than the previous year (2007). The implementation of the curriculum at MSB is largely out of alignment with college readiness skills assessed by the A.C.T.
3. Reading Data: Among all MSB students, 65.5% of 9th graders, 35.2% of 10th graders, and 41.7% of 11th graders are one or more years below reading level. While reading levels based on the Gates MacGinitie test for the district shows 33.6% of students to be one more or grade levels behind in reading on average from 1st through 11th grade, 51.8% for district 9th graders, 36.1% for district 10th graders, and 36.6% for district 11th graders. There is not more to one reading specialist teacher at MSB, and was more reading classes and cross-curriculum literacy emphasis is drastically need decrease this rate of off track reading rate of 65% of freshmen which affects every subject area.
4. Graduation rates for MSB are impressively 94.2%.

B. Berkeley Middle School Summary Needs Assessment Analysis

1. MAP/EOC exam achievement: Communication arts MAP achievement was at 21.6% student proficiency and Math MAP achievement was at 18.8% proficiency for BMS students, which was a 4.8% improvement from the previous year (14%) but not enough to make Adequate Yearly Progress by Safe Harbor (10% decrease in students performing below proficiency). See further needs from the analysis in the next section, Overview of the School Improvement Grant Plan, which summarizes the plan for middle school.
2. Reading Data: Among all BMS students, 54.2% of BMS 7th graders (versus 45% of district 7th graders) and 53.4% of BMS 8th graders (versus 45.9% of district 8th graders) are one or more years below reading level. See further needs from the analysis in the next section, Overview of the School Improvement Grant Plan, which summarizes the plan for middle school.

C. Both Schools' Needs Based on a System Analysis of Overall Leadership and Learning:

From Doug Reeves' organization, Lead and Learning:

1. Focus on improving instruction through teacher teams
 - a. Identifying "Essential GLE's" (prioritized CLE's to focus learning objectives with "unwrapping")
 - b. Using formative assessments to adjust instruction to ensure student progress/results
2. Focused building leadership to ensure effective implementation of Data Teams
 - a. Team configuration
 - b. Scheduling
 - c. Monitoring for progress weekly or bi-monthly
3. Rigorous discussion followed by action plans on "best practice"
 - a. Guaranteed and viable curriculum
 - b. Standards-based grading
 - c. Proficiency vs. pacing guides
 - d. Student engagement
4. Data Team training for all staff
 - a. Purpose (Why Data Teams?)
 - b. Focus (Improve teaching and learning)
 - c. Process: 5-steps
5. Assessment Literacy training (using short cycle formative assessments to guide instruction)

From the December of 2008 Missouri School Improvement Process 4th Cycle Questionnaire staff, parents, and students data:

- "The 35 faculty members responding from MCCLUER SOUTH-BERKELEY HIGH school reported a mean score of 3.67 on the Leadership scale, which placed it at the 12th percentile, scoring lower than 88 percent of secondary schools in the state."
- "The 35 faculty members responding from MCCLUER SOUTH-BERKELEY HIGH school reported a mean score of 3.85 on the School Climate scale, which placed it at the 14th percentile, scoring **lower than** 86 percent of secondary schools in the state."
- "The 35 faculty members responding from MCCLUER SOUTH-BERKELEY HIGH school reported a mean score of 3.97 on the Classroom Management scale, which placed it at the 13th percentile, scoring **lower than** 87 percent of secondary schools in the state."
- "The 35 faculty members responding from MCCLUER SOUTH-BERKELEY HIGH school reported a mean score of 3.63 on the Professional Development scale, which placed it at the 5th percentile, scoring **lower than** 95 percent of secondary schools in the state."

- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.50 on the Leadership scale, which placed it at the 5th percentile, scoring **lower than** 95 percent of mid-level schools in the state.”
- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.51 on the School Climate scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.”
- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.65 on the Classroom Management scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.”
- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.04 on the Equity scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.”
- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.21 on the Safe & Orderly Environment scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.”
- “The 59 parents responding from BERKELEY MIDDLE school reported a mean score of 3.58 on the Safe & Orderly Environment scale, which placed it at the 16th percentile, scoring **lower than** 84 percent of mid-level schools in the state.”

D. Teacher Demonstration of Commitment to this plan (**Priority 6**). The teacher support of this plan is 95%+ when excluding the bold, innovative action step of combining of the middle and high school to form one 7-20 model of a 7-12 school under one roof. Actually, this plan was created with the insight and help of the teachers from the two buildings. When including the action step of combining the two schools into one campus for a 7-12 School, teacher support was nearly 78% and community support, 72%, based on feedback from April through July from the faculty meetings, SIG Representative Meetings, on-line surveys, and community forum survey. The decision was made to plan and fully implement the combining of BMS and MSB this 2011-12 in order to implement this plan well and ease the stress and fears associated with such a bold change. It helped greatly to have more than just 70 days to make this transition a success.

For these reasons and more, we have developed this special plan to address these specific realities and perceptions. To this end, the District is instituting progressive programs that increase literacy skills (i.e., Standard English initiatives), numeracy skills, college preparatory and early college entrance, and structured enfranchising academic experiences to close the achievement gap and reverse regressive social trends for underrepresented student populations.

Through the help of dedicated stakeholders, organizations, and a cadre of volunteers, the District can improve, but full funding is essential. Progressive programs in areas such as: The Green Initiatives, that train young people in the skills needed for the wave of green initiative careers in the future; College - Dual Enrollment Programs, that pair high school students with College-Peer Mentors who both help them enroll in an accredited Community College (St. Louis Community College) and University program (University of Missouri) before completing high school, help guide them through their coursework, ultimately gaining credits towards a degree/certification; After School/Summer Programs, that feature coursework on self esteem, athletics, ACT, and EOC preparation; Mental Health Programs, designed to delve into the fragile psyche of at risk individuals to help them deal with this changing environment; and finally, a Healthy Lifestyles Program, aimed at transforming the tragic pattern of sedentary lifestyles, pregnancy, and obesity among young people.

Overview of the School Improvement Grant Plan

Proposed in this School Improvement Grant are enhancements to such progressive programs and new initiatives that will significantly transform this entire learning community promptly using a “7-20 School” framework or model based best practices from national P-20 Initiatives to increase career and college readiness as well as citizenry in today’s global society. Below is a brief outline of the major components of the Transformation of Berkeley Middle and McCluer South-Berkeley High Schools.

I. MAJOR GOALS: TO GET THE GREATEST RETURN FOR STUDENT ACHIEVEMENT

A. College Prep and Career Pathways/Courses of Study Using A 7-20 School Model:

The curriculum, instruction, professional development, assessments, and student and staff monitoring systems will focus on college and career readiness and pathways/courses of study.

- A 7th through 12th grade curriculum aligned for college and career readiness will occur through FFSD’s partnership with St. Louis Community College, primarily in Florissant Valley, and the University of Missouri, primarily in St. Louis. To identify student needs and interest early on and create opportunities and pathways for their success in middle school, high school, college, careers, and life from 7th grade through college or career placement:
 - Middle school staff will administer the Missouri Connections/ Kuder Assessment to all middle schoolers and common assessments in communication arts and mathematics.
 - The Community College will administer the Accuplacer to all 11th graders which is a standard exam for admissions, an Early Warning Screening Assessment to 9th graders.
- The district will review and realign the curriculum using the New National Academic Core Areas, Ed Options, and the Missouri Department of Elementary and Secondary Education resources, particularly for:
 - Literacy (i.e., reading, writing, speaking, listening, and researching Standard and Academic English) 7th grade through college level,
 - Numeracy (STEM, patterns, charts, graphs, and problem solving) in all subject areas 7th grade through college level, and
 - Seven year student plans/portfolios for career and college programming using Kuder® and Missouri Connections for students in middle school and high school, with parent compacts, and educators’ community engagement, field experiences, and college advanced placement courses on and off school campus.

B. Extra Hour Of Class—High School Zero Hour & Middle School Required Extended After School Learning:

Course offerings in literacy, numeracy, and career technical education will be offered to students during the school day, before and after school, and on Saturdays, with honors, advanced placement, and college courses offered on and off campus. This will be done in an effect to increase by at least 25% annually starting in the 2010-11 school through 2012-13:

- High School Class Offerings in AP, honors, math, sciences, engineering, technology, remediation, art, foreign language, business, and other elective classes
- More clubs, sport teams, activities, student government and National Junior Honor Society

C. Extra 180 Hours Minimum Staff Additional Collaboration:

- More job-embedded professional development time for staff from middle and high school to work together to address student learning needs (6 hours/week).
- Annual action research with UMSL and Florissant Valley Professors with and BMS-MSB Staff

II. WHAT IS ESSENTIAL FOR SUCCESS?

i. High Achievement For All (Students, Families, & Staff)

- Strong Leadership and a New Governance Structure: One Turnaround Officer as Principal of both BMS and MSB, one MS Assistant Principal, one MS Dean of Students, one HS Associate Principal, two HS Asst. Principals, one Athletic Director, and one HS Dean of Students
- More Counselors (add 1 FTE), Intervention Specialist (add 1 FTE), Parent/Community Resource Coordinator(s) (add 1 FTE and several stipends)
- More Learning Time: 1 to 2 hours each school day and at least 25 Saturdays
- More Field Trips, Enrichment, Mentors, and Service Learning Experiences
- More Parent and Community Engagement and Involvement
- 10% or Higher English and Math Performance on the MAP, ACT, and Common Assessments (i.e., Gates and teacher's tests)

ii. Funding, Facility, & Faculty Needs That Must Be Addressed

- BMS Computer and Industrial Tech Classes (not currently offered)
- BMS National Junior Honor Society (not currently offered)
- BMS sponsored clubs and activities (non-competitive fitness and sport teams, robotics, chess, newspaper, service learning—not currently offered)
- BMS Intervention Specialist (not currently offered)
- MSB full-time Band Teacher (not currently offered)
- MSB has few higher level foreign language courses (level 3+)
- MSB AP/Honors course offering (only 1 AP and 3 Honors Courses currently offered)
- Sustainability after the three years of SIG funding for high standards and student achievement for all

iii. Safety and Security

- Additional security guards and extra police support
- School within a School for the middle and high school students and
- Family, school, college contact/compacts and increased parent involvement and community volunteers

III. WHAT GIVES THE GREATEST REWARD? Major Rewards

A. 7th through 12th career plans, college courses and exposure, and increased academic activities for literacy and STEMS on and off campus

B. For High School Families

- Gateway to College students at Florissant Valley Enrolled Full-Time
- Increased Dual Enrollment for students at Florissant Valley and UMSL with transportation
- On-site admissions application completions, Accuplacer (assessments), ACT Prep Course for all high school students

C. For Middle School Families

- Academic Support Activities for 7th and 8th graders (i.e., robotics, sports dance, music, newspaper, community service learning projects)
- College and career path plans for 7 grade through college freshman year
- More reading, writing, and arithmetic help after school and during school

D. For ALL Students and Families

- More Learning Time,
- More Parent and Community Engagement and Involvement
- More Field Trips, Enrichment, Mentors, and Service Learning Experiences

SIG FUNDING

Based on the August 2nd DESE notification of the range of funding available for the first year by building, the essential elements previously outlined in the Overview of the School Improvement Grant Plan are provided below using the Building Budget Worksheets provided by DESE. The availability of funds required FFSD to focus only on activities directly tied to instructional improvement such as professional development, instructional coaches, etc. Many parts of the original plan and budgets were excluded in the revised budgets. These revised budgets include limited expenditures for capital outlay such as essential computers for Gateway to Technology course offerings and classroom textbooks for additional course offerings. Items such as student incentives, items typically required to meet Missouri Standards (counselors, librarians, library materials), wiring and other building remodeling, upgrades and repairs were not included.

Although school started in Ferguson-Florissant School District on August 12, 2010, the chart below provides FFSD with the range of funds we may receive with or without the waiver at some point. The actual amount of funding will be determined in negotiations with DESE at some point. This range of funding allowed FFSD to begin to prioritize our plan and activities within the funding constraints.

96089	Ferguson-Florissant R-II	w/ Waiver	w/o Waiver
1060	McCluer South-Berkeley High	407,822	235,282
3000	Berkeley Middle	307,826	177,592
Total		\$715,649	\$412,874

Well after the Missouri Statutes period for adopted budget by the Board of Education, the Ferguson-Florissant School District conducted a fourth thorough review of the SIG budget based on this information. This fourth review focused on the most promising activities of our plan and removed those items from our budget that would not be allowable under Title I, Part A schoolwide regulations for allowable expenditures. FFSD has revised its budgets using the **1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET** (below) based on the amount FFSD would receive if the waiver is approved. This budget page was submitted to Craig Rector and Jocelyn Strand.

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET)	
BUILDING NAME	1060
MCCLUER SOUTH BERKELEY HIGH SCHOOL	
REVISED BUDGET ITEMIZATION (YEAR 1)	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 dean of students, full-time, annual salary - \$52,200	\$52,200
1 reading teacher, 1/3 of time prorated to MSB, annual salary - \$45,000 times 1/3 = \$15,000	\$15,000
5 teachers, 90 hours (Saturday) each, , \$45/hour = \$20,250 (Saturday classes)	\$20,250
50 teachers, 16 hours each, \$25/hour = \$20,000 (Staff Professional Development)	\$20,000
1 Associate principal, \$3,329 extra compensation for increased accountability/reporting responsibilities	\$ 3,329
1 extra duty contract for associate principal, 30 extra days, \$334/day = \$10,000 (was school year position)	\$10,000
14 teachers, 175 days, \$38.90/hour each day = \$95,305	\$95,305
Parent Liaison stipend, \$40 per day, 175 days = \$7,000	\$ 7,000
30 subs @ \$85 per day = \$2,550	\$ 2,550
1 social worker, 50% of time prorated to MSB, annual salary - \$45,000 times 50% = \$22,500	\$22,500
1 Turnaround officer, \$8,598 extra compensation -- supervision/governance of two schools, 2/3 time prorated to MSB	\$ 5,732
6100 Subtotal	\$253,866
6200: Employee Benefits (optional categories)	
FICA	\$1,768
Medicare	\$3,705
Retirement (Teacher or Non-Teacher)	\$38,318
Health, Life, and/or Dental Insurance	\$16,000
Other Benefits	
6200 Subtotal	\$59,791
6300: Purchased Services	
3 buses, 30 Saturdays, \$110.20 per bus = \$9,915 (for Extended Learning opportunities)	\$9,915
40 students, \$1000 tuition per student for course credit at UMSL/ Flo Valley= \$40,000	\$40,000
2 stipends (comm. arts and math) @ \$5,000 for aligning curriculum to National Academic Core Standards & providing case study research on Turnaround/Transformational Model implementation	\$10,000
6300 Subtotal	\$59,915

6400: Materials/Supplies 10 sets of software for remedial instruction, \$500 per set = \$5,000 200 books @ \$25 per book (books for remedial instruction) = \$5,000 250 software license fees for EdOptions program, \$97 per license = \$24,250	\$5,000 \$5,000 \$24,250
6400 Subtotal	\$34,250
6100-6400 Subtotal	\$
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	\$
6500: Capital Outlay	
6500 Subtotal	
TOTAL	\$407,822

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME	BUILDING CODE
BERKELEY MIDDLE SCHOOL	3000
REVISED BUDGET ITEMIZATION (YEAR 1)	GRANT FUNDS REQUESTED
6100: Certificated Salaries 1 dean of students, full-time, annual salary - \$52,200 1 social worker, 50% of time prorated to BMS, annual salary - \$45,000 times 50% = \$22,500 5 teachers, 90 hours (Saturday) each, , \$45/hour = \$20,250 (Saturday classes) 30 teachers, 16 hours each, \$25/hour = \$12,000 (Staff Professional Development) 8 teachers, 160 days, 1.5 hours/day/\$25 /hour = \$48,000 (after-school tutoring) 1 Turnaround officer, \$8,598 extra compensation -- supervision/governance of two schools, 1/3 time prorated to BMS 1 extra duty contract for turnaround officer, 10 extra days, \$392/day = \$3,920 1 reading teacher, 2/3 of time prorated to MSB, annual salary - \$45,000 times 2/3 = \$30,000	\$52,200 \$22,500 \$20,250 \$12,000 \$48,000 \$ 2,866 \$3,920 \$30,000
6100 Subtotal	\$191,736
6200: Employee Benefits (optional categories) FICA	\$0

Medicare	\$2,755
Retirement (Teacher or Non-Teacher)	\$24,420
Health, Life, and/or Dental Insurance	\$16,000
Other Benefits	
6200 Subtotal	\$43,175
6300: Purchased Services	
3 buses, 30 Saturdays, \$110.20 per bus = \$9,915 (for Extended Learning opportunities)	\$9,915
6300 Subtotal	\$9,915
6400: Materials/Supplies	
10 sets of software for remedial instruction, \$500 per set = \$5,000	\$5,000
200 books @ \$25 per book (books for remedial instruction) = \$5,000	\$5,000
31 software license fees for EdOptions program, \$97 per license = \$3,000	\$3,000
6400 Subtotal	\$13,000
6100-6400 Subtotal	\$
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	\$
6500: Capital Outlay	
40 computers @ \$1,250 per computer = \$50,000 (for Gateway to Technology Program)	\$50,000
6500 Subtotal	\$50,000
TOTAL	\$307,826

Demonstration that the Policies, Processes, and Procedures Support Implementation (Priority 1)

After being notified of the School Improvement Grant well after district negotiations ended with the Ferguson-Florissant National Teacher Association, the following considerations were critical: Data and Systems, Communication, Personnel, Accountability, Technical Assistance, and Policies and Procedures. District data and systems were thoroughly analyzed as expressed in the comprehensive needs assessment. Since May 15th, the district has had a communications plan in place to provide families, staff, and community members with ongoing updates as evident in the needs assessment data and activities as well as the site with letters, PowerPoint presentations, and more posted on our district website (www.fergflor.org) as a link entitled, Transformation of BMS and MSB. District leadership exercised its authority to modify calendar activities and extend learning time by add professional development days one day before the normal start day in August and work extra days for and plan to make this a three year occurrence. Yet, SIG funding is essential due to timing and low finances (11% cut to the overall district budget. As reflected in the professional development staff survey data and district policies and procedures, the district establishes and implements a process to assign professional and support staff based on system needs and staff qualifications. See the Key Appendixes for actual data from the staff in this regard. There are clear indications of Central Office support for improvement efforts as evidenced by the changes that have been planned and made thus far. There are clear indications that the local Board strongly supports and will continue to support bold changes as evidenced by the unanimous board approval for this plan in June.

On June 9, 2010, the FFSD School Board approved the enclosed plan (summarized above) and unanimously supported the bold changes included for Berkeley Middle School and McCluer South- Berkeley High School demonstrating authorization for full implementation as needed. Prior to the submission of this grant, the following components of this plan have occurred:

- 1) The district showed its authority and support to replace staff (i.e., teachers, principals, etc.). The district leadership has replaced the principal of McCluer South-Berkeley and at least fifteen teachers (almost 20%) from the two identified schools have been removed (i.e., resign, transfer, or retire). Staff were notified that they may request a transfer and receive preference by HR to be move and that the administration will select specific staff to transfer and remain at BMS and MSB.
- 2) Strong Leadership and a New Transformation Governance Structure: One Turnaround Officer as Principal of both BMS and MSB (new role filled district funded), one MS Assistant Principal, one MS Dean of Students (new role posted), one HS Associate Principal (new role filled and district funded), two HS Asst. Principals, one Athletic Director, and one HS Dean of Students (new role posted)
- 3) The current FFSD Policy and Procedures (Policy 1090) for Performance-Based Evaluation of Teachers authorizes evaluation systems for teachers and principals that take into account student growth and assessments. (*Priority 3*)
 - a) Teacher Evaluation Criteria are:
 - i) I. a. Prepares for classroom instruction.
 - ii) I. b. Uses a variety of teaching techniques for learner outcomes.
 - iii) I. c. Uses instructional time productively.
 - iv) I. d. Monitors, evaluates, and provides feedback on student growth.
 - v) I. e. Maintains classroom conditions conducive to learning.
 - vi) II. a. Demonstrates effective relationships with students.
 - vii) II. b. Demonstrates effective relationships with staff.
 - viii) II. c. Demonstrates effective relationships with parents/community.
 - ix) III. a. Follows policies/procedures of district and unit.
 - x) III. b. Demonstrates support of mission and improvement plans.
 - xi) III. c. Demonstrates professional growth.

- b) Emphasis will be added in the area of student growth. (I. d) and learner outcomes (I. b), and demonstrating support of mission and improvement plans (III. b.) for satisfactory performance as a teacher, principal, or other staff. The Ferguson-Florissant National Teacher Association, staff, and administration have been notified of this increased focused on student achievement in staff performance and support this charge. *(Priority 3)*
- c) District leadership has created accountability standards for each teacher, principals, and district administrators. These accountability standards will be monitored and compiled via a web-based secured site for individual Staff Accountability Reports and an overall School Accountability Report, and discussed monthly at the building level and discussed quarterly at the district level. The data from these accountability reports will be used to recruit, evaluate and retain the best teachers and leaders and it will assist as we remove those who are ineffective. The specific standards for individuals and the school include *(Priority 3)*:
 - i) Attendance Standards: 98% for staff attendance rates and 95% student attendance rates.
 - ii) Academic Standards: 80% minimum pass rate based by grade distribution, evidence for all failing grade students and teacher Response to Intervention (RtI), one grade level growth or 10% academic increase on formative and summative (commons) assessments including finals, state end of course exams (Missouri Assessment Program), Gates, AIMSweb, and unit test/benchmarks.
 - iii) Attachment Standards: Every staff member must be a mentor to at least one student, be available to support students before or after school during the school week, and be involved in school programs, organizations, or events (per FFSD Policy 2030 teachers are require to do nine events per year as requested by the principal).
 - iv) Classroom Management/Teaching Standards: fidelity to Positive Behavioral Intervention Support, Response to Intervention, Classroom Walk Through, Data Teams, other PD initiatives, student discipline, and district policy and procedures.
 - v) Other Standards:
 - (1) minutes/hours in school year for the teacher and student, (2) dropout rate, (3) AP and advanced credit teacher and student counts by course, (4) dual enrollment counts, (5) early college high school student (full-time), and (6) distribution of teachers by performance level on the teacher evaluation system that demonstrates data driven decision making of teacher placement based on student growth and achievement. *(Priority 3)*.
- 4.) Regarding providing high-quality job-embedded professional development, both schools received PBIS training in June 2010 for the school PBIS Leadership Team.
- 5.) Discussions are underway to implement bold strategies to recruit talented teachers. The main strategies are aimed at retaining talented staff, which may include financial incentives, promotions, and career growth. Currently, the SIG funds requested are largely for staffing costs in order to pay for performance. Identified teachers will be paid to teach additional sections during the school day (\$7,000/class), during zero hour (\$7,000/class), afterschool (\$7,000/1 hour class to \$10,000/1.5 hour class), and on Saturdays (\$7,000/class), as Advanced College Course teachers (free Tuition to UMSL for up to six credit hours per school year and 18 credit hours total for the teacher for career growth per each class of twenty students or more), for sponsorships of clubs and organizations, and perhaps even as parent involvement coordinator (\$7,000/stipend). *(Priority 3)*
- 6.) Increased learning time for students and staff, the school schedules for the 2010-11 school year. Changes have been made at the high school to add a zero hour course before school and at the middle school to add extended learning time for 90 minutes after school (excluding Friday's). Students will be required to attend school during this increased learning based on: the early intervention screening for college bound track or career pathway; receiving an F in any academic core class or below 2.0 GPA; attendance below 89%; 10 office referrals or disciplinary infractions leading to 10 days ISS or OSS; or if recommended by a teacher, parent, counselor or principal (i.e., case of honors, AP, and college classes, remedial course as needed).

- 7.) Berkeley Middle and McCluer South-Berkeley have been given sufficient operational flexibility in staffing, calendars/time and budgeting based on the April 2010 Board approval of the FFSD Comprehensive School Improvement Plan which included Board action to submit the Section 1003g School Improvement Grant and the Board's June 2010 approval of the FFSD SIG plan and district budget.

Plans for Sustainability

To ensure sustainability for the Ferguson-Florissant School District SIG plan, the FFSD Board of Education approved the proposal to combine the two schools into one building at the McCluer South-Berkeley High School campus. The first plan for sustainability of these high achievement action steps is the combining the two schools in years two and three of the School Improvement Grant. Based on our long-range budgetary planning and annual budget resources, combining both schools will allow for the continuous implementation of this plan well beyond 2013, if the two schools are combined in the 2011-2012 school year.

Combining the two schools will save costs in staffing, transportation, materials, professional development, and more. Doing so will immediately offer the following resources for sustainability:

- Sustainable joint staff PD and curriculum writing with less district travel, mileage reimbursement, and time outside of the workday.
- Sustainability of the BMS Computer and Industrial Tech Classes (not currently offered) using high school teachers
- Sustainability of BMS National Junior Honor Society (not currently offered) using the high school NHS sponsor and system
- Sustainability of BMS sponsored clubs and activities (non-competitive fitness and sport teams, robotics, chess, newspaper, service learning—not currently offered) in forming 7-12 grade clubs and activities
- BMS Intervention Specialist (not currently offered) by using the MSB Intervention Specialist in the 7-12 school.
- MSB full-time Band Teacher (not currently offered) by using the middle school full-time band teacher in the building and teaching two additional sections.
- MSB could have three to five more sections of higher level foreign language courses (level 3+) by combining existing staff from the two schools into one building and early screening systems for talented students and at-risk students.
- MSB could offer AP/Honors courses (only 1 AP and 3 Honors Courses currently offered) through UMSL's agreement to offer dual enrollment for free to students who qualify for the Pierre Laclède Honors College and additional advanced placement course for students in exchange for sending our staff to UMSL for master's level course work in their content area.

Secondly, to ensure sustainability of a 7-12 school model, plans and action steps may occur within 2010, 2011, and 2012 to increase our district revenue through bonds issues, tax increases, and other grants (i.e., the Main Street Grant). In the meantime, the district has made major staffing reduction to reduce cost. As of July 2010 Board adopted budget, the district reduced the overall budget by \$15 millions. This occurred largely through attrition and adjustments to employee benefits.

Improvements from 2007 to 2010

Improvements have been made at Berkeley Middle School and McCluer South-Berkeley over the past three years.

At BMS, the following changes over the past two years have improved student behavior and achievement significantly:

- New school administration (principal and assistant principal) and new roles for department chairs as instructional coaches/leaders were instituted
- New staff expectations and protocols for classroom management, lesson planning, and evaluations occurred
- Full implementation of Professional Learning Communities building-wide began

- Teachers gave 10% more time throughout the school year on the Missouri Assessment Program.
- Training and full implementation of the Positive Behavior Intervention Support (PBIS) program in 2009-10
- BMS started a Student of Month Award, PBIS Award for four students per week, and staff incentives with monthly gift certificates
- School-wide Silent sustained Reading was implemented

As a result, BMS achieved the following results:

- (1) 27% decrease in student referrals from 2009 (2551 referrals) to 2010 (1861 referrals)
- (2) 62% decrease in student suspensions from 2009 (4575 suspensions) to 2010 (1664 suspensions)
- (3) 2.4% increased in student attendance from 2006-07 (91.2%) to 2009-10 (93.6%)
- (4) Nearly 6% increase in proficiency in Communication Arts on the MAP from 2009 (21.6%) to 2010 (27.2% Safe Harbor Confidence Interval)
- (5) 3.1% increase in proficiency in Math on the MAP from 2009 (18.8%) to 2010 (22.9%)

At MSB, the following changes in 2008-09 and 2009-10 had a significant impact on student behavior and achievement:

- Subcontracting two retired counselors from June 2009 through August 2009 to complete student schedules for distribution for high attendance on the 1st day of school
- New assistant principal administration in 2008, 2009, and 2010
- Instructional coaching training for department chairs in 2008
- New staff expectations and protocols for classroom management, lesson planning, and evaluations
- Full implementation of Professional Learning Communities building-wide
- Teachers gave 10% more time throughout the school year on the Missouri Assessment Program
- MSB was trained and then implemented the Positive Behavior Intervention Support (PBIS) program in 2009
- Hired an Intervention Specialist for McCluer South-Berkeley in 2008 to implement Tier 1, 2, and 3 interventions building-wide for students.
- Increased reading strategies classes and curriculum for struggling students
- Implemented Project Lead the Way in 2007-08 at the high schools and increased the number of college prep courses

As a result, MSB achieved the following results:

- (1) 24% decrease in student referrals from 2009 (3767 referrals) to 2010 (2856 referrals)
- (2) 2.4% increased in student attendance from 2007-08 (87.7%) to 2009-10 (90.3%)
- (3) 36.5% increase in proficiency in Communication Arts on the MAP from 2007 (12.6%) to 2009 (47.4%), to 2010 (49.1% Safe Harbor Confidence Interval). 2009 was the first school year that the school met AYP in Comm. Arts in all subgroups
- (4) 3.9% increase in proficiency in Math on the MAP from 2009 (4.2%) to 2010 (8.1%)
- (5) 1.5% increase in graduation rate at MSB (94.5% in 2007-08 to 95.9% in 2008-09)

The next section, Section B, contains the School Improvement Plan submitted in June 2010 with associated costs of \$2 million per school. All action plans are dependent on funding and future negotiations with DESE. FFSD's sustainability of the implemented action plans using SIG funds will occur as detailed above regarding plans for sustainability and as detailed in subsequent building budget worksheets.

Section B: Descriptive Information: The LEA/district has provided information in Section B that details its plans for serving its Tier II schools, McCluer South-Berkeley High School and Berkeley Middle School. This information is in enough detail for the grant evaluators to determine how the LEA/district has made decisions and how it plans to implement interventions and improvement activities in each school it commits to serve.

**NEEDS ASSESSMENT DATA: MCCLUER SOUTH-BERKELEY HIGH SCHOOL AND BERKELEY MIDDLE SCHOOL
AYP DATA for Comm. Arts, Mathematics, and Graduation**

(1) At MSB, make AYP in Comm. Arts and Mathematics by Safe Harbor or at least 10% increase in student proficiency on the MAP and increase graduation rates for high school students by 4% (must be above 60%) for 2010-11.

MSB AYP Comm. Art Progress Measure:	School Year	Baseline	Progress	Target	Target Met (Yes/No)
	2009-2010	47.4 (Safe Harbor)	+34.8 (12.6%-2008 and 9.9%-2007)		Yes
	2010-2011			58.0	
	2011-2012			68.0	
	2012-2013			78.0	
MSB AYP Math Progress Measure:	School Year	Baseline	Progress	Target	Target Met (Yes/No)
	2009-2010	4.2%	-3.4 (7.6%-2008 and 7.8%-2007)		No
	2010-2011			15%	
	2011-2012			30%	
	2012-2013			45%	
MSB Graduation Rate Progress Measure	School Year	Baseline	Progress	Target	Target Met (Yes/No)
	2007-2008	94.2%	+1.2% (93%-2006-2007)		Yes
	2008-2009		95.9%		Yes
	2009-2010			95%	
	2010-2011			100%	
	2011-2012			100%	
	2012-2013			100%	

(1) At BMS, make AYP in Comm. Arts and Mathematics by Safe Harbor or at least 10% increase in student proficiency on the MAP for 2010-11.

BMS AYP Comm. Art Progress Measure:	School Year	Baseline	Progress	Target	Target Met (Yes/No)
	2009-2010	21.6	+0.5 (21.1% -2008 and 19.4%-2007)		No
	2010-2011			32.0	
	2011-2012			43.0	
	2012-2013			54.0	
BMS AYP Math Progress Measure:	School Year	Baseline	Progress	Target	Target Met (Yes/No)
	2009-2010	18.8%	+4.8 (14.0%-2008 and 13.3%-2007)		No
	2010-2011			30%	
	2011-2012			41%	
	2012-2013			52%	

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 1 (Implement one plan)</p>	<p>To have zero (0) schools identified as “persistently lowest achieving schools” by the State by the start of the 2011-2012 school year. Reducing the number of identified schools from two to zero.</p>	<p>Discuss the 2009-10 schools eligible for School Improvement Grants (SIG) and the School Improvement Grant Application and requirements with the Superintendent, Cabinet, and appropriate administrators, and the staff from the identified schools (i.e., persistently lowest achieving schools).</p>	<ol style="list-style-type: none"> 1. In March of 2010 planning meetings occurred with Superintendent and District Leadership Team about the School Improvement Grant, application process, and listed schools. 2. In April 2010, School Improvement Grant Process and Action Plan was added to the District CSIP and approved by the Board of Education. 	<p>MAP/EOC (AYP Targets or Safe Harbor)</p> <p>Graduation Rates (90% or higher)</p> <p>SIG Application Rubric</p>	<p>Supt. Supt.’s Cabinet</p>	<p>March 2010 – July 2010</p> <p>SIG Funds: \$0</p>

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 1 (Implement one plan)</p>	<p>To have zero (0) schools identified as “persistently lowest achieving schools” by the State by the start of the 2011-2012 school year. Reducing the number of identified schools from two to zero.</p>	<p>Conduct a comprehensive “needs assessment” for the identified schools and community include staff, parents, community members, business and non-profit organizations, and higher education in the process that drives the entire SIG proposal from objectives, strategies, action steps, progress measures, timeframe, to the persons responsible within two months of April 2010.</p> <p>Select one of four courses of action for the identified schools: Transformational Model, Turn-Around Model, school reconstitution (i.e., Charter School), or school closure by April 20 and propose a plan of action to the Board of Education by June 9, 2010 and to DESE by June 15, 2010.</p>	<p>1. Phase I: Data and Analysis – Focuses on using state, district, and building information to analyze district to identify the internal and external factors that likely contributed to the current level of performance.</p> <p>2. Phase II: Rationale for Model Selection – Focuses on staff and student Strengths, Weaknesses, Opportunities, and Threats analysis, and the review of essential components for each model. The district team will describe the FFSD capacity to use school improvement funds to provide adequate resources and related support to each school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the Transformation Model it has selected.</p> <p>3. Phase III: District Level Capacity – Focuses on five aspects of district practice that influence school and student performance. Using a five point rubric, ranging from “very low” to “very high,” the district</p>	<p>SIG Application and related rubrics</p> <p>Staff and Community Meetings</p> <p>Survey and District Data</p> <p>Recommend a course of action</p> <p><u>Specifically</u> <u>Phase I:</u> School and District Data and Analysis – Report Card Data—is cited throughout this document.</p> <ul style="list-style-type: none"> • Item 1 – 2007, 2008, 2009 Adequate Yearly Progress (AYP) Report • Item 2 – 2009 District Annual Performance Report • Item 3 – Gates Assessment Data (Reading) • Item 4 – Leadership and Learning Center Site Visit Report for MSB and BMS for extra Curriculum and Learning 	<p>Supt. Supt.’s Cabinet</p>	<p>April 1, 2010 - June 15, 2010</p> <p>SIG Funds: \$0</p>

			<p>team will reach consensus on each indicator and then use the information to describe the key functions, systems, policies, and process that must be examined or developed to support sustainable improvement.</p> <p>Phases II and III is cited throughout this document and included the following action steps:</p> <ol style="list-style-type: none"> 1. On April 7 and 15, meetings and surveys of the Curriculum Advisory Council and schools staff of SIG schools listed were conducted, yielding feedback from over 110 individuals. In addition, FFSD leadership met with University of Missouri St. Louis Chancellor, Florissant Valley College President, and their respective leadership teams and received input and secured support. 2. On April 20, FFSD selected the Transformation Model based on needs assessment data and related it to DESE 3. On April 27, sixteen SIG Representatives from FFSD attended the SIG and Service Provider meeting in 	<p>Management Data</p> <ul style="list-style-type: none"> • Item 5 – MSB & BMS Enrollment Trends, PDC Surveys Results, & 4th Cycle MSIP Questionnaires • Item 6 – District Budget <p>Phases II and III of total community in engagement</p> <p>Needs analysis including evaluations of:</p> <ul style="list-style-type: none"> •Student Performance •Curriculum Development and Learning Management •Professional Development •Safe, Secure, and Engaging Environment •Parent and Community Involvement •Information Technology and Data Management •Human Resources 		
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			<p>Jefferson City</p> <p>4. On May 13 and 14, 650 students participated in giving inputs, questions and answers regarding the SIG process and the Transformation Model</p> <p>5. On May 15, a Community Forum was held with over 200 attendees including the Mayor of Berkeley, City Council Members, University Missouri St. Louis and Florissant Valley Community College Administration Staff, parents, students, staff members, and residents. Two surveys were given as a part of the needs assessment.</p>	<ul style="list-style-type: none"> •Leadership and Governance •Fiscal and Budget 		
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SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 1 (Implement one plan)</p>	<p>To have zero (0) schools identified as “persistently lowest achieving schools” by the State by the start of the 2011-2012 school year. Reducing the number of identified schools from two to zero.</p>	<p>Carry-out the selected and board approved course of action to implement one plan and use all funds (district, state, and federal) targeted for the identified schools that will meet the district objective of having no (zero) schools identified as “persistently lowest achieving schools” by one school year (2011-12).</p>	<p><u>Implementation of the Transformation Model for BMS and MSB.</u></p> <ol style="list-style-type: none"> 1. Replace the principal Deadline: Aug. 5, 2010 2. Use evaluation systems for teachers and principals that take into account student growth and assessments. Evaluations are developed with teacher/principal involvement to increase school leader effectiveness and performance Deadline: June 1 annually 2011, 2012, 2013. 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Remove those who, after professional development, have not. Deadline: June 30 annually 2011, 2012, 2013. 4. Provide high-quality, job-embedded professional development. Deadline: June 30 annually 2011, 2012, 2013. 5. Implement strategies to recruit, place and retain staff (financial incentives, promotion, 	<p>MAP/EOC (Safe Harbor)</p> <p>Minutes with school year (increase by 10%)</p> <p>Dropout Rate (less than 5%)</p> <p>Attendance Rate (increase by 1% to 93%)</p> <p>AP and advanced coursework (increase by at least 33%)</p> <p>Dual enrollment (increase by at least 10%)</p> <p>Early college high schools (increase by at least 10%)</p> <p>Student discipline (decrease by at least 10%)</p> <p>Teacher attendance rates (95% or increase by at least 5%)</p> <p>Distribution of teachers by performance level on</p>	<p>Supt. Supt.’s Cabinet Principals</p>	<p>March 2010 – May 2013 (See Action Steps for deadlines)</p> <p>3yr Total SIG Funds: \$4 million (\$3,997,544) for MSB and BMS</p>

			<p>career growth, and flexible work conditions). Deadline: June 30 annually 2011, 2012, 2013.</p> <p>6. Use data to implement an aligned instructional program. Deadline: Aug 15 annually 2010, 2011, 2012.</p> <p>7. Promote the use of data to inform and differentiate instruction. Deadline: Aug 15 annually 2010, 2011, 2012.</p> <p>8. Provide increased learning time for students and staff. Deadline: June 30 annually 2011, 2012, 2013.</p> <p>9. Provide mechanisms for family and community engagement. Deadline: October 15 annually 2010, 2011, 2012.</p> <p>10. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). Deadline: June 30 annually 2011, 2012, 2013.</p> <p>11. LEA, SEA supports school with ongoing, intensive technical assistance and support. June 30 annually 2010, 2011, 2012, 2013.</p>	LEA's teacher evaluation system		
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**NEEDS ASSESSMENT DATA: MCCLUER SOUTH-BERKELEY HIGH SCHOOL
 AYP, AP, Honors and Advance Course Data**

(1) At MSB, make AYP in Comm. Arts and Mathematics by Safe Harbor or at least 10% increase in student proficiency on the MAP and increase graduation rates for high school students by 4%(must be above 60%) for 2010-11.

(2) Advanced Placement and Honors Course sections at McCluer South-Berkeley (1-AP and 15-Honors Courses) will be commensurate to that of McCluer (4-AP and 20-Honors Courses) and McCluer North High (7-AP and 27 Honors Courses) Schools in all content areas to support higher school achievement, rigorous teaching, and learning.

Adv. Placement Progress Measure:	School Year	Baseline	Progress	Target	Target Met (Yes/No)
	2009-2010	1 AP Course			
	2010-2011			3 AP Courses	
	2011-2012			6 AP Courses	
	2012-2013			7 AP Courses	

Honors Courses Progress Measure:	School Year	Baseline	Progress	Target	Target Met (Yes/No)
	2009-2010	15 Honors Courses			
	2010-2011			19 Honors Courses	
	2011-2012			23 Honors Courses	
	2012-2013			27 Honors Courses	

(3) We will increase the number of students in STEMS, high school prep, and college/ACT prep course by 15% each year for three years starting in 2010-11 through 2012-13.

STEMS Courses Progress Measure:	School Year	Baseline	Progress	Target	Target Met (Yes/No)
	2009-2010	0%			
	2010-2011			15%	
	2011-2012			30%	
	2012-2013			45%	

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement.)</p> <p>Priority 5 (Be bold and innovative—longer school day immediately)</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.</p>	<p>Increase the start time of school to allow for an extra hour of class daily (Zero Hours) before school at MSB available for all students.</p> <p>Overall, additional 3 FTEs annually for 16 additional course offerings - \$183,334</p> <p>Offering 48 additional sections/class (AP course require Masters degree and training) over 3 years - \$550,000 over 3 years</p> <p>Priority 2 (Set ambitious targets for improvement.)</p>	<p>Add 6 additional sections of AP courses such as AP English, AP Chemistry, AP Biology, AP Philosophy, AP European History, AP Art and Design (120 Students impacted)</p> <p>Add 12 additional sections of Honors courses(240 Students impacted)</p> <p>Add 10 additional sections for literacy (non-Honors or AP Courses)—communication arts, reading, writing, speaking, listening (200 Students impacted)</p> <p>Add 10 additional sections for numeracy (non-Honors or AP Courses)—math, science, problem-solving (200 Students impacted)</p> <p>Add 10 new high school/test prep and college prep courses (200 Students impacted)</p>	<p>Increased student sections/ course enrollment in AP, Honors, STEMS, and High School and College Prep Courses for double dosing of courses for at least 33% of the students in 2010-11 and one extra course for every student by 2011-12.</p>	<p>Supt. Supt.'s Cabinet MSB Admin.</p>	<p>August 2010- June 2013</p> <p>Deadline: 2 more AP courses by Jan 15, 2011, 3 more by Jan 15, 2012, and 1 more by Jan 15, 2013.</p> <p>Deadline: 4 more honors courses by Jan 15 annually 2011, 2012, and 2013.</p> <p>Deadline: 4 more non-honors courses by Jan 15 annually 2011, 2012, and 2013.</p> <p>SIG Funds: MSB - \$183,334/yr 3yr Total: \$550,000</p>

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 4 (Identify high-risk students and create opportunities to succeed)</p> <p>Priority 5 (Be bold and innovative—Saturday School immediately lengthening the number school days.)</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.</p>	<p>Priority 4: We will create an early warning system to identify high-risk students by using attendance, academics, discipline, and attachment standards to school in the following manner in August and monitored monthly:</p> <ol style="list-style-type: none"> 1. Attendance Standard: Students with absence rates of 89% or below, 2. Academic Standard: students with grades of two or more Fs in core areas or a GPA of 2.0 or below, 3. Discipline Standard: students with up to 10 days of ISS or OSS or 10 office referrals or more. 4. School Attachment Standard: all students must be in at least one club, organization, program, group, or mentor beyond the regular classes or classroom. <p>Priority 5: We will create new opportunities for these students to succeed through the implementation of new and enhanced curriculum and instruction using Ed Options Program for virtual courses for core course and high school prep, and test prep (Test Pact).</p>	<ul style="list-style-type: none"> • Utilize at Saturday School for Saturday School students for 25 days per school year, 3 to 4 hours per day. • Provide after school Credit Recovery and course work for 615 students for one hour after school classes and tutoring four to five days per week. • Utilize for a school with-in a school (Alternative) Positive School Environment for 10% or 61 students during the school day. <p>[Site License for 615 MSB students and 300 BMS students (\$1000 site fee, \$1000 training fee, and \$97/student)]</p> <p>615 X 97 + \$1000 + \$1000 = \$61,655 (round to \$60,000)</p>	<p>MAP/EOC (Safe Harbor) Minutes with school year (increase by 10%) Dropout Rate (less than 5%) Attendance Rate (increase by 1% to 93%) AP and advanced coursework (increase by at least 33%) Dual enrollment (increase by at least 10%) Early college high schools (increase by at least 10%) Student discipline (decrease by at least 10%) Teacher attendance rates (95% or increase by at least 5%)</p> <p>Increased graduation rate (94%-2009) Decreased failure rate for courses (nearly 50%-2009) GPAs (1.9 average-2009) Decrease dropout Rate (4.6%-2009)</p>	<p>Supt. Supt's Cabinet MBS Principal, School staff</p>	<p>August 2010-June 2013</p> <p>Deadline: Start each bullet point by October 30 annually 2011, 2012, and 2013.</p> <p>MSB - \$60,000/yr</p> <p>3yr Total: \$180,000</p>

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 4 (Identify high-risk students and create opportunities to succeed)</p> <p>Priority 5 (Be bold and innovative—Saturday School immediately lengthening the number school days.)</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.</p>	<p>To provide academic academies held beyond traditional school hours and times (after school, before school, on weekends, and during the summer) with a focus on enrichment and acceleration in the subject areas with increased opportunities in the following areas:</p> <ul style="list-style-type: none"> • Virtual courses and computer instruction at each high school to assist students in earning more high school credits; • Community College and University courses and • Career Pathway certifications and courses. <p>This will occur through Extended Learning Time through Saturday School for Science, Math, ACT Prep, Comm. Art/Reading Courses for 4 hours per session, for 25 days per year for 400 MSB students.</p>	<p>Issue hourly pay for 10 teachers, 1 Principal, 1 Counselor, 2 Security Guards, 2 Support Staff, 2 Custodians (\$35,000)</p> <p>Use EdOptions Program, district curriculum, including 5 college visits and field experiences-annually in STEMS at places such as UMSL, the St. Louis Science Center, and Challenger Learning Center, plus materials and supplies (\$5000).</p> <p>2 Buses at \$150 per around trip per bus. \$10,000</p> <p>Select students using (Priority 4) the early warning system of identified high-risk students in August and monitored monthly and focus on: Attendance-- Students with 89% or below; Academics-- students with two or more core area Fs; Attachment-- all students must be to at least one club, organization, or program.</p>	<p>MAP/EOC (Safe Harbor)</p> <p>Minutes with school year (increase by 10%)</p> <p>Dropout Rate (less than 5%)</p> <p>Attendance Rate (increase by 1% to 93%)</p> <p>AP and advanced coursework (increase by at least 33%)</p> <p>Dual enrollment (increase by at least 10%)</p> <p>Early college high schools (increase by at least 10%)</p> <p>Student discipline (decrease by at least 10%)</p> <p>Teacher attendance rates (95% or increase by at least 5%)</p>	<p>Supt. Supt's Cabinet MBS Principal, School staff</p>	<p>August 2010-June 2013</p> <p>Deadline: Start by October 30 annually 2011, 2012, and 2013.</p> <p>MSB - \$50,000/ yr</p> <p>3yr Total: \$150,000</p>

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 4 (Identify high-risk students and create opportunities to succeed)</p>	<p>1. To increase the graduation rate above 95% while decreasing the dropout rate by 1% annually starting in 2010-11 through 2012-13.</p> <p>2. To increase the percent of students who attend postsecondary education by increasing the average college placement rate by 15% over the previous year or to 85% or more overall.</p>	<p>The Gateway to College program is designed to help 16-20 year old students who have left high school without earning a diploma or are behind in grade level credit, to return to education and gain a high school diploma, while earning college credit at the College.</p> <p>This is in cooperation between the Flo Valley and FFSD in the provision of instruction of courses on the College campus for the District and college credit for instruction through the Gateway to College Program. Exceptions under the state of Missouri code section 167.223 RSMo for dual credit, instructional minutes and teacher certification requirements have been granted by the Commissioner of Education for the Missouri Department of Elementary and Secondary Education and Commissioner of Higher Education, of the Missouri Department of Higher Education.</p>	<p>1. Implement an early warning system to identify high-risk students for dropout by using the following items in August and monitored monthly: --Attendance: 20 days or more of absences rates of 75% or below, --Academically: 6 credits (1 year) or more behind grade level, --Discipline: students with up to 45 days OSS or more. --Attachment: students that are recommended by staff, parent, DJO, social worker and with no attachment to the traditional high school.</p> <p>2. Offer the Gateway to College Program at Florissant Valley Community to 15 students \$5000 per student per year.</p> <p>15 X \$5000 = \$75,000</p> <p>\$75,000 X 3 = \$225,000</p> <p>Deadline: February 1 annually 2011, 2012, and 2013.</p>	<p>MAP/EOC (Safe Harbor)</p> <p>Minutes with school year (increase by 10%)</p> <p>Dropout Rate (less than 5%)</p> <p>Attendance Rate (increase by 1% to 93%)</p> <p>AP and advanced coursework (increase by at least 33%)</p> <p>Dual enrollment (increase by 10%)</p> <p>Early college high schools (increase by 10%)</p> <p>Student discipline (decrease by 10%)</p> <p>Teacher attendance rates (95% or increase by 5%)</p> <p>Distribution of teachers by performance level on LEA's teacher evaluation system</p>	<p>Supt.'s Cabinet MSB Principal MSB staff</p>	<p>August 2010-June 2013</p> <p>Deadline: February 1 annually 2011, 2012, and 2013.</p> <p>MSB – \$75,000/yr</p> <p>3yr Total- \$225,000</p>

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs.</p> <p>Priority 2 (Set ambitious targets for improvement)</p> <p>Priority 4 (Identify high-risk students and create opportunities to succeed)</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.</p>	<p>MSB will increase the number of students enrolled and credits earned in career education courses by at least 5% over the previous year for 2010 (and 2011 and 2012 school years) by utilizing the Perkins Secondary Plan to:</p> <ul style="list-style-type: none"> • Investigate Career Prep Certificate Program • Target 75% of students taking the CTE courses. • Increase the number of Business Education students that qualify for MOUS Certification. • Increase the overall number of Programs of Study by 1 annually from 1 to 4 over 3 years. 	<p>St. Louis Community College will administer:</p> <ol style="list-style-type: none"> 1. the Accuplacer Exam to 11th graders 2. a college prep screener to 9th graders and/or PLAN 3. Missouri Connections and the Kuder <p>(Priority 4). Each will be used to create an early warning system to identify students' college readiness and high-risk students for academic deficiencies to be college bound or ready from 7th grade through high school.</p> <p>Deadline: By June 1 annually 2011, 2012, and 2013.</p> <p>Using St. Louis Community College and the UMSL, FFSD will add 3 Program of Study and career pathways by June 2013 in the following areas for 7th through 12th graders using newly created courses and college advanced credit programs in:</p> <ul style="list-style-type: none"> • FACS and Culinary Arts (Deadline in August 2010) • Info. Technology, Life Sciences, Environmental/ Green Jobs (Deadline in August 2012) • STEMS, Construction/ Architecture (June 2013) • Early Education, Education (June 2012) • Liberal Arts/General Studies (June 2011) 	<p>MAP/EOC (Safe Harbor) Minutes with school year (increase by 10%) Dropout Rate (less than 5%) Attendance Rate (increase by 1% to 93%)</p> <p>AP and advanced coursework (increase by at least 33%)</p> <p>Dual enrollment (increase by at least 10%)</p> <p>Early college high schools (increase by at least 10%)</p> <p>Student discipline (decrease by at least 10%)</p> <p>Teacher attendance rates (95% or increase by 5%)</p> <p>Add 1 Program of Study Completion Confirmation, Certificates Offered</p> <p>Increased student course enrollment data</p>	<p>Supt.'s Cabinet Principals Guidance Curriculum and PD, and SSD Departments UMSL Staff Flo Valley Staff</p>	<p>August 2010-June 2013</p> <p>Deadline: by June 1 annually 2011, 2012, and 2013.</p>

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement)</p> <p>Priority 5 (Be bold and innovative—Saturday School, lengthening the number school days, and summer academies.)</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.</p>	<p>By 2011-12, the Ferguson-Florissant School District graduation requirements will be consistent with the requirements for state college/university acceptance and career clusters certifications as seen by at least 85% college or higher education acceptance rate or career pathway course completion by the 2012 and 2013 graduates.</p> <p>Specially, an increase of opportunities will occur in the following areas:</p> <ul style="list-style-type: none"> • Virtual courses and computer instruction at each high school to assist students in earning more high school credits; • Community College and University courses (dual enrollment) at a minimum of 50 students per semester per school; and • Career Pathway certifications and courses. 	<p>Academic academies will be held in the summer as well as during the school year on Saturdays and traditional school hours as academic labs with a focus on enrichment and acceleration in the subject areas.</p> <p>Using St. Louis Community College and the UMSL, FFSD will add Programs of Study and career pathways in the following areas for 7th through 12th graders:</p> <ul style="list-style-type: none"> • Info Tech., Life Sciences, Green Jobs • FACS/Culinary Arts • STEMS, Construction Architecture • Early Educ., Education • General Studies <p>--50 students X \$250 X 2 Semesters of the Access to College Program = \$25,000</p> <p>--10 FVCC instructors at MSB X \$500 X 2 semesters for each class at MSB above = \$10,000</p> <p>--4 UMSL Professors X \$5000 each = \$20,000</p> <p>--Academic extracurricular activities, and materials \$5,000</p>	<p>Enrollment Data MAP Report Cards Gates</p>	<p>Supt.'s Cabinet Principals Guidance Curriculum and PD, and SSD Departments UMSL Staff Flo Valley Staff</p>	<p>August 2010-June 2013</p> <p>Deadline: Start by January 15th annually in 2010, 2011, 2012, 2013 and complete by June of each school year.</p> <p>MSB – \$60,000/yr</p> <p>3yr Total- \$180,000</p>

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement)</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.</p>	<p>To use data to implement an aligned instructional program and to promote the use of data to inform and differentiate instruction,</p> <p>Principals will monitor instruction and provide ongoing support for teachers to work with students to support reading, writing, listening, and speaking standard English</p>	<p>Purchase books for the school library identified by Univ. of Chicago Reading Experts such as Dr. Alfred Tatum.</p> <p>Students will be required to read and study for at least 10 minutes per grade level each night, take home materials, and complete family activities and compacts.</p>	<p>Library database for book check outs.</p> <p>Enrollment in Reading Classes</p> <p>Student Reading Logs Minutes</p>	<p>Supt.'s Cabinet Principals Librarians Curriculum and PD, and SSD Departments</p>	<p>August 2010-June 2013</p> <p>Deadline: January</p> <p>MSB-\$3000/yr</p> <p>3yr Total - \$9000</p>

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<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement)</p>	<p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>Intensify instructional rigor for all students by increasing individualized instruction time using various models based on student data and progress monitoring to implement an aligned instructional program and promote the use of data to inform and differentiate instruction 25% more during the 2010-11 school and requiring monthly all staff data meetings as a follow-up to weekly data team meetings.</p>	<p>Increasing individualized instruction time using:</p> <ol style="list-style-type: none"> (1) The push in model based on student data and progress monitoring, (2) The pull out model based on student data and progress monitoring, and (3) Extended learning time (Saturday, before/after school) (4) Double dosing in math and English courses <p>Deadline: Start by October Annually.</p>	<p>Classroom Walk Through Data</p> <p>Gates</p> <p>MAP/EOC Data</p> <p>Benchmarks and Common Assessments (Formative and Summative)</p>	<p>Supt.'s Cabinet Principals Guidance Curriculum and PD, and SSD Departments School Staffs</p>	<p>August 2010-June 2013</p>

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 3 (Aim at recruiting, evaluating, and retaining the best teachers and removing ineffective staff)</p>	<p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>Increase the focus of the Principals, Department Heads, and Coordinators to work with teachers as instructional coaches to increase mastery of teaching concepts and strategies that directly relate to: 7-20 curriculum alignment, and plans to increase student performance to Depth of Knowledge Levels 3 and 4, culturally responsive teaching and instruction, field theory, conceptual learning, brain research and depth of knowledge, cognitive style, Marzano's strategies, and technology (SMART Boards as well as instructional and data analysis software).</p>	<p>Monthly conferences with building principals, Department Heads and Coordinators to review the implementation of the plans to increase student performance to Depth of Knowledge Levels 3 and 4.</p> <p>Have subs cover the 6 Department Heads classes for 8 half days to allow time for this monthly conference. \$110 times 4 full days for 6 people, which yields \$2,640 annually</p>	<p>CWT Data DDR MAP Data Feedback Reports from PLCs and conferences Staff Evaluation</p>	<p>Supt.'s Cabinet Principals Guidance Curriculum and PD, and SSD Departments</p>	<p>August 2010-June 2013</p> <p>MSB- \$2640/yr</p> <p>3yr Total- \$8,000</p>

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<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 3 (Aim at recruiting, evaluating, and retaining the best teachers and removing ineffective staff)</p>	<p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>Teachers will be provided professional development in Positive Behavior Intervention Systems (PBIS) and Response to Intervention (RtI) district-wide as well as in reading, writing, math and science. Principal and teacher feedback will be used to plan future professional development and program implementation to enhance academic achievement and foster a stronger learning environment.</p>	<p>The school will be fully trained and will fully implement the Positive Behavior Intervention Supports and Response to Intervention by January 2011. This includes:</p> <ul style="list-style-type: none"> --The use of the district referral form. --Building Universals --Six step process for addressing discipline situations --A Pyramid of Interventions --Academic and attendance progress monitoring <p>Deadline: January 2011</p>	<p>District data for classroom walk throughs</p> <p>Site visits</p> <p>Teacher surveys</p> <p>Academic assessment data</p>	<p>Supt.'s Cabinet Principals Guidance Curriculum and PD, and SSD Departments</p>	<p>August 2010 –June 2013</p>

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<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 3 (Aim at recruiting, evaluating, and retaining the best teachers and removing ineffective staff)</p>	<p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>Principals and coordinators (SSD and Instructional) will monitor instruction and provide ongoing support for teachers monthly, quarterly, semiannually, and annually.</p>	<p>Use data from the following items to implement an aligned instructional program and differentiate instruction.</p> <ul style="list-style-type: none"> • MAP/EOC and • Common Assessments • Minutes with school year • Dropout Rate • Attendance Rate • AP and advanced coursework • Dual enrollment • Early college high schools • Student discipline • Teacher attendance rates • Distribution of teachers by performance level on FFSD teacher evaluation • Conduct individual and staff meetings to review data and information <p>Deadlines: August, October, January, March, and May 30 Annually</p>	<p>Climate Survey CWT Data Staff Evaluations MAP/EOC Core Data from DESE</p>	<p>Supt.'s Cabinet Principals Guidance Curriculum and PD, and SSD Departments</p>	<p>August 2010-June 2013</p>

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<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>By 2011-12, the Ferguson-Florissant School District graduation requirements will be consistent with the requirements for state college/university acceptance (UMSL) and career clusters certifications.</p> <p>Access to College and Career Program. This is cooperation between the Florissant Valley, University of Missouri St. Louis, and FFSD in the provision of instruction of courses on the high school campus of MSB and the College campus for the District. Students receive high school and college credit for instruction with pipelines into career fields and college courses.</p>	<ol style="list-style-type: none"> 300 students (11th and 12th graders) will receive the Accuplacer – college entrance exam Deadline: June 1 annually Prepared students will complete admission process for college. Deadline: June 1 annually Students will develop a high school course plan and receive one college credit in a career area and/general studies as well as information on college readiness, study skills, ACT Prep and a review of core area content Deadline: June 1 annually 	<p>MAP/EOC (Safe Harbor)</p> <p>Minutes with school year (increase by 10%)</p> <p>Dropout Rate (less than 5%)</p> <p>Attendance Rate (increase by 1% to 93%)</p> <p>AP and advanced coursework (increase by at least 33%)</p> <p>Dual enrollment (increase by at least 10%)</p> <p>Early college high schools (increase by at least 10%)</p> <p>Student discipline (decrease by at least 10%)</p> <p>Teacher attendance rates (95% or increase by at least 5%)</p>	<p>Supt.'s Cabinet Principals Guidance Curriculum and PD, and SSD Departments</p>	<p>August 2010-June 2013</p>

NEEDS ASSESSMENT DATA: MCCLUER SOUTH-BERKELEY HIGH

A.C.T. Data

School Year	# Graduates	# Grad. scoring at or above the National Average	Percent of Graduates taking the test (%)	Composite ACT Score	Target	Target Met
2006	92	8	56.5%	16.6	21% at 21+ Comp (8.7%)	No
2007	133	4	43.6%	16.4	21% at 21+ Comp (3%)	No
2008	133	11	72.5%	15.7	21% at 21+ Comp (8.3%)	No
2009	156	11	53.0%	15.9	21% at 21+ Comp (3%)	No
2010					21% at 21+ Comp	
2011					27% at 21+ Comp	
2012					33% at 21+ Comp	
2013						

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and</p>	<p>By 2011-12, the Ferguson-Florissant School District graduation requirements will be consistent with the requirements for state college/university acceptance and career clusters certifications.</p> <p>We will develop incentives and programs for students to have more students take the ACT and score a 21 or higher.</p>	<p>Pay for the ACT Test for all high school students at MSB. \$10,000 annually for 188 students at \$53 per student (includes full reporting to institutions)</p> <p>Deadline: June annually</p> <p>Priority 5 (Be bold and innovative)</p>	<p>ACT 21% to 33% of students at or above 21 or</p> <p>1% annual increase of students scoring 21</p> <p>As noted above</p> <p>ACT MSIP Standard</p>	<p>Supt.'s Cabinet Principals Guidance Curriculum. and PD Dept.</p>	<p>August 2010-June 2013</p> <p>MSB – \$10,000</p> <p>3yr Total-\$30,000</p>

<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>ACT performance.</p> <p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>By 2011-12, the Ferguson-Florissant School District graduation requirements will be consistent with the requirements for state college/university acceptance and career clusters certifications by increasing the number of students meeting the requirement of the A+ Program with a goal of achieving 100% college or career readiness by 2013.</p>	<ol style="list-style-type: none"> 1. Detailed Long-range Student College and career plans. Deadline: by May 1 2. Increase the number of students meeting the requirement of the A+ Program by 25% annually or to 70% to 100% of the school by June 30. 3. 85% 12th Graders will complete admission process for college including entrance exam by June. <p>Priority 5 (Be bold and innovative)</p>	<p>A+ Program Report Graduation Policy ACT Data MAP/EOC in comm. arts and math,</p> <p>Attendance rates, dual enrollment, early college high schools, college placement rate, and career placement rates</p> <p>Student Discipline</p>	<p>Supt.'s Cabinet Principals Curriculum. and PD Dept</p>	<p>August 2010-June 2013</p>
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NEEDS ASSESSMENT: MCCLUER SOUTH-BERKELEY HIGH SCHOOL

Highly-Qualified Staff Needs Assessment Data

On April 19, district leadership reviewed the data collected from this phase of the Needs Assessment. A total of one hundred ten (110) surveys were completed and compiled. The results showed a strong support for implementation of the Transformation Model. The data results indicated the highest needs according to the staff in the following areas from the two faculties and Curriculum Advisory Council:

- Provide high-quality, job-embedded professional development.
- Implement strategies to recruit, place, and retain staff.
- Use data to implement an aligned instructional program.
- Promote the use of data to inform and differentiate instruction.
- Provide increased learning time for students and staff.
- Provide mechanisms for family and community engagement.
- Give the school sufficient operational flexibility (staffing, calendars/time and budgeting).
- LEA, SEA supports schools with ongoing, intensive technical assistance and support.

In December of 2008 as a part of the MSIP 4th cycle Questionnaire, the following was reported:

- “The 35 faculty members responding from MCCLUER SOUTH-BERKELEY HIGH school reported a mean score of 3.97 on the Classroom Management scale, which placed it at the 13th percentile, scoring **lower than** 87 percent of secondary schools in the state.”
- “The 35 faculty members responding from MCCLUER SOUTH-BERKELEY HI GH school reported a mean score of 3.63 on the Professional Development scale, which placed it at the 5th percentile, scoring **lower than** 95 percent of secondary schools in the state.”

Needs as a part of the May 19 Site Visit Report by the Leadership and Learning Center Organization included the following:

- FOCUS on a few powerful practices that result in improved student achievement
- Accountability, consistency, and follow-through from building administration
- Monitoring plan for Data Teams
 - Form = minutes
 - Building leadership trained
- Monthly DT leaders meeting with principal
- PLC/Data Team implementation to directly and immediately improve instruction
 - Course-alike teams configured across school
 - Consistent time (weekly) for job-alike teams to meet with singular process and focus
 - Prioritized (and vertically articulated) CLE's
 - Training in the 5-step process
 - DT leaders/facilitators identified and trained
- Monthly all-school DT sharing, data walls

Next Steps/Recommendations:

- Focus on improving instruction through teacher teams
 - Identifying “Essential GLE’s” (prioritized CLE’s to focus learning objectives with “unwrapping”)
 - Using formative assessments to adjust instruction to ensure student progress/results

- Focused building leadership to ensure effective implementation of Data Teams
 - Team configuration
 - Scheduling
 - Monitoring for progress weekly or bi-monthly

- Rigorous discussion followed by action plans on “best practice”
 - Guaranteed and viable curriculum
 - Standards-based grading
 - Proficiency vs. pacing guides
 - Student engagement

- Data Team training for all staff
 - Purpose (Why Data Teams?)
 - Focus (Improve teaching and learning)
 - Process: 5-steps

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>To provide internal and external staff development to certified staff focused on teaching and learning, student engagement, rigor/DOK, PBIS, school accountability, school and school district reform model, PLC and Data Team.</p>	<p>As a result of the professional development program, all staff members will be able to:</p> <ol style="list-style-type: none"> 1. Present lessons using level 3 and 4 Depth of Knowledge as measured by classroom-walk-through data and MAP performance. 2. Increase the number of students reading on or above grade level at the end of the 2010-11 school year by 5% as measured by the Gates MacGinitie assessment. 	<p>1 Add two days of additional staff development to the beginning of the school year and two days during the summer.</p> <p>\$25 per hour plus benefits for 50 MSB staff for 16 hours--\$20,000 annually + \$3,000 for benefits = \$23,000/yr</p> <ul style="list-style-type: none"> • Offer Building-wide PD on common grading and common assessment PD, vertical, horizontal, 	<p><u>Level 0</u></p> <ul style="list-style-type: none"> • Outline of learning topics. • Dates of learning sessions. • Names of participants. <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Evaluation/survey from each session <p><u>Level 4</u></p> <ul style="list-style-type: none"> • Administrator walk-throughs evidencing 	<p>Supt.’s Cabinet Director of PD Principals</p>	<p>August 2010 – June 2013</p> <p>Deadlines: August, October, January, March, and May 30 Annually</p> <p>MSB -</p>

		<p>3. Increase student enrollment in advance courses by at least 10%.</p>	<p>and cross curricular alignment of literacy and numeracy at the beginning of the school year and during the summer annually.</p> <ul style="list-style-type: none"> • Require cross-curricular lesson planning and data team meetings monthly to add relevance to each course • Require vertical curriculum audits and data team meetings from grade 7 through 12, and include the Community College faculty and University professors for the core and Career Technical Education areas quarterly. <p>2. Develop Improvement Cadre for teachers who students have not regularly shown gain as on the MAP, EOC Assessment, or Gates-MacGinitie.</p>	<p>increased lessons utilizing higher level thinking skills.</p>		<p>\$23,000/yr</p> <p>3yr Total-\$69,000</p>
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SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2010-11, 2011-12, and 2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan.</p>	<p>Provide training for staff at least one day before and after the school year as well as during District in-service days.</p>	<p>Use FFSD evaluation systems for teachers and school accountability plans for principals that take into account student growth and assessments. Evaluations are developed with teacher/principal involvement to increase school leader effectiveness and performance Deadline: May 30</p> <p>To provide internal and external staff development to certified staff focused on teaching and learning, student engagement, common assessment and grading, rigor/DOK, PBIS, school accountability, school and school district reform model, PLC and Data Team. Deadline: June 30</p> <p>Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Remove those who, after professional development, have not. Deadline: June 30 Cost impact is reflected on page 30.</p>	<p>Evaluation/survey from each session</p> <p>Classroom walk-throughs evidencing increased lessons utilizing higher level thinking skills.</p> <p>PBTE formative observations</p> <p>MAP/EOC</p> <p>Minutes with school year</p> <p>Dropout Rate</p> <p>Attendance Rate</p> <p>AP and advanced coursework</p> <p>Dual enrollment and Early college high schools</p> <p>Student discipline</p> <p>Teacher attendance rates</p> <p>Distribution of teachers by performance level on LEA's teacher evaluation system</p>	<p>Supt.'s Cabinet Principal Curriculum and PD Dept. Building Leadership Team (BLT) District PDC Instructional Coordinators</p>	<p>August 2010-June 2013</p> <p>As noted in Action Steps</p> <p>Deadline: May 30</p> <p>Deadline: June 30</p> <p>Deadline: June 30 Cost impact is reflected on page 30.</p>

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.</p>	<p>To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2010-11, 2011-12, and 2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan.</p>	<p>Utilize Regional Professional Development Center for internal professional development.</p> <p>To Provide internal and external leadership development of principals and other administrators focused on student engagement, rigor/DOK, accountability, school and school district reform model, PLC and Data Team</p>	<p>Establish a cohort of at least 20 individuals by December 2010 to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, and continuous improvement model, accountability during the 2010-11 school year and beyond.</p> <p>Deadline: December 2010</p>	<p>Texts/resources identified.</p> <p>Evaluation/survey from each session</p> <p>Debriefing discussions</p> <p>Principals share information with staff regularly and consistently</p>	<p>Supt. Supt. Cabinet Director of PD</p>	<p>November 2010 –June 2013</p> <p>Deadline: December 2010</p>

**NEEDS ASSESSMENT DATA: MCCLUER SOUTH-BERKELEY HIGH (MSB) and BERKELEY MIDDLE SCHOOL (BMS)
Gates Data – Reading Level Summary**

Percentages of FFSD Students reading 1 grade level or more below in grades 1 through 11 combined.

	<u>School Year</u>	<u>Baseline</u>	<u>Progress</u>	<u>Target</u>	<u>Target Met</u>
District	2005-2006		35.0%		
District	2006-2007		34.5%		
District	2007-2008		34.0%		
District	2008-2009		33.6%		

MSB	2009-2010		41.7%	11 th graders 1+ Years Below (Spring Data)	
MSB	2009-2010		35.2%	10 th graders 1+ Years Below (Spring Data)	
MSB	2009-2010		65.5%	9 th graders 1+ Years Below (Spring Data)	
BMS	2009-2010		53.4%	8 th graders 1+ Years Below (Spring Data)	
BMS	2009-2010		54.2%	7 th graders 1+ Years Below (Spring Data)	

BMS MSB Target: 0% of students below

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives. As well as, develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals. Priority 3 (Design an innovative plan to recruit, the best teachers)	The number of students reading on or above grade level at the end of the 2010-11 school year will increase 5% as measured by the Gate MacGinitie by recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives in this plan.	Work with principals to identify a significant group of teachers who will be supported to focus on teaching their students to read at grade level by the end of the year.	1 FTEs for Reading Specialists 5 additional course offerings \$60,000/yr Hire and Start Deadline: January 2011 Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)	Classroom walk-throughs evidencing increased lessons utilizing higher level thinking skills. MAP/EOC Minutes with school year Dropout Rate Attendance Rate AP and advanced coursework	Director of PD Supt.'s Cabinet Principal Staff	August 2010-June 2013 MSB – \$60,000/yr 3yr Total – \$180,000
SIG GOAL	Objective	Strategies		Progress		

Highly-Qualified Staff			Action Steps	Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2010-11, 2011-12, and 2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan.</p>	<p>Address expectations and key job targets for teachers in their first years of the Transformation Model</p> <p>Use evaluation systems for teachers and principals that take into account student growth and assessments. Evaluations are developed with teacher/principal involvement to increase school leader effectiveness and performance.</p> <p>Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Remove those who, after professional development, have not.</p>	<p>Utilize Professional Growth Plans as accountability plans to document that the staff member has goals and PD connected to student achievement in Math and Comm. Arts. Also including the following for the teachers MAP/EOC, formative and summative assessment data</p> <p>Student class drop rate/attendance rate</p> <p>AP and advanced coursework/Dual enrollment/Early college high schools</p> <p>Classroom Management and Pedagogy</p> <p>Teacher attendance rates</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>MAP/EOC</p> <p>Minutes with school year</p> <p>Dropout Rate</p> <p>Attendance Rate</p> <p>AP and advanced coursework</p> <p>Dual enrollment</p> <p>Early college high schools</p> <p>Student discipline</p> <p>Teacher attendance rates</p> <p>Distribution of teachers by performance level on LEA's teacher evaluation system</p>	<p>Supt.'s Cabinet</p> <p>Director of PD</p> <p>Principal</p>	<p>August 2010-June 2013</p>

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2010-11, 2011-12, and 2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan which includes use data to implement an aligned instructional program and promoting the use of data to inform and differentiate instruction.</p>	<p>Support district-wide PBIS implementation through professional development at the building and district level</p>	<p>Send a team at least 5 to 10 staff from MSB to PBIS team training sponsored by the SSD in St. Louis County during July 2010 through June 2011.</p> <p>Hold one to two building level workshops on PBIS.</p>	<p>District PBIS Action Plan</p> <p>Reduction in days lost to suspension and office referrals</p>	<p>PBIS Leadership Team Supt.'s Cabinet Principals</p>	<p>August 2010-June 2013</p> <p>August 2010</p>

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 4 (Identify high-risk students and create opportunities to succeed)</p>	<p>Use data to implement an aligned instructional program.</p> <p>Promote the use of data to inform and differentiate instruction.</p>	<p>Implement AIMSweb as a screening tool for math and/or writing at the elementary and middle school level.</p>	<p>Use AIMSweb Math and Comm. Arts data to guide instruction and differentiate by student grades 6-8.</p> <p>Use screening results to utilize interventions with students who are not on grade level.</p> <p>Deadline: October, January, March, May, and August annually</p>	<p>Train LAMs for every elementary and MS.</p> <p>LAMS train staff.</p> <p>Establish dates for screening all students.</p>	<p>Supt.'s Cabinet Director of PD</p>	<p>August 2010-June 2013</p> <p>Deadline: October, January, March, May, and August annually</p>
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>100% of BMS and MSB administrators will receive training in recruiting, selection, and supervising high quality employees by the Human Resources Department prior to April 2011.</p>	<p>The Human Resources Department will streamline the recruitment/hiring process.</p>	<p>Create, communicate, and use the new Hiring Guidelines and new administrator training on recruitment and selection once completed.</p> <p>Pursue the use of Gallup, Ventures, or Haberman's screener.</p> <p>Deadline: June 2011</p>	<p>Completion of Hiring Guidelines and new administrator training on recruitment and selection</p>	<p>Supt. Supt.'s Cabinet</p>	<p>August 2010-June 2013</p> <p>Deadline: June 2011</p>
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders thru annual evaluations, staff removal, incentives.)</p>	<p>100% of MSB and BMS administrators will use evaluation systems for teachers and principals and take into account student growth and assessments in 2010-11 in a significant documented way.</p>	<p>Administrators will be trained to become proficient evaluators of employees.</p> <p>Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Remove those who, after professional development, have not.</p>	<p>During the 2010-11 school year, the following staff development will occur for the administrative team:</p> <ul style="list-style-type: none"> • Legal Adm. Workshop • Principal's Meeting • HR Support and In-service • RPDC Training and support • FFCC and UMSL leadership development & support 	<p>Completion of training of hiring managers on interviewing techniques and effective paper screening</p>	<p>Supt. Supt.'s Cabinet RPDC UMSL Flo. Valley Partners</p>	<p>August 2010- June 2013</p> <p>Deadline June 30 annually</p>

NEED: ADEQUATE FACILITIES AND INSTRUCTIONAL RESOURCES

SIG GOAL Facilities, Support, and Instructional Resources	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>To combine MSB and BMS in one facility by the 2011-12 school year for a 7-12 College Preparatory School with College Courses and Career Programs on and off campus.</p>	<p>The Plant Department will work with the school principal and Assistant Supt's to install lockers at MSB by January of 2011 in preparation for the school within a school 7-12 grade campus.</p> <p>HR Department will assist in process of selecting the best staff to be a part of the newly formed 7-12 model school</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>1. Add 250 lockers to MSB at \$300 per locker</p> <p>Deadline: Purchase and install in 1st year by June 2011</p> <p>2. District policy allows for administration discretion and authority for staffing while in school/school district reorganization without precedence to staff experience.</p> <p>Deadline: start of 2011-12 school year.</p>	<p>Completion of Installation</p>	<p>Principal Plant Dept Superintendent and Cabinet</p>	<p>June 2011 for Lockers</p> <p>By January 2012</p> <p>For combining of the schools</p> <p>3yr Total-\$75,000 (one time cost)</p>
<p>Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.</p> <p>Priority 2 (Set ambitious targets for improvement)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>To increase course offerings (grades 7-12) in literacy, numeracy, STEMS, and electives such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are at or exceeding other FFSD high schools.</p>	<p>Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.</p> <p>To do so, the Technology Department will work with the school principal and Assistant Supt's to install computers for on-line MAP, 4 EOC exams, virtual courses, and Gateway to Technology/Project Lead the Way (STEMS) Program.</p>	<p>25 computers at \$1,250/computer per computer installation and configuration cost = \$50,000)</p> <p>Deadline Line: October of 2010.</p>	<p>Completion of Installation</p> <p>Offering of Computer and Project Lead the Way Course at MSB</p> <p>If SIG fund are not available for additional purchases, Perkins/Vocational Enhancement Grant</p>	<p>Supt's Cabinet Principal</p>	<p>Year 1 Oct. 2010</p> <p>Total-\$50,000 (one time cost)</p>

NEED: MCCLUER SOUTH-BERKELEY AND BERKELEY MIDDLE SCHOOL

Parent and Community Involvement Needs Assessment Data

On April 19, district leadership reviewed the data collected from this phase of the Needs Assessment. A total of one hundred ten (110) surveys were completed and compiled. The results showed a strong support for implementation of the Transformation Model. The data results indicated the highest needs according to the staff in the following areas from the two faculties and Curriculum Advisory Council (CAC):

- Provide mechanisms for family and community engagement: ranked 4.4 on a 5 point scale for a High Yes for Transformation by CAC and 4.4 on a 5 point scale for a High Yes for Transformation by staff
- 90% of the 110 staff ranked Parent and Community Involvement as very needed
- 88% of the 200+ community forum attendees ranked Parent and Community Involvement as very needed

Priority 6 (Demonstrate Teacher commitment – at least 80%)

SIG GOAL Parent and Community Involvement	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs.</p> <p>Priority 6 (Demonstrate Teacher commitment – at least 88% to 90%)</p>	<p>Obtain student attendance rates at 95%, college and career readiness and course at 85%, 10% or greater increase in formative and summative assessments especially in communication arts and math, and 100% student attachment to extracurricular programs and an adult mentor by May 2011 via parent, student, staff and community involvement.</p>	<p>Add support to the guidance department and student services for the students, families, and community members of MSB and BMS.</p> <p>Directly contact parents of students who are chronically absent or tardy to create a personal action plan with parents to improve attendance.</p> <p>Support stronger relationships with students and their families to motivate strong attendance. Stronger A+ High Schools, through stronger relationships among students, staff, parents, and the community and improved education services.</p>	<p>Add 1 FTE for a MSB Counselor for College Placement, Character Education and Social Skills (Cost \$60,000/yr) <i>Deadline: October 2010</i></p> <p>Ultimately educate parents and students about the personal and district financial benefits of strong attendance, involvement in student programs and plans, articles in student newspapers, and engagement at community and school activities.</p> <p>Redesign the registration process to include and offer student orientation and guidance regarding course offering and career and college readiness. <i>Deadline: January 2011</i></p>	<p>MAP/EOC</p> <p>Minutes with school year</p> <p>Dropout Rate</p> <p>Attendance Rate</p> <p>AP and advanced coursework</p> <p>Early college high schools</p> <p>Student discipline</p>	<p>Supt. Supt.'s Cabinet Supt.'s Cabinet Principals Guidance Staff</p>	<p>August 2010-June 2013</p> <p>Hire Deadline: October 2010</p> <p>MSB-\$60,000</p> <p>3yr Total-\$180,000</p> <p><i>Deadline: January 2011</i></p>

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs.</p> <p>Priority 4 (Early Warning Systems in place)</p>	<p>Obtain student attendance rates at 95%, college and career readiness and courses at 85%, 10% or greater increase in formative and summative assessments especially in communication arts and math, and 100% student attachment to extracurricular programs and an adult mentor by May 2011 via parent, student, staff, and community involvement.</p>	<p>To ensure parent involvement, compacts and mechanisms for engagement and community accountability;</p> <p>To ensure intense student differentiation, real-time data, feedback on teaching and learning, and electronic modules for tutoring and courses;</p> <p>Institute specific activities to connect with parents to increase their support through Parent Liaisons for every school to participate in district level meetings and assist in creating and coordinating activities, workshops, and conferences, and materials for parents.</p>	<p>Add two Parent Liaisons for MSB at \$10 per hour (includes benefits) to work for 5 hours per week for 33 weeks with families as mentors, for home visits, workshops, and academic support, and accountability of the school family compacts <i>Deadline: November 2010</i></p> <p>1 Extra Duty Contract Stipends for \$7000 for staff as Parent Liaisons and Mentors. <i>Deadline: September to November 2010</i></p>	<p>Parent Involvement at school events and meetings</p> <p>Climate Survey</p> <p>Number of home visits</p> <p>Family/school compacts</p> <p>Dropout Rate</p> <p>Attendance Rate</p> <p>Early college high schools</p> <p>Student discipline</p>	<p>Supt. Supt.'s Cabinet Coordinators Principals</p>	<p>August 2010-June 2013</p> <p><i>Deadline: November 2010</i></p> <p>MSB – \$3,300/yr</p> <p>3yr Total - \$10,000</p>

SIG GOAL Parent and Community Involvement	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs.</p> <p>Priority 4 (Early Warning Systems in place)</p>	<p>Obtain student attendance rates at 95%, college and career readiness and courses at 85%, 10% or greater increase in formative and summative assessments especially in communication arts and math, and 100% student attachment to extracurricular programs and an adult mentor by May 2011 via parent, student, staff, and community involvement.</p>	<p>Increase student opportunities to succeed in the following areas:</p> <ul style="list-style-type: none"> • Essential social skills, job skills, internships, interviewing and resume writing, childcare, wellness and nutrition • Virtual courses and computer instruction at each high school to assist students in earning more high school credits; • Career Pathway certifications and courses. • Community College and University courses at a minimum of 50 students per semester per school 	<p>Use the added counselor (1 FTE) and the added social worker (1 FTE) for BMS and MSB for:</p> <ul style="list-style-type: none"> • Caseload creation of a early warning systems for students using the 40 Developmental Asset and the set academic, attendance, attachment, and discipline targets • College prep and Placement • Character education, social skills, health and wellness, and life skills • 24/7 access to needed social services • Dropout prevention • Alternative education • Increased student enrollment in advance, honors, test prep, literacy and numeracy courses by 25%. <p>Deadline: Start between September to November 2010 (on-going services)</p>	<p>Enrollment Data MAP Report Cards Gates</p> <p>Climate Survey</p> <p>Number of home visits</p> <p>Family/school compacts</p> <p>Dropout Rate</p> <p>Attendance Rate</p> <p>Early college high schools</p> <p>Student discipline</p>	<p>Principals Supt.'s Cabinet Director of Spec. Educ.</p>	<p>August 2010-June 2013</p> <p>Deadline: Start between September to November 2010 (on- going services)</p>

SIG GOAL Parent and Community Involvement	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs.</p> <p>Priority 4 (Early Warning Systems in place)</p>	<p>Obtain student attendance rates at 95%, college and career readiness and courses at 85%, 10% or greater increase in formative and summative assessments especially in communication arts and math, and 100% student attachment to extracurricular programs and an adult mentor by May 2011 via parent, student, staff, and community involvement.</p>	<p>Encourage middle school students through graduating seniors to pursue post-secondary education</p> <p>Create Parent/Family Compacts to accompany every service/program from grades 7 through 12 with high standards of achievement for all.</p> <p>Increase the percent of students who attend postsecondary education by increasing the average college placement rate by 20% over the previous year.</p>	<p>Create and reinforce family compacts (7-12), all extracurricular activities, clubs, teams, and Saturday school.</p> <p>Create and reinforce family compacts for a Career Technical Education and Career Pathways.</p> <p>Create and reinforce family compacts for engagement with the Community College and University course on and off high school campus</p> <p>Based on the 40 Developmental Assets and the progress measures of MAP/EOC, Dropout Rate, Attendance Rate, coursework/credits, student discipline, and expected targets.</p> <p>Deadline: January 2012 (Hiring is crucial for Oct. start)</p>	<ul style="list-style-type: none"> • MAP/EOC • Minutes with school year • Dropout Rate • Attendance Rate • AP and advanced coursework • Early college high schools • Student discipline 	<p>Principals, Counselors, A+ Coordinators CTE Coordinators Social Worker Supt.'s Cabinet</p>	<p>August 2010 –June 2013</p> <p>Deadline: January 2012 (Hiring is crucial for Oct. start)</p>

SIG GOAL Parent and Community Involvement	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs.</p> <p>Priority 4 (Early Warning Systems – And On-going Accountability Measures)</p>	<p>Obtain student attendance rates at 95%, college and career readiness and courses at 85%, 10% or greater increase in formative and summative assessments especially in communication arts and math, and 100% student attachment to extracurricular programs and an adult mentor by May 2011 via parent, student, staff, and community involvement.</p>	<p>Monitor instructional practices to align with research and best practices and diverse student populations utilizing the new governance structure of administrators and added social worker support and counselor.</p>	<ol style="list-style-type: none"> 1. Require teacher use of data to inform and differentiate instruction through creating accountability portfolios for each student tracking: Attendance, academics, attachment, and discipline. 2. Align instructional program from 7th grade through 12th grade and into to the first years of college (7-20 model from the National P-20 Initiative). 3. Enforce numeracy (math and problem-solving) and literacy (reading, writing, listening, and speaking standard English) cross-curriculum in every subject area. 4. Monitor incoming 7th graders and 9th graders preparation and eligibility for a career pathway and college prep course load and diploma. <p><i>Deadlines: Quarterly October, January, March, May, August annually.</i></p>	<p>Common Assessments and quarterly benchmarks</p> <p>AIMSweb Math and reading progress monitoring data</p> <p>PLC and Data Teams</p> <p>Classroom Walk-Throughs</p> <p>Action Research</p> <p>PD and higher education collaborations and curriculum meetings</p> <p>4 Year Plans</p>	<p>Supt.'s Cabinet, Principals Counselors, Teachers, Social Worker Support Staff</p>	<p>August 2010- June 2013</p> <p><i>Deadlines</i></p> <p><i>Quarterly October, January, March, May, August annually.</i></p>

NEEDS ASSESSMENT: MCCLUER SOUTH-BERKELEY HIGH SCHOOL

Leadership and Learning Center and MSIP 4th cycle Questionnaire Reflecting Governance and Leadership Needs

Needs as a part of the May 19 Site Visit Report by the Leadership and Learning Center Organization included the following:

- FOCUS on a few powerful practices that result in improved student achievement
- Accountability, consistency, and follow-through from building administration
- Monitoring plan for Data Teams
 - Form = minutes
 - Building leadership trained
- Monthly DT leaders meeting with principal
- PLC/Data Team implementation to directly and immediately improve instruction
 - Course-alike teams configured across school
 - Consistent time (weekly) for job-alike teams to meet with singular process and focus
 - Prioritized (and vertically articulated) CLE's
 - Training in the 5-step process
 - DT leaders/facilitators identified and trained
- Monthly all-school DT sharing, data walls

Next Steps/Recommendations:

- Focus on improving instruction through teacher teams
 - Identifying “Essential GLE’s” (prioritized CLE’s to focus learning objectives with “unwrapping”)
 - Using formative assessments to adjust instruction to ensure student progress/results
- Focused building leadership to ensure effective implementation of Data Teams
 - Team configuration
 - Scheduling
 - Monitoring for progress weekly or bi-monthly
- Rigorous discussion followed by action plans on “best practice”
 - Guaranteed and viable curriculum
 - Standards-based grading
 - Proficiency vs. pacing guides
 - Student engagement
- Data Team training for all staff
 - Purpose (Why Data Teams?)
 - Focus (Improve teaching and learning)
 - Process: 5-steps
- Assessment Literacy training (using short cycle formative assessments to guide instruction)

In December of 2008 as a part of the MSIP 4th Cycle Questionnaire Data, the following was reported:

- “The 35 faculty members responding from MCCLUER SOUTH-BERKELEY HIGH school reported a mean score of 3.67 on the Leadership scale, which placed it at the 12th percentile, scoring lower than 88 percent of secondary schools in the state.”
- “The 35 faculty members responding from MCCLUER SOUTH-BERKELEY HIGH school reported a mean score of 3.85 on the School Climate scale, which placed it at the 14th percentile, scoring **lower than** 86 percent of secondary schools in the state.”
- “The 35 faculty members responding from MCCLUER SOUTH-BERKELEY HIGH school reported a mean score of 3.97 on the Classroom Management scale, which placed it at the 13th percentile, scoring **lower than** 87 percent of secondary schools in the state.”
- “The 7035 students third-grade and older responding from FERGUSON-FLOISSANT R-II district reported a mean score of 3.66 on the Feel Safe question, which placed it at the 11th percentile, scoring **lower than** 89 percent of districts in the state.”
- “The 35 faculty members responding from MCCLUER SOUTH-BERKELEY HIGH school reported a mean score of 3.63 on the Professional Development scale, which placed it at the 5th percentile, scoring **lower than** 95 percent of secondary schools in the state.”

SIG GOAL Governance and Leadership	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds (\$)
<p>Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>As of August 2010, FFSD implement a new governance structure at MSB at that increases the administration by 1 FTE (33%) to ensures success and high student achievement while holding staff accountable for student growth and other requirements of the Transformational Model, the US Dept. of Education Blueprint for America Education Reform, and the new National Core Academic Standards.</p>	<ul style="list-style-type: none"> • 7-12 grade curriculum, staff development, academic alignment, career and college readiness emphasizing STEMS, research, reading, writing, listening, and speaking standard English. • Make the BMS and MSB academic/instructional staff placements and development the responsibility of one administrator. • Foster academic rigor, instructional leadership, positive school climate, and safe and orderly environment immediately as of Aug. 2010 	<ol style="list-style-type: none"> 1. BMS and MSB will have one principal as a Turnaround Officer. <i>Deadline July 1, 2010</i> 2. Add an associate principal at MSB, in addition to the assistant principal and athletic director. (1 FTE and benefits funded by FFSD + \$13,400 or 10% for extra duties via SIG) <i>Deadline July 1, 2010</i> 3. One Dean of Students (at MSB \$70,000 (salary plus benefits per FTE) <i>Deadline August 30, 2011</i> 	<ul style="list-style-type: none"> • MAP/EOC Data • Minutes with school year • Dropout Rate • Attendance Rate • AP and advanced coursework • Dual enrollment • Early college high schools • Student discipline • Teacher attendance rates • School Climate Survey Data 	<p>Supt. Supt.’s Cabinet Supt.’s Cabinet</p>	<p>August 2010 – June 2013</p> <p>Deadline: Aug. 30, 2011</p> <p>MSB - \$83,400/yr</p> <p>3yr Total- \$250,200</p>

NEEDS ASSESSMENT DATA: BERKELEY MIDDLE SCHOOL

AYP Data and Career Technical Education Course Needs (from HR Staffing and Course Offerings)

(1) Make AYP in Comm. Arts and Mathematics by Safe Harbor or more than a 10% increase in student proficiency on the MAP for 2010-11.

AYP Comm. Art Progress Measure:	School Year	Baseline	Progress	Target	Target Met
	2009-2010	21.6	+0.5 (21.1% -2008)		
	2010-2011			32.0	
	2011-2012			43.0	
	2012-2013			54.0	

AYP Math Progress Measure:	School Year	Baseline	Progress	Target	Target Met
	2009-2010	18.8%	+4.8 (14.0%-2008)		
	2010-2011			30%	
	2011-2012			41%	
	2012-2013			52%	

(2) Offer Computer Literacy Course, Business Course, Keyboarding Course, and Industrial Tech Course. None of these classes are offered a BMS, however, each course is offered at the other middle schools in FFSD. Technology courses are an essential need for students of the 21st century.

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 4 (Identify high-risk students and create opportunities to succeed)</p> <p>Priority 5 (Be bold and innovative—Longer school day and Saturday</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for</p>	<p>Increase the time of school to allow for an extra hour to hour and a half of class daily after school at BMS available for all students.</p>	<p>Overall, additional 3 FTEs annually for 16 additional sections of course offerings each year at \$183,334</p> <ul style="list-style-type: none"> Add 5 additional sections of Exploratory Courses such as Business, computer literacy, Economics, keyboarding, French, and Spanish (100 students impacted) Add 3 additional after 	<p>Increased student sections/ course enrollment in Honors, STEMS, and High School and College Prep Courses for double dosing of courses for at least 33% of the students in 2010-11 and one extra course for every student by 2011-12.</p>	<p>Supt. Supt.'s Cabinet Supt.'s Cabinet School Admin.</p>	<p>August 2010- May 2013</p> <p>BMS-\$183,334/yr</p> <p>3yr Total \$550,000</p>

<p>School, lengthening the number school days.)</p>	<p>all students at Berkeley Middle School.</p>		<p>school one hour sections for literacy—communication arts, reading, writing, speaking, listening (75 Students impacted)</p> <ul style="list-style-type: none"> • Add 3 additional one hour sections for numeracy—math, science, problem-solving (75 Students impacted) • Add 5 teachers for one hour after school new high school/test preparatory courses (100 Students impacted) 			
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SIG GOAL Parent and Community Involvement	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 4 (Identify high-risk students and create opportunities to succeed)</p> <p>Priority 5 (Be bold and innovative—Longer school day and Saturday School, lengthening the number school days.)</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at Berkeley Middle School.</p>	<p>To ensure intense student differentiation, real-time data and feedback on teaching and learning, and electronic modules for tutoring and courses at the start of the 2010-11 school year.</p> <p>Implementation of new and enhanced curriculum and instruction using Ed Options Program for virtual courses for core course and high school prep, and test prep (Test Pact).</p> <p>[Site License for 615 students MSB students and 300 BMS students (\$1000 site fee, \$1000 training fee, and \$97/student)]</p> <p>300 students x \$97/student +\$1,000 = \$30,100 (rounded to \$30,000)</p>	<ul style="list-style-type: none"> Utilize at Saturday School for Saturday School students for 25 days per school year, 3 to 4 hours per day. Provide after school tutoring for 300 students four to five days per week. Utilize for a school with-in a school (Alternative) Positive School Environment for 20% or 60 students during the school day. 	<p>Increased promotion rate</p> <p>Decreased failure rate</p> <p>Decreased required summer school attendees</p> <p>Increased GPAs</p>	<p>Supt. Supt.'s Cabinet Supt.'s Cabinet</p>	<p>August 2010- May 2013</p> <p>BMS – \$30,000/yr</p> <p>3 yr Total – \$90,000</p> <p>Start Deadline:</p> <p>Nov. 2010, Nov. 2011, Nov. 2012</p>
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 4 (Identify high-risk students and create opportunities to succeed)</p> <p>Priority 5 (Be bold and innovative—Longer school day and Saturday School, lengthening the number school days.)</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are equal with or exceeding other FFSD high schools as reflected above for all students at Berkeley Middle School.</p>	<p>To provide academic academies held after school, before school, on weekends, and during the summer with a focus on enrichment and acceleration in literacy, numeracy, and college and career preparatory courses. Extended Learning Time through Saturday School for Science, Math, High School and Test Prep, Comm. Art/Reading Courses for 3 hours per session, for 25 days per year for 200 BMS students.</p> <p>Increase opportunities in the following areas:</p> <ul style="list-style-type: none"> Virtual courses instruction at each to assist student learning Community College and University courses Career Pathway certifications 	<ul style="list-style-type: none"> Issue hourly pay for 10 teachers, 1 Principal, 1 Counselor, 1 Security Guards, 1 Support Staff, 1 Custodian (\$26,000) Use Ed Options Program, district curriculum, including 5 college visits and field experiences-annually in STEMS at UMSL, the St. Louis Science Center, and Challenger Learning Center, plus materials and supplies (\$2000). Buses (\$150/around trip per bus: \$5000) 	<ul style="list-style-type: none"> MAP/EOC Minutes with school year Dropout Rate Attendance Rate AP and advanced coursework Dual enrollment Early college high schools Student discipline Teacher attendance rates 	<p>Supt. Supt.'s Cabinet MBS Principal, Staff, Tasmyn Front</p>	<p>August 2010- May 2013</p> <p>BMS - \$33,000/ yr</p> <p>3yr Total- \$100,000</p>

SIG GOAL Parent and Community Involvement	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set Ambitious Targets)</p> <p>Priority 5 (Be bold and innovative—Longer school day and Saturday School, lengthening the number school days.)</p>	<p>To increase course offerings in literacy, numeracy, STEMs, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are equal with or exceeding other FFSD high schools as reflected above for all students at Berkeley Middle School.</p>	<p>Add career/technical education courses and programs for students in grades 9-12. (Technology Plan: Goal 1, Objective 2, Action Step 2)</p>	<p>Training cost \$10,000 (plus computer costs listed under facilities) for the implementation of the Gateway to Technology Program at BMS as a preparation program for Project Lead the Way at the high school level.</p> <p>\$1250 per computer x 40 computers + \$10,000 training cost for Middle School Project Lead the Way Program (Gateway to Technology)</p> <p>Deadline: December 2010</p>	<p>Addition course sessions at BMS</p>	<p>Secondary Ed. Department, Technology Department</p>	<p>October 2010</p> <p>Deadline: December</p> <p>Total-\$50,000 (one time cost)</p> <p>Deadline: December 2010</p>
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 4 (Identify high-risk students and create opportunities to succeed)</p> <p>Priority 5 (Be bold and innovative—Longer school day and Saturday School, lengthening the number school days.)</p>	<p>To increase course offerings in literacy, numeracy, STEMs, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are equal with or exceeding other FFSD high schools as reflected above for all students at Berkeley Middle School.</p>	<p>The number of students reading on or above grade level at the end of the 2010-11 school year will increase 5% as measured by the Gate MacGinitie.</p> <p>Work with principals to identify a significant group of teachers who will be supported to focus on teaching their students to read at grade level by the end of the year.</p>	<p>1 FTEs for Reading Specialists for 10 additional course offerings \$60,000/yr</p> <p>Use AIMSWeb as an early warning system for student progress monitoring weekly, monthly, quarterly, and annually.</p> <p>Deadline: January 2011</p>	<p>AIMSWeb Dibels Gates MAP</p>	<p>Principals Comm. Arts Coordinator Supt.'s Cabinet Director of Spec. Educ.</p>	<p>August 2010-June 2013</p> <p>Deadline: January 2011</p> <p>BMS - \$60,000/yr</p> <p>3yr Total-\$180,000</p>

SIG GOAL Parent and Community Involvement	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement)</p> <p>Priority 3 (Innovative plan for staff via providing high-quality, job-embedded PD to help retain and evaluate staff and make the best teachers possible, coach and support them, and hold them accountability through peers, professors, as well as, principals .)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>Staff and Professor Active Research Collaborations lead to information to recruit, retain, or remove teaching staff.</p> <p>Continue to develop and conduct a series of professional development experiences to support teachers to become masterful teachers of reading, writing, learning, speaking standard English and mathematics including: conceptual knowledge, field theory, Marzano’s strategies, Depth of Knowledge, Word Knowledge and Word Study (The District Curriculum Concepts), making learning contextual, cognitive learning styles, technology, and Standard English. Technology Plan: G2, O1, A5.</p>	<p>Engage in action research, curriculum development, and staff development with UMSL professors of communication arts (writing, reading, English), and Math (STEMS) math in a way that is used to:</p> <ol style="list-style-type: none"> By department, reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement, By department, remove those who, after professional development, have not. By department, provide high-quality, job-embedded professional development. 	<p>AIMSWeb CWT Data Gates PDC Survey</p>	<p>Coordinators School Staffs Principals Supt.’s Cabinet Director of Spec. Educ.</p>	<p>August 2010-June 2013</p> <p>Deadline: Start by January 15th 2010 With at least 2 professors from community college or university</p> <p>Continue: August 2011, 2012, 2013 and complete by June of each school year or one calendar.</p>
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>To increase course offerings in literacy, numeracy, STEMs, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are equal with or exceeding other FFSD high schools as reflected above for all students at Berkeley Middle School.</p>	<ol style="list-style-type: none"> Principals will monitor instruction and provide ongoing support for teachers to work with students to support reading, writing, listening, and speaking standard English. Use data to implement an aligned instructional program. Promote the use of data to inform and differentiate instruction. 	<ul style="list-style-type: none"> Purchase school library books identified by Reading Experts such as Dr. Alfred Tatum. Community library at the building level with cultural diversity in literature selections for staff, students and parents. Students will be required to read 15 to 30 minutes or study for 10 minutes time the grade level per night, take home materials, and complete family activities and compacts. <p>Deadline: Start in September.</p>	<p>Climate Surveys CWT Data Homework Report Card Evaluations</p>	<p>Supt.’s Cabinet Principals</p>	<p>August 2010-December 2010</p> <p>Total - \$9000 (One time cost)</p>

SIG GOAL Parent and Community Involvement	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement)</p> <p>Priority 3 (Provide high-quality, job-embedded PD to help retain and evaluate staff and make the best teachers possible, coach and support them, and hold them accountability through peers, professors, as well as, principals .)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Remove those who, after professional development, have not.</p> <p>Provide high-quality, job-embedded professional development</p>	<p>Increase the focus of the Principals, Department Heads, and Coordinators to work with teachers as instructional coaches to increase mastery of teaching concepts and strategies that directly relate to: culturally responsive teaching and instruction, field theory, conceptual learning, brain research and depth of knowledge, cognitive style, Marzano’s strategies, and technology (SMART Boards as well as instructional and data analysis software). See Technology Plan: G2, O1, A3 and A4.</p> <p>Deadline: August, October, January, March, May annually</p>	<p>CWT Data DDR MAP Data Feedback Reports from PLCs and conferences</p>	<p>Supt.’s Cabinet Principals</p>	<p>August 2010-June 2013</p>

SIG GOAL Parent and Community Involvement	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement)</p> <p>Priority 3 (Provide high-quality, job-embedded PD to help retain and evaluate staff and make the best teachers possible, coach and support them, and hold them accountability through peers, professors, as well as, principals .)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>At least 90% of the Department Heads will meet monthly during 2010-11 to plan, monitor, and coach staff towards high quality teaching and learning.</p> <p>Provide high-quality, job-embedded professional development including monthly conferences with building principals, Department Heads and Coordinators to plan, review, and implement PD plans, 7-20 curriculum alignment, and plans to increase student performance to Depth of Knowledge Levels 3 and 4.</p>	<p>Have subs cover the 6 Department Heads classes for 8 half days to allow time for this monthly conference. \$110 times 4 full days time 6 people, yields \$2640 per year</p> <p>Deadline: starting September 2010 monthly meetings</p>	<p>Notes, Agendas, Feedback</p>	<p>Supt.'s Cabinet Coordinators Principals</p>	<p>August 2010-May 2013</p> <p>Deadline: starting September 2010 monthly meetings</p> <p>BMS - \$2640/yr</p> <p>3 yr Total-\$8000</p>

SIG GOAL Parent and Community Involvement	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 3 (via Provide high-quality, job-embedded PD to help make the best teachers as possible, and coach and support them, and hold them accountability through peers, professors, as well as, principals .)</p>	<p>1. At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>Principal and teacher feedback will be used to plan future professional development and implementation of programs for extensive Internal and external PD opportunities and student programs.</p> <p>Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Remove those who, after professional development, have not.</p> <p>Provide high-quality, job-embedded PD.</p>	<p>Teachers will be provided professional development in the follow areas using a train the trainer model, college professors and consultants as needed:</p> <p>Reading, writing, math and science and the new Core Academic Standard <i>Deadline: August 2011</i></p> <p>Action Research Teams at BMS and MSB <i>Deadline: October annually</i></p> <p>Common Assessment and Grading, cross curriculum alignment, data teams. <i>Deadline: October annually 2010</i></p> <p>Positive Behavior Intervention Systems (PBIS) <i>Deadline: August 2010</i></p>	<p>CWT Data DDR MAP Data Feedback Reports from PLCs and conferences</p>	<p>Coordinators Supt.'s Cabinet Director of Spec. Educ.</p>	<p>August 2010-June 2013</p> <p><i>Deadline: August 2011</i></p>

SIG GOAL Parent and Community Involvement	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement)</p> <p>Priority 5 (Be bold and innovative—Saturday School, lengthening the number school days, and summer academies.)</p>	<p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>By 2011-12, the Ferguson-Florissant School District graduation requirements will be consistent with the requirements for state college/university acceptance and career clusters certifications. This is in cooperation between the Florissant Valley, University of Missouri St. Louis, and FFSD in the provision of instruction of courses on the high school campus of MSB and the College campus for the District. Students receive high school and college credit for instruction with pipelines into career fields and related colleges course credit in the areas of:</p> <ul style="list-style-type: none"> Information Technology, Life Sciences, Environmental/ Green Jobs FACS and Culinary Arts STEMS, Construction, and Architecture Early Education, Education Liberal Arts/General Studies 	<ol style="list-style-type: none"> 1. 300 students (7th and 8th graders) will receive the Kuder Career Assessment and Missouri Connections Career Inventory. 2. Students will take a course/seminar to make high school course plans and receive one college credit in a career area and/general studies as well as information on college readiness, study skills, Test Prep and a review of core area content 3. Students will use the high school course catalogs to create 7 year plans for high course, a career pathway and college program of study aligned with the Career and Technical Education offerings: IT, Life Sciences, Environ./Green Jobs FACS/Culinary Arts STEMS, Construction, and Architecture Early Educ./Education Liberal Arts/General Studies 	<p>MAP/EOC by subgroup in language arts and mathematics</p> <p>attendance rate</p> <p>early college high schools</p> <p>college placement rate</p> <p>career placement rates for MSB,</p>	<p>Principals Counselors Supt.'s Cabinet Advisories</p>	<p>August 2010-June 2013</p> <p>Deadline: Start by January 15th annually in 2010, 2011, 2012, 2013 and complete by June of each school year.</p>

NEEDS ASSESSMENT DATA: BERKELEY MIDDLE SCHOOL

Phase III of the Needs Assessment Regarding Student Performance Through Academic Support/Extracurricular Activities

Support for full implementation of the BMS and MSB Transformation Model Proposed Plan in 2010-11. *Results—71%-very high, high and neutral/average, 29%-low plus very low out of 200+ attendees*

Attendees rated each element of the Correlates of Effective Schools including the proposed educational strategies as of 2010 using dots to place indications of importance by frequency and *90%+ rated Academic support activities and courses as a high need.*

Academic experiences, fieldtrips, college tours, clubs/groups, programs and outside organizations *received the most marks (highest frequency) as a desirable action step by the community out of 200+ attendees.*

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p>		<p>Develop programs for students to have more students involvement, connection with the school, school spirit, and academic activities before, during and after schools to link in to a college or career pathway; and</p> <p>To connect students with adults inside and outside of the school environment and as a model in activities that promote and provide for learning experiences in careers and fosters college goals and life goals.</p>	<p>Academic support/ Extracurricular activities for 7th and 8th graders by establishing:</p> <ul style="list-style-type: none"> • Berkeley Middle School National Junior Honor Society • Academic activities including robotics/engineering club, chess, drama, speech debate, robotics, dance, music, and newspaper • Community service and service learning projects that includes urban gardening, recycling, landscaping, radio and TV production and recording clubs for the school • Fitness club to decrease childhood obesity, swimming club to teach minorities how to swim, be fit, and stay 	<p>MAP/EOC</p> <p>Minutes with school year</p> <p>Attendance Rate</p> <p>AP and advanced coursework</p> <p>Early college high schools</p> <p>Student discipline</p> <p>Teacher attendance rates</p>	<p>Supt.'s Cabinet Principals Counselors School Staff</p>	<p>August 2010 –May 2013</p> <p>Deadline: October 2011</p> <p>BMS - \$25,000/yr 3 yr Total- \$75,000</p>

			<p>safe</p> <ul style="list-style-type: none"> • Non-competitive sports for recreation such as basketball, football, baseball, golf, soccer • Have high school students as mentors in the academic activities. • College tours/field experiences in careers <p>Total cost for these activities is \$100,000 for 20 stipends at \$5,000 per teacher.</p> <p>Twenty percent (20%) of this cost will come from the SIG Funds: \$20,000.</p> <p>College tours/field trips, equipment, transportation, lodging, food, supplies, and materials: \$5,000/yr</p>			
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NEEDS ASSESSMENT: BERKELEY MIDDLE SCHOOL

Part of the Phase I and II Needs Assessment Data of Berkeley Middle School regarding Highly-Qualified Staff

MSIP 4th Cycle Questionnaire Data (Phase I), Leadership and Learning Center Organization Data (Phase I), Staff Needs Assessment Data (Phase II).

In December of 2008, as a part of the MSIP 4th Cycle Questionnaire data, the following was reported:

- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.65 on the Classroom Management scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.”
- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.42 on the Collegiality & Professionalism scale, which placed it at the 10th percentile, scoring **lower than** 90 percent of mid-level schools in the state.”
- The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.53 on the Professional Development scale, which placed it at the 8th percentile, scoring **lower than** 92 percent of mid-level schools in the state.

On April 19, district leadership reviewed the data collected from this phase of the Needs Assessment. A total of one hundred ten (110) surveys were completed and compiled. The results showed a strong support for implementation of the Transformation Model. The data results indicated the highest needs according to the staff in the following areas from the two faculties and Curriculum Advisory Council:

- Provide high-quality, job-embedded professional development.
- Implement strategies to recruit, place, and retain staff.
- Use data to implement an aligned instructional program.
- Promote the use of data to inform and differentiate instruction.
- Provide increased learning time for students and staff.
- Provide mechanisms for family and community engagement.
- Give the school sufficient operational flexibility (staffing, calendars/time and budgeting).
- LEA, SEA supports schools with ongoing, intensive technical assistance and support.

As a part of the May 19 Site Visit Report by the Leadership and Learning Center Organization included the following:

- FOCUS on a few powerful practices that result in improved student achievement
- Accountability, consistency, and follow-through from building administration
- Monitoring plan for Data Teams
 - Form = minutes
 - Building leadership trained
- Monthly DT leaders meeting with principal
- PLC/Data Team implementation to directly and immediately improve instruction
 - Course-alike teams configured across school
 - Consistent time (weekly) for job-alike teams to meet with singular process and focus
 - Prioritized (and vertically articulated) CLE's
 - Training in the 5-step process

- DT leaders/facilitators identified and trained
- Monthly all-school DT sharing, data walls

Next Steps/Recommendations:

- Focus on improving instruction through teacher teams
 - Identifying “Essential GLE’s” (prioritized CLE’s to focus learning objectives with “unwrapping”)
 - Using formative assessments to adjust instruction to ensure student progress/results

- Focused building leadership to ensure effective implementation of Data Teams
 - Team configuration
 - Scheduling
 - Monitoring for progress weekly or bi-monthly
- Rigorous discussion followed by action plans on “best practice”
 - Guaranteed and viable curriculum
 - Standards-based grading
 - Proficiency vs. pacing guides
 - Student engagement
- Data Team training for all staff
 - Purpose (Why Data Teams?)
 - Focus (Improve teaching and learning)
 - Process: 5-steps

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2010-11, 2011-12, and 2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan.</p>	<p>To provide internal and external staff development to certified staff focused on teaching and learning, student engagement, rigor/DOK, PBIS, school accountability, school and school district reform model, PLC and Data Team.</p> <p>As a result of the professional development program, all staff members will be able to:</p> <p>4. Present lessons using level 3 and 4 Depth of</p>	<p>1. Add two days of additional staff development to the beginning of the school year and two days during the summers.</p> <p>Deadline is pending funding but tentatively planned for August 2011 As two half days. One in Aug 5, 2010 and one August 2011</p> <p>Deadlines: August, October, January, March,</p>	<p><u>Level 0</u></p> <ul style="list-style-type: none"> • Outline of learning topics. • Dates of learning sessions. • Names of participants. <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Evaluation/survey from each session <p><u>Level 4</u></p> <ul style="list-style-type: none"> • Administrator walk-throughs evidencing increased 	<p>Director of PD Supt.’s Cabinet Dennis Dorsey</p>	<p>August 2010 – June 2013</p> <p>Deadlines: August, October, January, March, and May 30 Annually</p> <p>BMS - \$12,000/yr</p> <p>3yr Total-</p>

		<p>Knowledge as measured by classroom-walk-through data and MAP performance.</p> <p>5. Increase the number of students reading on or above grade level at the end of the 2010-11 school year by 5% as measured by the Gates MacGinitie assessment.</p> <p>6. Increase student enrollment in advance courses by at least 10%.</p>	<p>and May 30 Annually</p> <p>\$25 per hour for 30 staff for 16 hours--\$12,000 annually.</p> <ul style="list-style-type: none"> • Offer Building-wide PD on common grading and common assessment PD, vertical, horizontal, and cross curricular alignment of literacy and numeracy at the beginning of the school year and during the summer annually. • Require cross-curricular lesson planning and data team meetings monthly to add relevance to each course • Require vertical curriculum audits and data team meetings from grade 7 through 12, and include the Community College faculty and University professors for the core and Career Technical Education areas quarterly. • Develop Improvement Cadre for teachers who's students have not regularly shown gain as on the MAP, EOC Assessment, or Gates-MacGinitie. 	<p>lessons utilizing higher level thinking skills.</p> <ul style="list-style-type: none"> • MAP/EOC • Minutes with school year • Teacher attendance rates • Distribution of teachers by performance level on LEA's teacher evaluation system 		\$36,000
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SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives. Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2010-11, 2011-12, and 2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan.</p>	<p>Utilize Regional Professional Development Center for internal professional development.</p> <p>Establish a St. Louis Metropolitan Consortium for Leadership and Education Administration Development--LEAD STL Program.</p> <p>To Provide internal and external leadership development of principals and other administrators focused on student engagement, rigor/DOK, accountability, school and school district reform model, PLC and Data Team.</p>	<p>Establish a cohort of 40 individuals by November 2010 to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous improvement model, accountability during the 2010-11 school year and beyond.</p> <p>Deadline: December 2010e.</p>	<p><u>Level 0</u></p> <ul style="list-style-type: none"> • Texts/resources identified. <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Evaluation/survey from each session <p><u>Level 2</u></p> <ul style="list-style-type: none"> • Debriefing discussions <p><u>Level 3</u></p> <ul style="list-style-type: none"> • Principals • sing information with staff regularly and consistently 	<p>Supt. Supt. Cabinet Director of PD</p> <p>Dennis Dorsey</p>	<p>November 2010 –June 2013</p> <p>Deadline: December 2010</p>

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p>	<p>1. Use evaluation systems for teachers and principals that take into account student growth and assessments. Evaluations are developed with teacher/principal involvement to increase school leader effectiveness and performance.</p>	<p>Address expectations and key job targets for teachers in their first three years in the District to</p> <ul style="list-style-type: none"> • Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Remove those who, after professional development, have not, and • Provide high-quality, job-embedded professional development. 	<p>To analyze individual teachers by the following:</p> <ul style="list-style-type: none"> • MAP/EOC data • Common Assessment data • School year hours • Teacher attendance rates • Teacher attendance rate for specific PD • Attendance Rate • AP and advanced coursework taught • Student discipline • Distribution of teachers by performance level on LEA's teacher evaluation system <p>Deadlines: each quarter-- August, October, January, March, and May 30 Annually</p>	<ul style="list-style-type: none"> • Outline of learning sessions/orientation • Evaluation/survey from each session • New teacher Professional Development Plans • New teacher portfolios • New teacher portfolios 	<p>Supt.'s Cabinet Principals Director of PD</p>	<p>July 2010- June 2013</p> <p>Deadlines: each quarter-- August, October, January, March, and May 30 Annually</p>

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2010-11, 2011-12, and 2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan which includes use data to implement an aligned instructional program and promoting the use of data to inform and differentiate instruction.</p>	<p>Implement AIMSweb as a screening tool for math and/or writing at the elementary and middle school level.</p> <ol style="list-style-type: none"> Use data to implement an aligned instructional program. Promote the use of data to inform and differentiate instruction. 	<ul style="list-style-type: none"> Train LAMs. LAMS train staff. Establish dates for screening all students. Use screening results to utilize interventions with students who are not on grade level. <p>Deadline: October annually</p>	<ul style="list-style-type: none"> MAP/EOC data in math and English Common Assessment data Teacher attendance rate for specific PD Distribution of teachers by performance level on LEA's teacher evaluation system 	<p>Gwen Diggs</p> <p>Director of PD McNamara Supt.'s Cabinet</p>	<p>July 2010- June 2013</p> <p>Deadline: October annually</p>
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2010-11, 2011-12, and 2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan which includes</p>	<p>The Human Resources Department will streamline the recruitment/hiring process.</p> <p>The District's administrators will receive training in recruiting, selection, and supervising high quality employees by the Human Resources Department prior to April 2011.</p>	<p>Revise Hiring Guidelines and give new administrator training on recruitment and selection.</p> <p>Deadline: June 2011</p>	<p>Hiring Guidelines for recruitment and selection</p>		<p>July 2010- June 2013</p> <p>Deadline: June 2011</p>

	use data to implement an aligned instructional program and promoting the use of data to inform and differentiate instruction.					
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2010-11, 2011-12, and 2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan which includes use data to implement an aligned instructional program and promoting the use of data to inform and differentiate instruction.</p>	<p>Administrators will be trained to become proficient evaluators of applicants.</p> <p>Use evaluation systems that take into account student growth and assessments. Evaluations are developed to increase school leader effectiveness and performance.</p>	<p>Provide training for hiring managers on Interviewing techniques and effective paper screening and selection</p>	<p>Completion of training for hiring managers on Interviewing techniques and effective paper screening and selection</p>		<p>July 2010- June 2013</p> <p>Deadline: August 2011</p>

NEED: ADEQUATE FACILITIES AND INSTRUCTIONAL RESOURCES

SIG GOAL Facilities, Support, and Instructional Resources	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds (\$)
<p>Provide and maintain appropriate instructional resources, support services, and functional and safe facilities. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>To combine MSB and BMS in one facility by the 2011-12 school year for a 7-12 College Preparatory School with College Courses and Career Programs on and off campus</p>	<p>The Technology Department will work with the school principal and Assistant Supt.s to install computers for on-line MAP, EOC, and virtual courses by January of 2011.</p>	<p>Purchase 40 computers for BMS at \$1,250 per computer installation and configuration cost</p> <p>This would be for Gateway to Technology implementation, Skills Tutor, Ed Options, and on-line MAP and EOC assessments.</p> <p>Deadline pending funding: October of 2010.</p>	<p>Installation</p>	<p>BMS principal Supt.'s Cabinet</p>	<p>November 2010</p> <p>Total-\$60,000</p> <p>Deadline pending funding: October of 2010.</p>

NEED: MCCLUER SOUTH-BERKELEY AND BERKELEY MIDDLE SCHOOL

Parent and Community Involvement Needs Assessment Data

On April 19, district leadership reviewed the data collected from this phase of the Needs Assessment. A total of one hundred ten (110) surveys were completed and compiled. The results showed a strong support for implementation of the Transformation Model. The data results indicated the highest needs according to the staff in the following areas from the two faculties and Curriculum Advisory Council (CAC):

- Provide mechanisms for family and community engagement: ranked 4.4 on a 5 point scale for a High Yes for Transformation by CAC and 4.4 on a 5 point scale for a High Yes for Transformation by staff
- 90% of the 110 staff ranked Parent and Community Involvement as very needed
- 88% of the 200+ community forum attendees ranked Parent and Community Involvement as very needed

SIG GOAL	Objective	Strategies	Action	Progress Measures	Persons	Time
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Parent and Community Involvement			Steps		Responsible	Frame/ SIG Funds
<p>Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs.</p> <p>Priority 4 (Early Warning Systems in place)</p> <p>Priority 6 (Demonstrate Teacher commitment – at least 88% to 90%)</p>	<p>To obtain student attendance at 93% in for 2010-11 and 95% or above as expressed for A+ High Schools, through stronger relationships with students, parents, and the community and improved education services.</p> <p>Obtain student attendance rates at 95%, college and career readiness and course at 85%, 10% or greater increase in formative and summative assessments especially in communication arts and math, and 100% student attachment to extracurricular programs and an adult mentor by May 2011 via parent, student, staff and community involvement.</p>	<p>Add support to the guidance and student services departments for the students, families, and community members of MSB and BMS.</p> <p>Redesign the registration process to include and offer student orientation and guidance regarding course offering and career and college readiness.</p> <p>Directly contact parents of students who are chronically absent or tardy to create a personal action plan with parents to improve attendance.</p> <p>Support stronger relationships with students and their families to motivate strong attendance.</p> <p>Educate parents and students about the personal and district financial benefits of strong attendance through information distributed in registration packets, articles in student newspapers and communication at open houses.</p>	<p>Hire 1 FTE for a Social Worker for incoming middle schools, and BMS and MSB students. Cost \$60,000/yr</p> <p>Add 2 Parent Liaison (actual parents) per for BMS at \$10 per hour to work for 5 to 7 hours per week with families as mentors, for home visits, workshops, and academic support, and accountability of the school family compacts. (\$6,000)</p> <p>1 Extra Duty Contract Stipends for \$7000 for staff to oversee Parent Liaisons, and mentors as Parent/Community Facilitators</p> <p><i>Deadline: Nov. 2011</i></p>	<p>MAP/EOC</p> <p>Minutes with school year</p> <p>Dropout Rate</p> <p>Attendance Rate</p> <p>AP and advanced coursework</p> <p>Early college high schools</p> <p>Student discipline</p> <p>Parent Involvement at school events and meetings</p> <p>Number of home visits</p> <p>Family/school compacts</p> <p>Dropout Rate</p> <p>Attendance Rate</p> <p>Early college high schools</p>	<p>Supt.'s Cabinet Principals Counselors Social Worker Intervention Specialist</p>	<p>August 2010- June 2013</p> <p>BMS \$73,000/yr</p> <p>3 yr Total – \$220,000</p> <p><i>Deadline: Nov. 2011</i></p>
<p>Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs.</p> <p>Priority 4 (Early Warning Systems in</p>	<p>Obtain student attendance rates at 95%, college and career readiness and course at 85%, 10% or greater increase in formative and summative assessments</p>	<p>Encourage middle school students through graduating seniors to pursue post-secondary education.</p> <p>Increase the percent of students who attend postsecondary education by increasing the</p>	<p>Create Parent/Family Compacts to accompany every service/program:</p> <ul style="list-style-type: none"> Family Compacts for engagement with the Community College and University course on and off high school campus Family Compacts for 	<p>MAP/EOC</p> <p>School year hours</p> <p>Dropout Rate</p> <p>Attendance Rate</p> <p>AP and advanced</p>	<p>Principals, Counselors, A+ Coordinators, CTE Coordinators Supt.'s Cabinet</p>	<p>August 2010 –June 2013</p> <p><i>Deadline: September</i></p>

place)	especially in communication arts and math, and 100% student attachment to extracurricular programs and an adult mentor by May 2011 via parent, student, staff and community involvement.	average college placement rate by 20% over the previous year.	Career Pathways. • Family Compacts for all extracurricular activities, clubs, teams, and Saturday school. <i>Deadline: September to November 2010</i>	coursework Early college high schools Student discipline		<i>to November 2010</i>
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SIG GOAL Parent and Community Involvement	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs.</p> <p>Priority 4 (Early Warning Systems in place)</p>	<p>To Provide mechanisms for family and community engagement.</p>	<p>Develop additional parent involvement activities to build meaningful relationships between home and school and implement parent involvement activities that are curriculum based.</p>	<p>Engage the Parent-Teacher Organization in a year long search committee and action committee for identifying new mechanisms for community engagement based on needs assessment data.</p> <p><i>Deadline: product by June 2010 and annually</i></p>	<p>CSIP Action Plans</p> <p>Needs Assessment Data</p> <p>School Report Card Data</p>	<p>Assistant Supt.s Elementary and Secondary Education, Principals, Counselors, Teachers, Parent Liaison and Facilitators</p>	<p>August 2010-June 2013</p> <p><i>Deadline: product by June 2010 and annually</i></p>

NEEDS ASSESSMENT: BERKELEY MIDDLE SCHOOL

Leadership and Learning Center Organization Data and MSIP 4th Cycle Questionnaire data

Needs as a part of the May 19 Site Visit Report by the Leadership and Learning Center Organization included the following:

Needs:

- Prioritized GLE's/CLE's to focus Data Team work
 - Training in analyzing the standards (GLE's/CLE's) – “unwrapping”
 - Mapping (general pacing) of prioritized standards
- Assessment literacy: formative assessments
 - Aligned to prioritized CLE's
- Efficient effective collaboration – data driven focus on instruction and evidence of learning

Next Steps/Recommendations:

- Develop Data Team implementation plan
 - Staff training (differentiated) – focus (purpose), process (5-step), protocols, monitoring
 - Create school-wide buy-in and practice
 - Schedule – regular meetings at least 2 times/month
 - Configuration – course alike teams
- Roles and responsibilities identified
 - Develop and implement monitoring plan (transparent)
 - Clear expectations
 - Agenda/minutes – one form

- Data Team leaders meet with principal monthly to identify what's working, challenges to ensure fidelity of practice

In December of 2008 as a part of the MSIP 4th Cycle Questionnaire data, the following was reported:

- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.50 on the Leadership scale, which placed it at the 5th percentile, scoring **lower than** 95 percent of mid-level schools in the state.”
- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.51 on the School Climate scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.”
- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.65 on the Classroom Management scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.”
- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.04 on the Equity scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.”
- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.21 on the Safe & Orderly Environment scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.”
- “The 59 parents responding from BERKELEY MIDDLE school reported a mean score of 3.58 on the Safe & Orderly Environment scale, which placed it at the 16th percentile, scoring **lower than** 84 percent of mid-level schools in the state.”
- “The 7035 students third-grade and older responding from FERGUSON-FLORISSANT R-II district reported a mean score of 3.66 on the Feel Safe question, which placed it at the 11th percentile, scoring **lower than** 89 percent of districts in the state.”
- “The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.42 on the Collegiality & Professionalism scale, which placed it at the 10th percentile, scoring **lower than** 90 percent of mid-level schools in the state.”
- The 24 faculty members responding from BERKELEY MIDDLE school reported a mean score of 3.53 on the Professional Development scale, which placed it at the 8th percentile, scoring **lower than** 92 percent of mid-level schools in the state.

SIG GOAL Governance and Leadership	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Time Frame/ SIG Funds
<p>Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>As of August 2010, FFSD implement a new governance structure at MSB at that increases the administration by 1 FTE (33%) to ensures success and high student achievement while holding staff accountable for student growth and other requirements of the Transformational Model, the US Dept. of Education Blueprint for America Education Reform, and the new National Core Academic Standards..</p>	<ul style="list-style-type: none"> • Seventh through twelve grade curriculum, staff development, academic alignment towards career and college readiness emphasizing STEMs, research, reading, writing, listening, and speaking standard English. • Make the BMS and MSB academic/instructional oversight and staff placements and development the responsibility of one administrator. • Foster academic rigor, instructional leadership, positive school climate, and safe and orderly environment immediately as of Aug. 2010 	<p>1. BMS and MSB will have one principal that will serve as a Turnaround Officer at both schools. (Grant request equals 10% of FTE for extra duties \$100,000 + benefits= \$122,000 full cost X 10%, \$12,200 from SIG)</p> <p>Deadline: Aug. 2010</p> <p>2. One Dean of Students at BMS \$70,000 (salary plus benefits per FTE)</p> <p>Deadline: Jan. 2011</p>	<ul style="list-style-type: none"> • MAP/EOC Data • Minutes with school year • Dropout Rate • Attendance Rate • AP and advanced coursework • Dual enrollment • Early college high schools • Student discipline • Teacher attendance rates • School Climate Survey Data 	<p>Supt. Supt.'s Cabinet Supt.'s Cabinet</p>	<p>August 2010 – June 2013</p> <p>BMS - \$82,200 / yr</p> <p>3yr Total-\$246,000</p> <p>Deadline: Jan. 2011</p>
<p>Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>As of August 2010, FFSD implement a new governance structure at MSB at that increases the administration by 1 FTE (33%) to ensures success and high student achievement while holding staff accountable for student growth and other requirements of the Transformational Model, the US Dept. of Education Blueprint for America Education Reform, and the new National Core Academic Standards.</p>	<p>Ensure parent involvement, compacts, and mechanisms for engagement and community accountability</p> <p>Ensure intense student differentiation, real-time data and feedback on teaching and learning, and electronic modules for tutoring and courses.</p>	<p>One Intervention Specialist for BMS: 1 FTE \$55,000/yr</p> <p>Deadline: October. 2011</p>	<p>Parent Involvement at school events and meetings</p> <p>--Number of home visits</p> <p>--Family/school compacts</p> <p>--Dropout Rate</p> <p>--Attendance Rate</p> <p>--Early college high schools</p> <p>--Student discipline</p>	<p>Supt. Supt.'s Cabinet Principals Social Worker</p>	<p>July 2010- June 2013</p> <p>BMS – \$55,000</p> <p>3yr Total-\$165,000</p> <p>Deadline: October. 2011</p>

LEA/District and School Budget Templates

LEA/District: Ferguson Florissant School District

School: Berkeley Middle School

County/District Code: 096-089

School Code: 3000

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
1100 Instruction	
1100 Instruction 1003 (g) SIG	<p>5 teachers, 90 hours (Saturday) each, \$45/hr = \$20,250 8 teachers, 160 days, 1.5 hours/day \$25/her = \$48,000 after school tutoring 1 reading teacher, 2/3 of time prorated to MSB, annual salary - \$45,000 x 2/3 = \$30,000 Benefits - \$22,675 3 buses, 30 Saturdays, \$110.25/bus = \$9,915 (Extended Learning Opportunities) 10 sets of software for remedial instruction \$500/set = \$5,000 200 books @ \$25 per book (remedial instruction) \$5,000 31 software license fees for Ed Options program \$97/license = \$3,000 40 computers @ 1,250 per computer = \$50,000 (gateway to technology program)</p> <p>Total Instruction = \$193,840</p>
1251 Culturally Different Instruction(Title I)	
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	
2100 Support Services - Pupils	
2100 Support Services – Pupils 1003 (g) SIG	<p>Social Worker 50% of time prorated to BMS – annual salary \$45,000 x 50% = \$22,500 Benefits = \$5,300</p> <p>Total 2100 = \$27,800</p>
2210 Improvement of Instruction Services (Professional Development)	
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	<p>30 teachers, 16 hours each, \$25/hour = \$12,000 (staff development) Benefits = \$2,000</p> <p>Total 2210 = \$14,000</p>

2620 Planning, Research, Development, and Evaluation Services	
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG	
3000 Parent Involvement	
3000 Parent Involvement 1003 (g) SIG	
Other (Use Missouri Accounting manual codes)	
Administrative Costs	
Administrative Costs 1003 (g) SIG	Dean of Students full time annual salary \$52,200 1 turnaround officer \$8598 extra compensation (1/3 bms) = \$2,866 1 extra duty contract for turnaround office 10 extra days @ \$392/day = \$3,920 Benefits \$13,200 Total = \$72,186

LEA/District and School Budget Templates

LEA/District: Ferguson Florissant School District School: McCluer South-Berkeley

County/District Code: 096-089 School Code: 1060

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
1100 Instruction	
1100 Instruction 1003 (g) SIG	<p>1 reading teacher, 1/3 of time prorated to MSB, annual salary - \$45,000 x 1/3 = \$15,000</p> <p>5 teachers, 90 hours (Saturday) each, \$45/hr = \$20,250 (Saturday Classes)</p> <p>14 teachers, 175 days, \$38.90/hour each day = \$95,305</p> <p>Employee Benefits = \$38,727</p> <p>3 buses, 30 Saturdays, \$110.20/per bus = \$9,915 (extended learning opportunities)</p> <p>40 students, \$1000 tuition per student for course credit at UMSL/Flo Valley = \$40,000</p> <p>2 stipends (comm. Arts and Math) (@ \$5,000) for aligning curriculum to National Academic Core Standards and providing case study research on Turnaround/Transformational model Implementation \$10,000</p> <p>10 sets of software for remedial instruction \$500/set = \$5,000</p> <p>200 books @ \$25/book (remedial instruction) = \$5,000</p> <p>250 software license fees for EdOptions program \$97/license = \$24,250</p> <p>Total Instruction = \$263,447</p>
1251 Culturally Different Instruction(Title I)	
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	
2100 Support Services - Pupils	
2100 Support Services – Pupils 1003 (g) SIG	<p>1 social worker 50% time prorated to MSB, annual salary \$45,000 x 50% = \$22,500</p> <p>Benefits = \$5,300</p> <p>Total 2100 = \$27,800</p>
2210 Improvement of Instruction Services (Professional Development)	

2210 Improvement of Instruction Services (Professional Development) <i>1003 (g) SIG</i>	50 teachers, 16 hours each \$25/hr = \$20,000 (professional development) 30 subs @ \$85.00/day = \$2,550 Benefits = \$3,090 Total 2210 = \$25,640
2620 Planning, Research, Development, and Evaluation Services	
2620 Planning, Research, Development, and Evaluation Services <i>1003 (g) SIG</i>	
3000 Parent Involvement	
3000 Parent Involvement <i>1003 (g) SIG</i>	Parent Liaison \$40/day, 175 days = \$7,000 Benefits = \$535 Total \$3,000 = \$7,535
Other (Use Missouri Accounting manual codes)	
Administrative Costs	
Administrative Costs <i>1003 (g) SIG</i>	Dean of Students \$52,200 Associate Principal \$3,329 extra compensation for increased accountability/reporting responsibilities 1 extra duty contract for assoc. principal, 30 extra days, \$334/day = \$10,000 1 turnaround officer (\$8,598) extra compensation – supervision/governance of two schools 2/3 time prorated to MSB = \$5,732 Benefits = \$12,139 Total Administrative Cost = \$83,400

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.

BUDGET								
Budget Year—2010-2011 Ferguson Florissant School District (FFSD)	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG	228,805		61,402	69,830	47,250	50,000		457,287
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils								
2100 Support Services – Pupils 1003 (g) SIG	45,000		10,600					55,600
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	32,000	2,550	5,090					39,640
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG		7,000	535					7,535
Administrative Costs								
Administrative Costs 1003 (g) SIG	130,247		25,339					155,586

Program Costs Subtotal (Not including 1003 (g) SIG)								
1003 (g) SIG Subtotal	436,052	9,550	102,966	69,830	47,250	50,000		715,648
Grand Total								

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.

BUDGET								
Budget Year—2011-2012 Ferguson Florissant School District (FFSD)	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG	441,000	39,500	85,168	249,000	16,000			830,668
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils								
2100 Support Services – Pupils 1003 (g) SIG	253,000		87,600					340,600
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	30,500	4,600	5,180					40,280
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG	6,000	8,100	2,200					16,300
Administrative Costs								
Administrative Costs 1003 (g) SIG	123,000		42,600					165,600
Program Costs Subtotal (Not including 1003 (g) SIG)								
1003 (g) SIG Subtotal	607,500	52,200	137,548	249,000	16,000			1,062,248
Grand Total	730,500	52,200	180,148	249,000	16,000			1,227,848

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.

BUDGET								
Budget Year—2012-2013 Ferguson Florissant School District (FFSD)	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG	441,000	39,500	85,168	249,000	16,000			830,668
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils								
2100 Support Services – Pupils 1003 (g) SIG	253,000		87,600					340,600
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	30,500	4,600	5,180					40,280
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG	6,000	8,100	2,200					16,300
Administrative Costs								
Administrative Costs 1003 (g) SIG	123,000		42,600					165,600
Program Costs Subtotal (Not including 1003 (g) SIG)								
1003 (g) SIG Subtotal	607,500	52,200	137,548	249,000	16,000			1,062,248
Grand Total	730,500	52,200	180,148	249,000	16,000			1,227,848

Below are SIG Expenditures for Berkeley Middle School. For District Expenditures see Berkeley Middle School District Expenditures Sheet on page 73.

BUDGET								
Budget Year—2010-11 Berkeley Middle School (BMS)	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	See Berkeley Middle School District Expenditures Sheet on page 73.							
1100 Instruction 1003 (g) SIG	98,250		22,675	9,915	13,000	50,000		193,840
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils	See Berkeley Middle School District Expenditures Sheet on page 73.							
2100 Support Services – Pupils 1003 (g) SIG	22,500		5,300					27,800
2210 Improvement of Instruction Services (Professional Development)	See Berkeley Middle School District Expenditures Sheet on page 73.							
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	12,000		2,000					14,000
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement	See Berkeley Middle School District Expenditures Sheet on page 73.							
3000 Parent Involvement 1003 (g) SIG								
Administrative Costs	See Berkeley Middle School District Expenditures Sheet on page 73.							
Administrative Costs 1003 (g) SIG	58,986		13,200					72,186
Program Costs Subtotal (Not including 1003 (g) SIG)	See Berkeley Middle School District Expenditures Sheet on page 73.							
1003 (g) SIG Subtotal	132,750		29,975	9,915	13,000	50,000		235,640
Grand Total	191,736		43,175	9,915	13,000	50,000		307,826

Below are SIG Expenditures for Berkeley Middle School. For District Expenditures see Berkeley Middle School District Expenditures Sheet on page 73.

BUDGET								
Budget Year—2011-12 Berkeley Middle School (BMS)	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	See Berkeley Middle School District Expenditures Sheet on page 73.							
1100 Instruction 1003 (g) SIG	228,500	17,000	42,834	41,000	1,000	0		330,334
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils	See Berkeley Middle School District Expenditures Sheet on page 73.							
2100 Support Services – Pupils 1003 (g) SIG	146,000		51,200					197,200
2210 Improvement of Instruction Services (Professional Development)	See Berkeley Middle School District Expenditures Sheet on page 73.							
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	10,500	2,300	1,840					14,640
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement	See Berkeley Middle School District Expenditures Sheet on page 73.							
3000 Parent Involvement 1003 (g) SIG	6,000	5,250	1,750					13,000
Administrative Costs	See Berkeley Middle School District Expenditures Sheet on page 73.							
Administrative Costs 1003 (g) SIG	61,000	0	21,200					82,200
Program Costs Subtotal (Not including 1003 (g) SIG)	See Berkeley Middle School District Expenditures Sheet on page 73.							
1003 (g) SIG Subtotal	330,000	24,550	76,424	41,000	1,000	0		472,974
Grand Total	391,000	24,550	97,624	41,000	1,000	0		555,174

Below are SIG Expenditures for Berkeley Middle School. For District Expenditures see Berkeley Middle School District Expenditures Sheet on page 73.

BUDGET								
Budget Year—2012-13 Berkeley Middle School (BMS)	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	Berkeley Middle School District Expenditures Sheet (page 73)							
1100 Instruction 1003 (g) SIG	228,500	17,000	42,834	41,000	1,000	0		330,334
1251 Culturally Different Instruction(Title I)	Berkeley Middle School District Expenditures Sheet (page 73)							
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils	Berkeley Middle School District Expenditures Sheet (page 73)							
2100 Support Services – Pupils 1003 (g) SIG	146,000		51,200					197,200
2210 Improvement of Instruction Services (Professional Development)	Berkeley Middle School District Expenditures Sheet (page 73)							
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	10,500	2,300	1,840					14,640
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement	Berkeley Middle School District Expenditures Sheet (page 73)							
3000 Parent Involvement 1003 (g) SIG	6,000	5,250	1,750					13,000
Administrative Costs	Berkeley Middle School District Expenditures Sheet (page 73)							
Administrative Costs 1003 (g) SIG	61,000	0	21,200					82,200
Program Costs Subtotal (Not including 1003 (g) SIG)	Berkeley Middle School District Expenditures Sheet (page 73)							
1003 (g) SIG Subtotal	330,000	24,550	76,424	41,000	1,000	0		472,974
Grand Total	391,000	24,550	97,624	41,000	1,000	0		555,174

Berkeley Middle School District Expenditures Sheet

<u>POSITION</u>	<u>FTE</u>	<u>SALARY</u>	<u>INSURANCE</u>	<u>CERT RETIRE</u>	<u>NON CERT RETIRE</u>	<u>SOCIAL SEC</u>
Classroom Teachers	32.3	1,758,496.00	251,940.00	291,513.22		25,498.19
Guidance	2.0	132,968.00	15,600.00	21,542.36		1,928.04
Nurse	1.0	34,888.00	7,800.00		2,881.44	2,668.93
Librarian	1.0	71,379.00	7,800.00	11,480.96		1,035.00
Office Professionals	3.0	97,412.00	23,400.00		8,154.81	7,452.02
Custodians	5.0	151,951.00	39,000.00		12,889.19	11,624.25
Tech Services	1.0	36,092.00	7,800.00		2,962.71	2,761.04
Cafeteria Workers	(7)	81,089.38				6,203.34
Instructional Aides	(1)	7,768.71				594.31
ISS	(1)	28,806.25				2,203.68
Principals	2.0	178,360.00	15,600.00	28,124.20		2,586.22
Total Personnel Expenditures		2,579,210.34	368,940.00	352,660.74	26,888.15	64,555.01
Instructional Material		35,833.00				
Postage		2,341.00				
Library Resources		3,776.00				
Office Supplies		2,604.00				
Id Card		814.00				
Professional Development		5,158.00				
Capital Allocation		7,837.00				
Total Building Expenditures		58,363.00				

Total MSB District Expenditures 3,450,617.23

Below are SIG Expenditures for McCluer South Berkeley High School. For District Expenditures see McCluer South Berkeley High School District Expenditures Sheet on page 76.

BUDGET								
Budget Year—2010-11 McCluer South-Berkeley (MSB)	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
1100 Instruction 1003 (g) SIG	130,555		38,727	59,915	34,250			263,447
1251 Culturally Different Instruction(Title I)	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
2100 Support Services – Pupils 1003 (g) SIG	22,500		5,300					27,800
2210 Improvement of Instruction Services (Professional Development)	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	20,000	2,550	3,090					25,640
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
3000 Parent Involvement 1003 (g) SIG		7,000	535					7,535
Administrative Costs	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
Administrative Costs 1003 (g) SIG	71,261		12,139					83,400
Program Costs Subtotal (Not including 1003 (g) SIG)	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
1003 (g) SIG Subtotal	244,316	9,550	47,652	59,915	34,250	0		324,422
Grand Total	244,316	9,550	59,781	59,915	34,250	0		407,822

Below are SIG Expenditures for McCluer South Berkeley High School. For District Expenditures see McCluer South Berkeley High School District Expenditures Sheet on page 76.

BUDGET								
Budget Year—2011-12 McCluer South-Berkeley (MSB)	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
1100 Instruction 1003 (g) SIG	212,500	22,500	42,334	208,000	15,000	0		500,334
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
2100 Support Services – Pupils 1003 (g) SIG	107,000	0	36,400	0	0	0		143,400
2210 Improvement of Instruction Services (Professional Development)	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	20,000	2,300	3,340	0	0	0		25,640
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
3000 Parent Involvement 1003 (g) SIG		2,850	450					3,300
Administrative Costs	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
Administrative Costs 1003 (g) SIG	62,000	0	21,400	0	0	0	0	83,400
Program Costs Subtotal (Not including 1003 (g) SIG)	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
1003 (g) SIG Subtotal	277,500	27,650	61,124	208,000	15,000	0		589,274
Grand Total	339,500	27,650	82,524	208,000	15,000	0		672,674

Below are SIG Expenditures for McCluer South Berkeley High School. For District Expenditures see McCluer South Berkeley High School District Expenditures Sheet on page 76.

BUDGET								
Budget Year—2012-13 McCluer South Berkeley (MSB)	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
1100 Instruction 1003 (g) SIG	212,500	22,500	42,334	208,000	15,000	0		500,334
1251 Culturally Different Instruction(Title I)	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
2100 Support Services – Pupils 1003 (g) SIG	107,000	0	36,400	0	0	0		143,400
2210 Improvement of Instruction Services (Professional Development)	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	20,000	2,300	3,340	0	0	0		25,640
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
3000 Parent Involvement 1003 (g) SIG	0	2,850	450	0	0	0	0	3,300
Administrative Costs	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
Administrative Costs 1003 (g) SIG	62,000	0	21,400	0	0	0	0	83,400
Program Costs Subtotal (Not including 1003 (g) SIG)	See McCluer South Berkeley High School District Expenditures Sheet (pg 76)							
1003 (g) SIG Subtotal	277,500	27,650	61,124	208,000	15,000	195,000		589,274
Grand Total	339,500	27,650	82,524	208,000	15,000	195,000		672,674

McCluer South Berkeley High School District Expenditures Sheet

<u>POSITION</u>	<u>FTE</u>	<u>SALARY</u>	<u>INSURANCE</u>	<u>CERT RETIRE</u>	<u>NON CERT RETIRE</u>	<u>SOCIAL SEC</u>
Classroom Teachers	41.9	2,297,493.00	326,820.00	380,525.39		33,313.65
Vocational Teachers	4.0	199,037.00	31,200.00	33,384.37		2,886.04
Guidance	2.0	99,736.00	15,600.00	16,723.72		1,446.17
Nurse	1.0	35,744.00	7,800.00		2,939.22	2,734.42
Librarian	1.0	82,499.00	7,800.00	13,093.36		1,196.24
Early Ed Teacher	1.0	37,375.00	7,800.00	6,550.38		541.94
Office Professionals	6.0	191,399.00	46,800.00		16,078.43	14,642.02
Custodians	11.0	346,050.00	85,800.00		29,149.88	26,472.83
Tech Services	2.0	81,529.00	15,600.00		6,556.21	6,236.97
Cafeteria Workers	(9 bodies)	92,576.91				7,082.13
Instructional Aides	(7 bodies)	87,582.83				6,700.09
Intervention Spec.	(2 bodies)	27,270.00				2,086.16
Head Start Lead Teacher	1.0	31,765.00	7,800.00		2,670.64	2,430.02
Principals	2.0	208,499.00	15,600.00	32,494.36		3,023.24
Total Personnel Expenditures		3,818,555.74	568,620.00	482,771.56	57,394.37	110,791.90
Instructional Material		94,220.00				
Postage		10,594.00				
Library Resources		9,193.00				
Office Supplies		6,563.00				
Vocational Instructional Matl		6,958.00				
Voc. Food Allocation		8,279.00				
Commencement		5,647.00				
Id Card		1,982.00				
Athletics		81,865.00				
Pom/Cheer		2,000.00				
Professional Development		9,820.00				
Capitial Allocation		16,490.00				
Total Building Expenditures		253,611.00				

Total MSB District Expenditures **5,291,744.56**

E. 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 mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- ✓ Report to the SEA the school-level data required under section III of the final requirements.

F. 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 schoolwide 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:

- 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
	July 14, 2010
SIGNATURE OF SUPT. (If other than Authorized Representative)	DATE
NA	July 14, 2010

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

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.

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

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.

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 Supt. (if not the authorized representative) are required to sign the grant application.