

Final DRAFT

**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) 522-1758; or e-mail to: webprod@mimorfill@desse.mo.gov. Visit The Department's website at: desse.mo.gov

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

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THE DEPARTMENT'S APPROVAL

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			\$

Final DRAFT

V. 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 <small>Jennings Junior High</small>	TIER			INTERVENTION (TIER I AND II ONLY)			
	I	II	III	turnaround	restart	closure	transformation
		X					X

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

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

Project Abstract

Jennings School District (JSD), in efforts to efficiently and effectively transform Jennings Junior High School (JJH), is submitting to the Missouri Department of Elementary and Secondary Education (DESE) the School Improvement Grant (SIG) application under Title I, Section 1003 (g) of ESEA. Jennings Junior High was identified as a low-performing school through the Missouri School Improvement Program (MSIP) evaluation report. The narrative portion of the application is designed to communicate the analyzed research and the findings. Through the analysis, a team of educators, administrators from the District and building, and support personnel have established a concise review, description of findings, goals, and action steps needed to move JJH from a low-performing school to one that has full accreditation and recognition locally, state wide, and nationally. As part of the review, analysis, and development of the plan, the scope of the changes needed, the ability to sustain the changes, and management of the action steps were considered and addressed.

Essentially, the purpose of this report is to provide information related to the state of the Jennings Junior High and future plans for improvement in student achievement. This formative report will help guide all constituent groups in the ongoing implementation of the Jennings Junior High School Improvement Plan. The success of the SIP and the interventions developed and implemented will be measured by the increased percentage of students at the Proficient and Above Proficient levels, as measured by the MAP test, as well as an increased percentage of students moving from the Proficient level to the Advanced level.

The determination of the primary foci and activities is based on a review and analysis of available data and the hypothesized conclusions based on data that will be collected. Utilizing these methods it has been determined that substantial, sustained improvement will be accomplished through the use of a Transformation Model of school improvement. The decision to adopt the Transformation model was based on the school's and district's "capacity" for improvement and a detailed analysis of the supply of external partners who can assist, support, and enhance that efforts of the LEA. The decision to adopt the Transformation Model of school improvement has guided the district in planning for the 2010-11 school year.

At the conclusion of the 2009-10 school year, the Jennings School District removed 100% of the administrative team at Jennings Junior High School. The replacement principal and his/her administrative team will be a "hand-selected" team of individuals with

focused areas of expertise. In addition, 35% of the teaching staff was removed including all mathematics teachers. Continuing the implementation of the Transformation Model of school improvement, Jennings Junior High will increase instructional time in the area of Mathematics (53 minutes) and Communication Arts (83 minutes) and a community involvement plan will be created and implemented. Finally, the JSD Administrators will provide operational flexibility and continued support for Jennings Junior High while holding the administrators and instructional staff responsible for the success of the students.

In a previous effort to increase student achievement the LEA had chosen the Turnaround Model of school improvement. The results of this model were not at the level that was acceptable by the JSD School Board, community, and constituents. The Center on Education Policy has researched and documented that there is not one single “best” approach to dramatic school improvement efforts, but rather success is generally a result of multiple coordinated initiatives.

To continue to ensure that school improvement efforts are not frivolous, the school/district will continue to use a variety of data compiled on a monthly and quarterly bases. These data will include student assessments, teacher observations, community surveys, etc.

A meta-analysis of research has shown the importance of creating an environment that promotes (and expects) success. This health achievement environment will be created, improved, and sustained through celebrations of “quick wins”. The initial months of the school year will focus on celebrating the “little successes”. Monthly recognitions/celebrations may include student success on local and/or standardized assessments, increase in attendance rate, decrease in school/classroom disruptions, etc.

This aggressive plan addresses the immediate need for transformation at the junior high level, but sustainability will only occur through a plan that permeates to all grade levels K-12. The initiatives, goals, and timelines found throughout this document are able to be generalized and slightly modified to address the needs of all students, in all buildings, throughout the Jennings School District.

Jennings Consolidated School District
2559 Dorwood
St. Louis, MO 63136

Another benefit of this plan is its ability to be generalized to meet the needs of any school or school district and could be used as a model for school improvement.

Descriptive Information: LEA/District Response

1. Provide information that explains how your LEA/District has analyzed the needs of each Tier I, Tier II, and Tier III school you intend to serve:

The Jennings Junior High is located in the St. Louis region, specifically called “North County”. Jennings Junior High had a school enrollment of 433 for the 2009-2010 school year and is anticipating an enrollment of 427 for the 2010-2011 school year. Jennings Junior High is anticipated to serve 228 students in seventh grade and 199 students in eighth grade which results in a ratio of 22:1 (students:teachers). The demographics of JJH include a poverty rate of 88% (qualifying for free/reduced lunches), a mobility rate of 39.2%, and an ethnicity diversity of 98.7% African American, 1.3% White-Non Hispanic, and 0% from other ethnicities.

The instructional staff yielded an average of 9.9 years of experience, which resulted in 96.3% of the classes being taught by “highly qualified” teachers, based on the No Child Left Behind guidelines. (Determination of Highly Qualified status was made through analysis of the MSIP 4th Cycle Report provided by DESE.) The professional teaching staff (n=27) has shown a deep commitment to ongoing professional development and improvement as evidenced by 65.1% of the instructional staff having obtained advanced degrees.

The Jennings School District utilized Baker Evaluation Research Consulting (the BERC Group, Inc.) to do a comprehensive need analysis of Jennings Junior High. Evaluators obtained information during site visits on January 14-16, 21, and 22, 2009. Site visits generated qualitative and quantitative data from focus groups as well as data from meetings with stakeholders, including students, administrators, teachers, parents, and district level leaders. Additionally, data were gathered through direct observations in 28 classrooms. The results of the aforementioned data analysis revealed weaknesses in the areas of *leadership, culture and climate, communication, and teaching and learning*

Historically, the Jennings School District and Jennings Junior high School have engaged in focused district and school improvement efforts. As of 2009, the JSD Improvement Status was “District Improvement Level 2” with JJH classified at “School Improvement Level 5: Restructuring and Implementation”.

As a result of these designations, a state-monitored accountability plan has been developed and is currently being followed. This plan has addressed a school administrative turn-over rate of 66%, yet also supports ongoing commitment by the district and other school faculty to improve outcomes for students through strategic planning and a variety of initiatives involving Success Link, Executive Coaching, Star Protocol/BERC Group, Data Team Process/Lead and Learn. Frequent changes in building leadership personnel have impacted the ability of staff members to sustain some initiatives with fidelity.

As part of the analysis component, JSD worked collaboratively with JJH administration and staff, along with members from constituent groups to examine data charts and reports in an attempt to fully understand the data available (and future data collection needs), historical trends, and the scope of the needed improvement. Data used for analysis included: MSIP, MAP, and BERC Group reports and are presented in the appendix located at the end of this document.

The results of the needs analysis, ideas from focus groups, and historical attempts with the Turnaround model of improvement, have led the District to adopt the Transformational Model of school improvement for the next three years.

Collaborative Development for the Improvement of Jennings Junior High School

The Jennings School District and Jennings Junior High acknowledge the importance of having a clear vision for the future of JJH as well as specific and measurable goals. These two elements are the foundational building blocks for school improvement and will be modified continuously to ensure the focus and initiated/implemented changes continue to propel the school forward to meet the ultimate goal of success for all students in all aspects of their lives.

In developing the vision statement of the Jennings Junior High, a set of criteria standards were developed:

- Creating an environment where all students are challenged and engaged through an integrated, layered, cyclical, rigorous, and standards-based curriculum;
- Employing and retaining teachers who are committed to developing and implementing effective, collaborative researched-based teaching strategies that guide students toward achieving academic success in all areas of curricula;
- Developing a collaborative leadership model that structures the dispositions and work of all stakeholders to promote the social, intellectual, cultural, and physical development that creates a culture and climate supportive of responsible, respectful, accountable, successful, and productive students who are life-long learners who will have a positive impact on the local community and throughout the world;
- Fulfilling the expectations that JJH will create a school community where everyone accepts the responsibilities and consequences of their actions;
- Developing a decision-making model driven by a focus on students' intellectual, social/emotional, and physical needs as a result of collecting, interpreting and utilizing data.

To that end the following was created and approved through consensus:

It is the Vision of Jennings Junior High to become a nationally recognized education organization that is known for developing successful students academically, socially, and athletically who are capable of making responsible, informed decisions, developing positive relationships, and making positive contributions to society.

Based on the previously discussed data, analysis, and the shared vision for Jennings Junior High, specific and measureable goals were developed to address the identified areas of deficiencies: These areas included:

- Student Performance
- Recruitment and Retaining of Highly Qualified Staff
- Facilities
- Support and Instructional Resources
- Parent and Community Involvement
- Governance and Leadership

2. Provide the following information as it applies to LEA/District-level activities and individual school plans and activities:

- a. Plan details that explain how the LEA will implement the required and selected permissible activities of the selected interventions; and
- b. How the LEA will support the interventions and improvement activities at the central office level.

Historically the Jennings School District has assisted in the development of and support for the implementation of school improvement efforts in all schools under the governance of the school district.

To date, JSD has successfully researched and implemented school improvement initiatives including:

- Leadership for Learning (Doug Reeves) Data Team Process
- Professional Learning Communities – Lindenwood University
- Star Protocol – BERC Group

With each initiative JSD has provided high-quality, researched based learning experiences that included sessions requiring attendance of specific groups and optional sessions that allowed for continued/advanced instruction for other staff members. These professional development sessions included opportunities for staff to learn through a variety of adult learning styles including:

- Access to professional, nationally recognized speakers
 - Anthony Mohammad
 - Linda Gregg
 - Stephanie White
- Presentations focused on improvement strategies presented by central office staff members
 - Principals as Instructional Leaders
 - Curriculum Writing Project
 - Acuity Assessment Training
 - Lumen Training
 - Strategic Planning

- Presentations by local (peer) staff
 - Administrators
 - Academic Coaches
 - Certified Teachers
- Interactive sessions that focused on learning and teaching
 - Critical Friends
 - Reflective Practices
 - RtI
- Implementation of the Trainer-of-Trainers model
 - Critical Friends
 - Model Learning

The above sessions were based on the results of the evaluated data (as discussed in section 1 of this document), observations of administrators to determine teacher instructional needs, and through qualitative and quantitative surveys of staff members. (The surveys were conducted at the end of each school year and a reflective, evaluative survey was given to each participant at the end of every professional development session. The results of the surveys directed the planning for future professional development opportunities.

Jennings School District implemented all professional development sessions with integrity and fidelity. As with any initiative, the areas of study and focus will only be as successful as the implementation, support, and evaluation of the learned material. Previous district/school activities and learning sessions included:

- Data Team Training
- RtI
- Co-Teaching Model

As a result of these presentations, student success increased slightly, but not to the level of acceptance by the JSD nor the Missouri expectations of AYP. While the delivery of the material to staff members was effective, the implementation and oversight by the (former) administrative team was lacking

Recognizing that professional development is not always successful, initially, the Jennings School District does not consider these situations as failures, but rather opportunities to refine, improve, and redeliver the material in a different way to ensure understanding by those previously involved in the session.

The Jennings School District has set clear performance goals and has committed to identifying and promptly addressing failure in all aspects of the educational environment of Jennings Junior High. Jennings Junior High will be following a four-step plan to develop a successful, supportive educational experience for all students. Step one involves analysis of current conditions of the environment including student test scores from standardized tests (MAP), valid and reliable assessments (Aquity), local writing assessments (JDEW); student, staff, and public perception surveys; building & grounds analyses; teacher/staff needs surveys; formative and summative evaluation of teacher knowledge, monitored instructional practices, student engagement; and student safety issues.

As of today, data from valid and reliable assessments are available and have been analyzed for the past three years. (Summary of the data can be found at the end of this section). The evaluation and analysis of data show student deficiencies in the areas of communication arts and mathematics, and specifically in the skill areas of reading comprehension and measurement and algebraic relationships. Data on the remaining components have not been analyzed such that results of the August 2010 surveys can establish baseline data that will be used to show the success of the developed interventions.

Step two of the evaluation and planning process will be the detailed analysis of all data, including the available trend data and the newly acquired data from the distributed surveys. (All surveys will be developed using a likert scale rating system and will include a qualitative section that will allow for open ended responses to focus questions and general comments.)

Step three will be the actual implementation phase of the plan. To ensure the implementation phase is started and continued throughout the 2010-2011 school year and beyond, the Jennings Junior High Administrative Team (principal, assistant principal, instructional specialist, dean of students, mathematics coach, and literacy coach) will work collaboratively in developing and overseeing a data analysis process. Additionally, teachers, parents, community members, and student representatives will have access to the data results (not including personal or identifiable information) through the data team process. (The data team is a representative group that will be expected to communicate the information to other constituent groups. Because the data team will have a variety of members, representing constituent groups, the ability to sustain the data analysis and data collection would continue in the event a particular member of the team is unavailable or is no longer affiliated with the district.

Finally, step four of the plan will be the evaluation of the interventions. The evaluation will be ongoing throughout the school year (and beyond) to ensure evaluation tools are used consistently and at the correct time (during the school/calendar year). The data team

members will gather and analyze data at least once per month to gauge the effectiveness of the intervention(s) and prepare a summary report made available to all constituent groups and the public at large. The monthly analysis will allow for adjustments to the interventions as needed (as supported by the data).

A detailed School Improvement Plan will be filed with the State of Missouri (Department of Elementary and Secondary Education) using the EPEGS management system and will include goals, objectives, strategies, personnel responsible for oversight, action steps and specified evaluation/measurement tools.

As stated previously, an analysis of the existing data (MAP, Aquity, BERC, etc) has been completed. As a result, the school has shown a need in the areas of student performance (math and communication arts); analysis of staff certification; support and instructional resources; parent and community involvement; and governance and leadership. The determination of need was concluded through a group of school and district administrators and staff after reviewing the collected data, discussing the data and arriving at consensus on the conclusions.

Student Performance

Student performance will be improved through a variety of means including the hiring of an instructional specialist, mathematics and literacy coaches, and organization of targeted, quality professional staff development. It will be the responsibility of the Instructional Specialist and coaches to observe instruction, note changes that must be made, develop and provide professional development opportunities, and evaluate/support the efforts.

Students at Jennings Junior High will receive additional minutes of instruction in the core areas, specifically in the area of Communication Arts. (to increase the percentage of students at the proficiency or above level) and services will be tiered to meet the specific needs of the students. The Acuity test will serve as the school's common formative assessment and will assist the administration in placing students in tiered groups in order to receive the appropriate support/enrichment. The Acuity test will be given to each student at JJH throughout the year and the results will be analyzed by the instructional specialist. The results along with the summation of observed behaviors will focus the professional development that is provided by the instructional specialist. (It is acknowledged that student placement in particular interventions/supports should not be based solely on the results of one assessment. Therefore a rubric will be developed to include a variety of scores from sources such as standardized tests, common subject-specific assessments, benchmark assessments, diagnostic instruments, etc. to ensure student placement is equitable and consistent.)

Instruction provided during the instructional day, must be at an appropriate level and delivered in a way that is effective, efficient, meaningful, and motivating to students. To ensure the instruction meets these criteria the Instructional Specialist and Instructional Coaches will observe instruction daily, report findings to individual (specific) teachers and the administrative team, and will develop and in-service staff members in areas of need. (Additionally, staff development will be provided to staff members based on individual requests and through data analysis from teacher needs surveys.)

As stated above, student achievement has a direct correlation to effective instruction. To ensure teachers communicate horizontally (within a particular grade level) and vertically (across grade levels) regarding student data, assessment instruments, instructional strategies, etc., consistent and regular common planning time will be arranged for teachers throughout the school year. Detailed action steps can be found in the Jennings Junior High School Improvement Plan.

Ensuring effective use of instructional time and providing teacher support/in-service can only be as effective as the staff members who will implement the strategies, deliver the instruction, and have a deep understanding of the material. Therefore, the Jennings School District and the Jennings Junior High administrative staff will do a complete inventory of staff members, their certification, and the experiences they have had to ensure the most effective instructors are in place at the most appropriate level/subject area. It is our goal to recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

For example, acknowledging that Jennings Junior High School is a Tier II school with trend data showing students averaging 25% at the proficiency level, the district administration concluded that the Transformational Model of Leadership would be implemented beginning with the 2010-2011 school year. As a result of the decision to implement this model, all of the 2009-2010 administrative staff and four teachers were removed from the school; replacement personnel were interviewed, Board-approved, and hired.

Goal:

- 2010-2011: The percent of students achieving at the proficient level or above as indicated on the MAP will increase 10% in the areas of Mathematics and Communication Arts from the 2009-2010 school year;
- 2011-2012: The percent of students achieving at the proficient level or above as indicated on the MAP will increase 15% in the areas of Mathematics and Communication Arts from the 2009-2010 school year;
- 2012-2013: The percent of students achieving at the proficient level or above as indicated on the MAP will increase 20% in the areas of Mathematics and Communication Arts from the 2009-2010 school year.

Progress monitoring instruments: Acuity Benchmark, Indicator V, classroom assessments, data team analysis results will be analyzed, reported, and acted upon

Measurement instrument: MAP

Highly Qualified Staff

The district's commitment to ensuring that the most qualified professionals are directly involved with the students and staff at Jennings Junior High School is evidenced through the contractual agreement between the (new) building principal, assistant principal, instructional specialist, dean of students, and two academic coaches. This administrative leadership team has teaching/leadership experience, advanced degrees, and a variety of successful work experiences. All members of the new administrative team have advanced degrees, including three doctorates. A data analysis expert, an author of several books, and an international motivational speaker further characterized the diversity of the team.

Additionally, a detailed analysis of current teacher certification and teaching assignments will be conducted prior to the development of the student/teacher schedule. This evaluation is designed to ensure teachers are “highly qualified” in their instructional area(s) and assigned to instructional areas of strength. In the event a teacher is not “highly qualified” or a teacher is not assigned to the appropriate courses, every effort will be made to adjust the course assignments as allowed by state law and the union agreement.

To ensure effective instruction occurs in the years to come a Performance Based Teacher Evaluation program has been put in place with the beginning of the 2010-2011 school year. The PBTE will provide a detailed report of teacher effectiveness in the area of instruction and student achievement. The administrative staff will attend ongoing training and will be responsible for evaluating staff and addressing instructional/student achievement concerns. In addition to the training of the administrative team, the instructional staff will receive in-services on the instrument, expectations, etc. The PBTE will ensure only the effective instructors remain in the district in the upcoming years.

Goal: 100% of staff members will be classified as “Highly Qualified” as determined by the Missouri Department of Elementary and Secondary Education each year

Progress monitoring instrument: Semester reviews of teacher certification, Professional Development Plans, Performance Improvement Plans will be analyzed and acted upon

Measurement instrument: Final review by district administration; DESE website

Support and Instructional Resources

In order for educators to be successful as an instructor and as a building leader, support and resources must be in place. In order to ensure access to the level they need, on-going dialogue together with streamlined procurement practices will ensure that state-of-the-art materials are available to be incorporated into their practice. Their engagement in reflections with administrative staff along with timely meta-analysis will help to ensure dissemination is effectively executed. An Instructional Improvement Specialist and Academic Coaches will be added to the staff to lead instructional support efforts at all levels.

The Instructional Improvement Specialist will work directly with teachers and the Academic Coaches specifically in the areas of teacher awareness of weaknesses and areas needing improvement, overall instructional improvement across all grade levels and

subjects, and will continually monitor the overall success of student progress indicators and improvement efforts. Additionally, the Instructional Specialist will work directly with the data acquisition, maintenance, and analysis throughout the school. This position will develop the data teams within the building and will collaboratively work with the data teams, Administrative Leadership Team, and other instructional teams throughout the building.

The Academic/Instructional Coaches will be responsible for teacher support throughout the day. The Academic Coaches will, under the direction of the building principal and instructional specialist, observe teacher instruction and provide immediate (within 24 hours) feedback, and give suggestions for improvement. The Academic Coaches will also be expected to be a role-model teacher. Specifically, the Academic Coaches will be expected to present/model a specific lesson or instructional strategy for other teachers to observe and acquire a deeper understanding for future use. The Academic Coaches will assist with teachers deficient in the areas of lesson planning, lesson delivery, and lesson evaluation.

Classroom instructors will complete an instructional needs survey prior to the start of the 2010-2011 school year. This survey will request information on instructional materials needed (i.e., mathematics manipulatives) as well as personal, perceived deficiencies in specific instructional practices. Responses will be shared with the administrative team and consensus on immediate needs will be derived. The newly hired instructional specialist (and administrative team member) will further analyze the survey results and begin the acquisition of instructional materials through grant funds, local funds, donations, etc. Additionally, as appropriate, staff development will be offered to classroom instructors on the effective use of manipulatives and the relationships to student learning. The instructional specialist will recommend to building and district administrative staff professional development for staff members in the major areas noted from the assessment.

It is required that the instructional specialist will meet regularly with the instructional coaches to discuss instructional needs and successes. The instructional specialist will work directly with instructional coaches to provide information, assist in addressing instructional concerns, developing instructional improvement plans for teachers, etc. Additionally, the instructional specialist will keep updated on the latest research regarding instruction and school improvement, disseminate information and meta-analysis reports to all staff members, collect, maintain, organize and summarize student data, develop and present reports/information based on data analysis, etc.

From these meetings and administrative team meetings the instructional coaches will develop goals to address teacher needs or noted areas that need improvement. As evidenced by a “What Works Clearinghouse” report, “student learning is most strongly attributable to “proximal variables” – the influences closest to the student, such as the teacher’s instructional practices and classroom management,

the curriculum, the peer group, and teacher-student interactions”. It is the responsibility of the instructional coaches to be the “first line” observers of these influences and to support teachers in developing positive proximal variables. Additionally, the coaches will communicate the (individual and group) observations through a weekly log provided for review by the instructional specialist (and administrative team) so appropriate interventions and/or research-based instructional practices are provided.

Instructional Coaches will be expected to visit classrooms daily to observe lessons, provide feedback, address areas of concern, acknowledge successes and improvement, model effective planning, instructional delivery, conduct evaluation, provide current research to staff members, facilitate small group instructional improvement meetings, meet individually with teachers regarding instructional improvement, etc. The coaches will keep a detailed weekly log indicating dates, teachers needing assistance, teacher observations, possible interventions, and additional notes. These logs will be shared with the Instructional Specialist in order to document support given to the teaching staff. The Instructional Specialist will take the provided information, compare it to existing data and previous interventions, and determine a plan of action. The plan may include conferencing with the teacher, providing individual support and resources, scheduling professional development sessions, pre-planned classroom observations, intentional classroom walk-throughs for observation of instruction, etc.

We recognize that the parents and community can be a great resource for student success and school improvement. To that end, the school (with the support of the district’s public relations director) will develop a communications plan for parents and the community. This plan will detail the type of communication (personal contact, written newsletter, electronic mail, website, etc) and their frequency. The variety of communication formats will assist in delivering information to all members of this group (in the format they prefer). These constituent group members (representative) will be invited to participate in a variety of school-based committees (as will be discussed later in this proposal). Additionally, to foster parent involvement and encouragement to volunteer and support the school/district, a parent resource center will be opening at the beginning of the 2010-2011 school year. This resource center will be a comfortable physical environment, with opportunities for volunteers to create projects (as requested by the teachers), have access to computers/technology, etc.

It is our expectation that by partnering with parents, small businesses, law enforcement, health departments, universities, faith-based and other non-profit organizations and senior citizens that alliances will be formed to support students academically, socially, and emotionally. These alliances will bring opportunities to students in the form of mentors, tutoring, work experiences, recognition and acceptance of their cultural, linguistic, and social differences, and helping students recognize the relevance of their coursework. Additionally, community members, parents, and other agencies may benefit from the alliances through recognition of services, networking, personal meetings, and engagement in specific activities.

The MSIP report for Jennings School District (Jennings Junior High) showed overall the teaching staff had a lack of confidence and support with the building leadership. With the appointment of the new administrative staff it is expected that this perception will dissolve. The administrative team will develop an environment in which staff members feel valued, supported and empowered to share concerns, ask questions, and develop as professionals.

Goal:

- Instructional coaches will visit 100% of the mathematics and communication arts teaching staff each week and will conduct a minimum of 15 walk-through observations using the MSIP data collection form.
- Administrators will visit 100% of the mathematics and communication arts teaching staff each week and will conduct a minimum of 10 walk-through observations using the MSIP data collection form.

Progress monitoring instrument: Instructional specialist's review of coaches' weekly log; reports of administrator and coach(es) observation reports

Measurement instrument: Monthly review of coaches' log and results from instructional specialist's discussions with each coach & and summary reports of observations

Goal:

- Instructional coaches will have a personal conference giving written/verbal feedback for 100% of the mathematics and communication arts teaching staff after each observation
- Administrators will have a personal conference giving written/verbal feedback for 100% of the mathematics and communication arts teaching staff after each observation.

Progress monitoring instrument: Instructional specialist's review of coaches' weekly log

Measurement instrument: Monthly review of coaches' log and results from instructional specialist's discussions with each coach

Governance and Leadership

As stated previously, the administrative staff will include all staff members in school committees, allowing input on building based decisions, and will include teachers in the dissemination of information derived from surveys, assessments, committee reports, etc. In addition, a student governing board will be created to allow students the opportunity to have input on decisions and results (as appropriate) and the student governing board will be a sounding board for initiatives, planned celebrations, etc.

Based on the above information, the Jennings Junior High staff has adopted the following:

Vision: Jennings Junior High School will become a nationally recognized education organization that is known for developing successful students academically, socially, and athletically who are capable of making responsible, informed decisions, developing positive relationships, and making positive contributions to society.

Theme: One Vision, One Focus: Student Achievement. We Expect Excellence!

To ensure a cohesive bond between all constituent groups, support of initiatives, and support of the school vision, the staff at Jennings Junior High School will create an original program called P.R.I.D.E. Warriors. The acronym P.R.I.D.E. stands for Personal Responsibility in Developing Excellence and Warriors correlates with the Jennings School District mascot. This program will be comprised of talk teams that will lead Jennings Junior High School in developing a system of school wide governance. This program will be led by teachers and will focus on exacting programs, policies, and procedures for student achievement, parental involvement, leadership, climate and culture, and communication.

The PRIDE Warriors campaign will utilize small committees that will address the identified needs of the school. These committees are designed to develop a positive and supportive school culture and create a positive school climate. These committees will have common themes including shared governance and “customer service”. Specifically the committees and goals are:

Parental Involvement:

Jennings Junior High School (JJHS) Parent Resource Center is intended to strengthen the Jennings community by providing a forum for parental communication, coordination of volunteer efforts, and a center for PTA collaboration and networking. The Parent Resource Center will encourage parent and public involvement in Jennings Junior High School and in Jennings School District and community. The Parent Resource Center will house two computers, a telephone, instructional resources for parents related to relevant instructional programs and opportunities for students and a log for recording and tracking parent volunteer efforts. All parents of JJHS students will be invited to participate in the school by taking an active role in the establishment and sustainability of the JJHS Parent Resource Center.

- Develop, maintain, and enhance the Parent Resource Center
- Explore and implement programs, incentives, etc. to initially involve parents and continue their involvement throughout their child's education at Jennings Junior High School
- Identify and acquire parent requested/needed resources and keep information update
- Explain to parents what they can do to help support the school
- Develop opportunities for parents to volunteer or become actively involved in/at the school

Goal:

- In the 2010-2011 school year 35% of Jennings Junior High School parents will utilize the Parent Center and/or attend at least one school function by August of 2011 as measured by sign-in sheets within the Parent Center and at each specific event.

Measurement instrument: Sign-in sheets (parents will sign-in at all social and academic activities at the school, including the Parent Resource Center)

Productive Citizens

- Implement Character Ed program
- Implement Career Ed awareness program
- Implement Acts of Kindness Incentive program
- Develop community service projects

Goal:

- 35% of the Jennings Junior High School student body will take part in one or more of the program initiatives implemented to foster a culture of students who take pride in their school, community, and their future during the 2010-2011 school year as shown in the number and variety of initiatives, student sign-in sheets, and interest surveys.
- 15% decline in discipline referrals from the 2009-2010 school year as measured by the number of teacher referrals
- During the 2010-2011 school year, career inventory ratings will be given to 100% of all 8th graders with the students declaring an area of interest to pursue in an institution of higher education.
- All students will be represented on Acts of Kindness board at various points in the 2010-2011 school year.

Measurement instrument: Discipline referrals, student survey, sign-in sheets, AVID

Global Technology

- eLearning models
- I-Pals
- Technology training
- Current types and uses of technology
- Current careers involving technology
- Future careers involving technology

Goal:

- 35% of the Jennings Junior High School student body will take part in one or more of the program initiatives, occurring during or after school, implemented to foster a culture of students who use technology to bridge the gap in their learning and progress as measured by sign-in sheets and rosters.
- Invitation to 100% of students, teachers, and parents to use technology to complete, explore, and research areas of academic study, interest, and training.

Measurement instrument: Student technological proficiency survey, career inventories that show student interest in careers that rely on technology, AVID

Student Leadership

- Development of student government
- Secure opportunities for student volunteerism
- Organize peer coaching/tutoring

Goal:

- 35% of the Jennings Junior High School student body will take part in one or more of the program initiatives implemented to foster a culture of students who take pride in their school, community, and their future as measured by sign-in sheets and/or rosters.
- During the 2010-2011 school year, student career inventory ratings will be given to 100% of all 8th graders declaring an area of interest to pursue in an institution of higher education.
- 15% decline in discipline referrals from 2009-2010 as measured by teacher referrals

Measurement instrument: Discipline referrals, student survey, parent survey, sign-in sheets, AVID

Diversity Awareness

- Building positive relationships
- Exercising tolerance
- Organizing celebrations of our diverse school

Goal:

- 35% of the Jennings Junior High School student body will take part in one or more of the program initiatives implemented to foster a culture of students who take pride in their school, community, and their future.
- 15% decline in discipline referrals from the 2009-2010 school year.

Measurement instrument: Discipline referrals, student survey, parent survey, sign-in sheets

Life-long Learning

- Professional development for students, parents, and staff
- Positive school experiences for students and parents
- Academic competitions

Goal:

- To foster a positive school culture, climate, and environment that will transfer into students striving to pursue higher educational opportunities.
- 100% of all 8th graders declaring an area of interest to pursue in an institution of higher education

Measurement instrument: Discipline referrals, student survey, parent survey, sign-in sheets, AVID

Safety & Security

- Building positive community relationships
- Involvement with local law enforcement agency as school partners
- Safety Patrol
- Safety and security of physical school building on behalf of student efforts

Goal:

- All student and staff will become actively involved in the ensuring the safety and security of the school community.
- 35% of students and their parents will take on a specific role in the safety and security PRIDE Warrior team as measured by rosters.
- 15% decline in discipline referrals from the 2009-2010 school year as measured by teacher referrals

Measurement instrument: Discipline referrals, student survey, parent survey, sign-in sheets

Building & Grounds

- Posting of student creations and work samples
- Aesthetics
- Beautification

Goal:

- To have 50% of students take pride in their school and the beauty of their community as measured by rosters and sign-in sheets

Measurement instrument: Sign-in logs, registration forms, student reports/logs

Celebrations

- Recognize building and classroom achievements
- Recognize individual accomplishments
- Recognize important dates (birthday, wedding, birth, etc)

Goal:

- 100% student engagement hence student achievement, and to build a climate that recognizes the academic accomplishments of the student body and teaching staff as measured through assembly participation and public recognition.

Measurement instrument: Teacher, student, parent survey

Communications

- Monthly parent/community newsletter
- Announcements on school marquee
- School Reach (automated calling system)
- Website
- Student, parent, and teacher handbook

Goal:

- Increase the communication between teachers and school staff between parents and community members to a level in which 100% of the parents receive school communications as measured by documentation of distribution of newsletters, phone calls, etc.
- 35% of all parents will contribute to the correspondences (newsletters, phone calls, etc.) from Jennings Junior High School as measured by documentation of contributions

Measurement instrument: End of the year survey, teacher contact logs, logs of parental names (who contributed)

The district recognizes the importance of supporting all staff members at Jennings Junior High School. Based on a needs analysis report from the instructional specialist and through additional data collection systems, the Jennings School District will research, develop, and/or acquire appropriate staff development opportunities and/or presenters to address the needs. Currently, the district has developed and implemented staff development opportunities on RtI, data teams, and professional learning communities. These sessions were initiatives that show a positive impact on student achievement.

To ensure efficient and effective communication between the district, school, and central office staff, quarterly meetings will be held with representatives from each group. Additionally, the district provides academic and instructional support that is organized by the Chief Academic Officer and the Director of Professional Development.

- 3. For each of the topics listed below, describe what action as the LEA/district will take to**
 - a. Design and implement interventions consistent with the final requirements for each Tier I and/or Tier II school the LEA/district commits to serve
 - b. Recruit, screen, and select external providers, if applicable, to ensure their quality
 - c. Align other resources with the interventions
 - d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively
 - e. Sustain the reforms after the funding period ends

1. There is a detailed LEA/district- level plan to implement the intervention(s): Recruit, screen, and select external providers, if applicable, to ensure their quality

In preparation for consideration of an external provider, the PDOP (Professional Development Organizational Plan) is initiated. This plan begins with the determination of the specific need(s) for the presentation. Once determined, an in-depth review of “in house” presenters or experts in that field are evaluated and contacted. In the event there is not a local expert, determination of the scope of the training is analyzed to determine if a district researcher could develop and deliver the appropriate level of instruction for the staff. In the unlikely event that all district level resources are extinguished, the PDOP investigates possible outside providers. It is important to ensure that the quality of the presentation/information is in place, but more importantly the content the provider will deliver must be in line with the goals and focus of the Jennings School District and/or Jennings Junior High School. A highly recommended expert with the latest research and data available is worthless if he or she presents information that is not directly related to JSD goals or the area of need. The presentation(s) is/are reviewed prior to PD delivery and a detailed evaluation by participating staff and administrative representatives is conducted. Documentation of the evaluation process and results is stored within central office. The results determine if the presenter will be asked to return to JSD or not.

2. Align other resources with the interventions

Analysis of historical professional development offerings and support reflects the commitment JSD has to professional development and instructional improvement. With any grant it is a priority to ensure the successful initiatives that were started during the grant period are maintained at the same level or higher. Jennings School District utilizes a variety of funding sources to ensure the programs and interventions continue and that the grant allocations are not supplanted. Funding from local revenue, donations, and additional state and federal funds are used to continue excellent programs. Additional grant dollars are provided through Title 1, IDEA, Title IIa, etc.

3. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively

Policies and practices are put in place to ensure successful programs and instructional strategies are in place to support the growth of all students. If a policy or past practice negatively impacts a student's ability to achieve or succeed then it is reviewed and changed as needed. As noted in the SIP timeline below, use of district funds and personnel, ability to utilize instructional days, and willingness to make accommodations within the school/school day (that will not negatively impact learning) are evident.

4. Sustain the reforms after the funding period ends

The school improvement process plan presented below shows estimated timelines for implementation, evaluation, and addition of future programs. As the SIPP is implemented, additional strategies will be developed in direct relationship to evaluation results, teacher needs, and instructional support. Including every possible scenario for future professional development would give the impression that the plan was not realistic for implementation purposes and the static plan would not allow for fluidity of adjustment to meet the changing needs of our students and staff.

To that end the Jennings Junior High School Implementation Plan with strategies, timelines, key personnel, resources, and benchmarks/dates is presented below.

Jennings Junior High School Implementation Plan:

MAJOR IMPROVEMENT STRATEGY #1: Improve student achievement through

Description of Actions Steps to Implement the Major Improvement Strategy	Timeline & Benchmarks	Key Personnel	Resources (federal, state and/or local) and/or existing documents and documents needing development	Implementation Benchmark and/or Completion Dates
Conduct a diagnostic needs assessment and analysis of the results to determine theory of action and implementation plan for transformational initiative	Summer 2010	Superintendent Chief Academic Officer Building Principal Instructional Specialist Lead & Learn	Surveys, Student data, district data, Planning, Implementation, and Monitoring (PIM) rubric, Program Evaluation research	Completed prior to August 16 th of each year
Develop, implement, and evaluate a comprehensive Transformational plan that includes researched-based, assessment-elicited evidence of students' status and goals for improvement	July 2010-2014 BM: Jan 2011; June 2011; Jan 2012; June 2012; Jan 2013; June 2013; Jan 2014; June 2014	Superintendent Chief Academic Officer Building Principal Instructional Specialist Lead & Learn	Transformational plan model District/School academic schedule Data collected by administrative & leadership team, data teams District level administrators	Ongoing: Prior to the start of school Monthly Semester "check up" End of year

<p>Develop evaluation plan utilizing the PIM rubric and research (i.e., University of Wisconsin-Extension model).</p> <p>Design an evaluation plan will be designed to determine the effectiveness of programs and the implementation process. Results from the data/analysis will determine adjustments needed to implementation strategies throughout the year.</p>	<p>Summer 2010 – Development of Evaluation plan/program</p> <p>BM: Implement 2010-11 school year</p>	<p>Superintendent Chief Academic Officer Building Principal Teacher Representatives Parent Representatives Instructional Specialist Lead & Learn Preferred Family Health</p>	<p>Data available (i.e., Diagnostic needs Assessment data, school/student data, etc.) Research provided through Lead & Learn (Doug Reeves), Research provided by University of Wisconsin-Extension Additional research as needed</p>	<p>Baseline data analysis Determination of needed (baseline) data Data collection systems Monthly meetings and reviews Ongoing data review involving Administrative Team, Data Teams, Instructional Specialist, Academic Coaches.</p>
<p>Organize focus group(s) from all constituencies (i.e., district/building administration, staff, students, parents, community, business leaders)</p>	<p>2010-2014 BM: Implement 2010-11 school year & survey membership in June of each year</p>	<p>Superintendent Chief Academic Officer Public Relations Director Building Principal</p>	<p>Participation survey Analysis of needs/desires (expectations)</p>	<p>Documented focus group members Record of attendance/participation (sign-in sheets) Development of specific goals</p>
<p>Identify school Leadership Teams/Committees with members representing all stakeholders. (Teams/committees will address Parental Involvement, Productive Citizens, Student Leadership, Diversity Awareness, Life-Long Learning, Safety & Security, Building & Grounds, Celebrations, and Communications)</p>	<p>July 2010 July 2010 and beyond, in June of each year, (replace members of the committees who are no longer able to participate)</p>	<p>Superintendent Chief Academic Officer Building Principal Administrative Leadership Team Instructional Specialist Lead & Learn</p>	<p>Volunteer survey Determination of members Secure meeting location(s) Team/committee meeting summary form</p>	<p>Membership roster Documented meetings (and summary sheets) End of Year report from each team/committee</p>

Develop school vision statement and goals	Summer 2010 2010 and beyond: review during staff summer retreat each year	Building Principal Administrative Leadership Team		Dissemination of developed vision & goals Ongoing review of progress towards goal(s) achievement
Develop training sessions for staff members on data collection, data analysis, and determine programmatic changes, if applicable, for students or departments	Weekly Data Team meetings will be held 1 st and 3 rd Tuesday of each month & PD will be available on 2 nd and 4 th Tuesday of each month	Building Principal Instructional Specialist Academic Coaches Data Team	Data warehouse District, building, and classroom assessments Progress monitoring instrument	Sign-in sheets Summary reports/logs
Determine and implement instructional and organizational practices that are research-based and reflect the expectations of all constituency groups	2010-2014 Surveys will be conducted in June of each year in preparation of the upcoming school year.	Chief Academic Officer Professional Development Director Building Principal Instructional Specialist	Professional development on guided instruction, collaborative learning, active research, differentiation of instruction	Classroom observation logs Summary statements from Academic Coaches Summary statements from team/grade level meetings
Develop a resource guide for parents that includes volunteer opportunities, parenting skills, available prevention resources, and intervention resources.	2010-2011 school year BM: revised in July of each year.	Building Principal Building staff Parents Preferred Family Health	Dedicated Time for development of manual. Admin assistance to create manual. Dissemination to parents plan	Prevention/Intervention Manual

Organize student leadership teams with opportunities for students to participate in shared leadership within the building	2010-2014 BM: Leadership teams will be reestablished by September 15 th of each year.	AVID Principal Administrative Leadership Team Student Leadership Committee	Analysis of current and potential student leadership opportunities Determination of potential students to be part of team Determination of meeting times and locations	Calendar of meetings Sign-in sheets Documented activities
Develop curricula for all subject areas that is research-based, aligned to Missouri Learning Standards, and is cyclical in nature	2010-2011 BM: Mathematics and Comm. Arts 2010 Other core areas 2011	Superintendent Chief Academic Officer PD Director Building Principal Instructional Specialist Administrative Leadership Team Staff members Parent members	Templates to guide process Facilitator to guide process	Completed curriculum that all teachers have available to them and is being delivered to students.
Schedule professional development for newly developed curricula	2010- 2014 BM: provided at adoption and after year-end survey of teachers	PD Director Technology Director Chief Academic Officer Building Principal Instructional Specialist Administrative Leadership Team	Calendar of PD Resources (i.e., manipulatives) Technology Curriculum development leader	Sign-in sheets from PD meetings Teacher survey of support Effective implantation of curricula
Identify and implement research-based effective instructional methods	2010-2014 BM: Based on monthly observation reports	PD Director Chief Academic Officer Building Principal Instructional Specialist Academic Coaches Teachers	Research on effective teaching (strategies) PD in implementing instructional methods Data from classroom walk-throughs, teacher evaluations, etc.	Manual of effective teaching strategies PD sign-in sheets Analysis of evaluation data

Improve/develop summative and formative assessment instruments	2010-2014 BM: reviewed and modified as needed in July of each year	PD Director Chief Academic Officer Building Principal Instructional Specialist Academic Coaches Teachers Technology Director	Research on effective assessment instruments PD in development of effective assessment instruments PD in inputting assessment data into data warehouse	On-going analysis of newly created and implemented assessments Implementation of assessments Summaries from department/grade level meetings
Develop and implement technology professional development to address newly acquired hardware/software (i.e., laptop computers, Smart Boards, etc) in the areas of student use, teacher use, data analysis, etc.	2010-2014 BM: Initial survey distributed in Sept. 2010 & yearly surveys at the end of school year	PD Director Chief Academic Officer Building Principal Instructional Specialist Academic Coaches Teachers	Calendar of PD opportunities PD session(s) sign-in sheets Needs survey	Classroom observations and evaluations Teacher (effective) use of technology Student academic access to technology
Acquire and implement AVID (Advancement Via individual Determination) program	2010 – 2014 BM: Acquisition and implementation 2010 & continued use through 2014 and beyond	PD Director Technology Director Chief Academic Officer Building Principal Instructional Specialist Academic Coaches Teachers	Purchase of and launch of AVID program Instructional resources and materials Trained teachers through AVID summer institute	Progress monitoring documents Staff surveys Classroom observations and evaluations
Develop, implement and maintain curriculum interventions	2010-2014 Ongoing BM: End-of-school year surveys to teachers in May of each year	PD Director Chief Academic Officer Building Principal Instructional Specialist Academic Coaches Teachers	Acuity JDEW	Student achievement data Reduction of students in the “below proficient” category of the MAP test

Develop and implement of technology curriculum	2010-2014 Ongoing BM: End-of-school year surveys to teachers in May of each year	PD Director Chief Academic Officer Building Principal Instructional Specialist Academic Coaches Teachers	Technology Standards Determination of teacher experience with using technology Curriculum template Student pre/post survey	Written curriculum Student tracking (of technology/laptop) use Post-survey will show increase in knowledge of technology use (student and career) and computer applications.
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MAJOR IMPROVEMENT STRATEGY #2: Utilize innovative approaches to HUMAN CAPITAL DEVELOPMENT that drive student achievement

Description of Actions Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (federal, state and/or local) and/or existing documents and documents needing development	Implementation Benchmark and/or Completion Dates
Appoint a new principal and administrative team with proven leadership experience and ability to lead the school in the Transformational model	2010	School Board Superintendent Director of Personnel Chief Academic Office PD Director	Salary Incentive	Verification of New Principal Assignment Verification of Administrative Team members Assignments
Schedule monthly district level leadership meetings to discuss initiatives, review progress towards goals, and to adjust and monitor plan.	2010-2014 BM: Monthly	Superintendent Chief Academic Officer Administrators	Calendar of meetings Sign-in sheets	Agenda from monthly district level leadership meetings
Provide leadership development to the School Leadership Team, focused on organizational change and the transformational model	2010-2014 BM: Quarterly meetings	Superintendent Chief Academic Officer Administrators Relevant presenters	Professional Development Institutes Monthly Administrator meetings	Agendas from monthly, professional development institutes
Provide leadership development through executive coaching, leadership institutes, and professional development sessions for principals.	2010-2014 BM: Quarterly opportunities	Superintendent Chief Academic Officer Administrators Relevant presenters	Calendar of professional development sessions Determination of topics Resources	Leadership Training Agendas

<p>Create a Professional Development Video Library</p>	<p>2010-2014 BM: Initiated & implemented 2010. Additions made throughout the year. Survey of needs conducted at the end of the year.</p>	<p>PD Director Chief Academic Officer Building Principal Instructional Specialist Academic Coaches Teachers</p>	<p>Identification of and implementation of PD opportunities Videographer DVDs DVD player</p>	<p>List of available DVDs of PD sessions Check-out log of PD DVDs</p>
<p>Provide professional development that includes theory, demonstration, and coaching to build instructional capacity.</p>	<p>2010-2014 BM: PD calendar distributed in September of each year. Determination of PD based on observations and teacher surveys</p>	<p>PD Director Chief Academic Officer Building Principal Instructional Specialist Academic Coaches Teachers</p>	<p>PD Director to determine, develop, and deliver PD opportunities to staff Instructional Coaches to provide practice with feedback and support Instructional Specialist to provide observation summary statements and support</p>	<p>Instructional Coaches Log Instructional Specialist Log Observation and evaluation results</p>
<p>Develop teachers' use of technology to enhance teaching and increase student learning.</p>	<p>2010-2014 BM: Initiated & implemented 2010. Additions made throughout the year. Survey of needs conducted at the end of the year.</p>	<p>PD Director Chief Academic Officer Technology Director Building Principal Instructional Specialist Academic Coaches Teachers</p>	<p>Teacher needs survey PD calendar of opportunities</p>	<p>Sign-in sheets from PD sessions Observation and evaluation forms Academic Coaches Log</p>

<p>Provide teacher professional development on the data team process to improve instruction and reach mastery learning for all students.</p>	<p>2010-2014 BM: Initiated & implemented 2010. Additions made throughout the year. Survey of needs conducted at the end of the year.</p>	<p>PD Director Chief Academic Officer Building Principal Instructional Specialist Academic Coaches Teachers</p>	<p>Professional Development calendar Designated Teacher Time</p>	<p>Agenda from PD session Sign-in sheets Teacher observation and evaluation data</p>
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MAJOR IMPROVEMENT STRATEGY #3: Promote COMMUNITY INVOLVEMENT AND ENGAGEMENT that supports improved student achievement

Description of Actions Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (federal, state and/or local) and/or existing documents and documents needing development	Implementation Benchmark and/or Completion Dates
Develop vision statement and goals that include community involvement and engagement	2010	Superintendent Chief Academic Officer Building Principal Administrative Leadership Team	Dissemination of vision and goals to parents and community members	Vision and goals developed Sharing of vision and goals with parents and community
Develop a series of business and community meetings to address questions, concerns, and for the school principal (or designee) to share updates	2010-2014 BM: Initiated August 2010 with meetings held quarterly each year	Building Principal Administrative Leadership Team Focus Team/Committee	Survey of community members Analysis of past community and community input and support Meeting space Refreshments Printed Materials PowerPoint presentations Invitations Personnel time to organize event and prepare materials	Agendas of community meetings Sign-in sheets from meetings
Organize regular celebrations of student performance by inviting parents and community members to attend displays of work and presentations.	2010-2014 BM: monthly opportunities	Building Principal Administrative Leadership Team Focus Team/Committee	Supplies for displays/presentations/refreshments Staff time for school events Calendar of celebration dates	List of student participants Sign-in sheets Celebrations occurring at least once per quarter
Improve school website to provide easy-to-find data, updates, student success stories, homework, student grades, etc.	2010-2014 BM: Launched July 2010 and reviewed/revised monthly	Building Principal Director of Technology	Staff time to develop and update website.	Website changes Verification of changes. Recording of comments from website visitors

Develop a series of events to encourage parents to visit the school	2010-2014 BM: Calendar created in September of each year with events occurring each quarter	Building Principal Administrative Leadership Team Focus Team/Committee	Needs survey Meeting locations	Calendar of events Summary of event Photographs of event Sign-in sheet
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5. What is the timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/district commits to serve?

The Jennings Junior High School staff recognizes the urgency for improvement. Therefore, the aggressively planned calendar/time line presented in the preceding chart has been approved at the district and building level. The building principal will oversee the implementation and continuation of the calendar/timeline to ensure accountability.

As discussed previously, a new administrative team has been recruited and placed at Jennings Junior High School. Because the newly hired staff had employment during the 2009-2010 school year some members were unable to begin employment with the Jennings School District until July 1, 2010. It is important to the JSD Central Office that the newly placed administrative transformational team has input on the timeline specificity. Therefore, while the benchmark timeline has been established with evaluative dates the final detailed calendar will not be completed until the end of July. This hard deadline date will ensure the administrative team will be able to access the support of JSD central office staff members and the expectations for JJH, but will also allow for collaboration between the newly hired administrators, parents, staff, etc.

Evaluation of the calendar will take place in two phases. Phase one will be a mid-year review and update. The building principal, with input and support from the administrative team and staff members, will evaluate the success of the presented calendar, evaluate if adjustments need to be made, evaluate if additions or deletions need to occur, etc. After a detailed review and analysis of the calendar/timeline, the principal will share the results with the administrative team and the central office administrators. Any suggestions or changes approved by the building principal and central office administrators will be communicated to the appropriate constituent groups for immediate implementation.

6. What are the annual goals for student achievement in communication arts, mathematics, and, if applicable, graduation rate the LEA/district has established for each Tier I and Tier II school receiving School Improvement Grant Funds

The annual goals for student achievement in communication arts and mathematics are based on trend data from the Missouri Assessment Program and the Acuity assessment. After reviewing the data the achievement goals have been set to increase the number of students in the top two categories of the MAP assessment by 10% for year one, 15% for year two, and 20% for year three. These annual achievement goals are also reflected and addressed in section 2B of this document.

Progress monitoring instruments, including Acuity, JDEW (Jennings Drop Everything and Write), district level assessments, and classroom assessments will be used to ensure progress is being made towards attainment of the goals. In the event that the trend line of improvement does not indicate the likelihood of goal achievement, an immediate evaluation and analysis of instructional improvement/school improvement strategies will be analyzed. Analysis may show needed changes in the initiatives, more focused interventions, fidelity in the interventions, etc. The analysis results will determine the immediate changes that will need to take place to address the trend line discrepancy.

- 7. What services and activities will be implemented in the Tier III school receiving School Improvement Grant Funds?**

N/A

- 8. What are the annual goals for student achievement in communication arts, mathematics, and if applicable, graduation rate the LEA/district has established for each Tier III school receiving School Improvement Grant funds?**

N/A

9. Provided evidence of and plans for consultation with and involvement of stakeholders in the planning and implementation of school improvement models in Tier I and Tier II schools.

Technology

Jennings School District understands the importance of technology in improving student achievement. NCLB requires states to demonstrate that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability (U.S. Department of Education, 2001). The utilization of technology can occur in three different areas of education. Technology can be used for data collection and analysis, teacher planning and instruction, and direct student engagement to facilitate learning.

Last year, through a school improvement grant, teachers were supplied with laptop computers. The computers allowed teachers the opportunity to work outside of the school building on lesson plans and ideas, research for lesson improvement and background information, access to best teaching strategies, and direct connection to other teachers, thus creating a network of support.

Teacher support on the use of this technology was initiated last year and will continue this year through the Instructional Specialist and the Professional Development Director at the district level. All teachers will be exposed to, and expected to use, research strategies, technology in the classroom, and technology as a means for data collection and analysis.

The Jennings School District is lacking technology in the areas of collection & analysis and student use of technology.

The Jennings School District has historical data and is in the beginning phase of collecting additional data for analysis to improve instruction and student success. Currently the data are stored in a variety of formats, in various locations throughout the district. While, in many cases, the data are "present", it is not in a useable form or easily accessible. This is causing data team members to become frustrated and discouraged from using the data in the school improvement process. Jennings School District is in desperate need of a data warehouse system to allow for quick and easy gathering of data for analysis and disaggregation.

Additionally, the Jennings Junior High School is not capable of providing adequate technology for students. Research indicates that exposure to and use of technology improves student learning, however professional development for teachers and teacher preparation

can have a significant impact. In order to meet the current and future demands of students' exposure to, and understanding of, technology for educational and career use, additional computer systems and terminals are needed. Through a building analysis of room use and student enrollment it was determined that laptop computers, stored on a cart that will allow for recharging, would be the most effective. Having two computer carts available to the students (one per grade level) would allow access to technology (and the benefits technology provides) to all students.

In addition to the exposure to technology, students must have an understanding of the appropriate use of technology and at this time only 100 computers are available to students via a computer lab and four ATCs (Academic Technology Classrooms). By purchasing the two sets of laptop computers, the students will have access to additional computers. To ensure equity in exposure to the newly available technology, a sign-in/sign-out sheet will be developed for teacher use when requesting laptops. Additionally, a set of criteria or standards will be developed that guide and track student exposure to computer use to ensure all students leave Jennings Junior High with the same level of knowledge. The determination of effectiveness for the curriculum will be measured through a pre/post survey (to be developed). Adjustments will be made after year one based on the results of the surveys.

Sustainability

As evidenced throughout this grant application, the Jennings School District Board of Education, Superintendent, and all Central Office Administrators are committed to excellence and the high expectations of success for the Jennings Junior High and all buildings throughout the district. Approval of this grant will be the spark that starts the wildfire towards success for the JJH students.

The Board of Education and central office administration has a high expectation of success and improvement; there is an understanding that failure is not an option. If the school is not moving forward, then it is moving backwards.

These expectations and unprecedented focus leads to the sustainability of all components of the School Improvement Plan.

Jennings School District is poised and ready to move forward, but needs "seed money" to help implement the developed plan for improvement. Once the plan, and the multiple initiatives and action steps, is put in motion, the district is committed to continuing the programs. This grant will also assist the district in ensuring the initiatives presented are the most appropriate and cost effective strategies for Jennings School District to show fiscal responsibility to the community members who support the district.

Sustainability of the initiated programs is crucial to the ongoing success of the Jennings Junior High School and other schools within the Jennings School District. The district will support proven effective initiatives through allocation of funds from local, state, and federal monies.

This plan addresses the immediate need for transformation at the junior high level, but sustainability will only occur through a plan that permeates to all grade levels K-12. The initiatives, goals, and timelines found throughout this document are able to be generalized and slightly modified to address the needs of all students, in all buildings, throughout the Jennings School District. Another benefit of this plan is its ability to be generalized to meet the needs of any school or school district and could be used as a model for school improvement.

As stated previously, the administrative staff as well as members of the teaching staff have been replaced. Newly hired employees are expected to remain at the junior high for an extended duration of time. This retention commitment will help ensure that effective programs and initiatives are fully implemented and continued in the years to come.

Sustainability is also reliant upon the financial health and support of the district. In preparation of the 2010-2011 school year the Jennings School District made the difficult decision to reduce the employment of school district staff. This reduction in salaries resulted in additional funds to support initiatives, such as AVID. Additionally, the district is anticipating the reduction of employees at the conclusion of the 2010-2011 school year. Again, the monies from the salaries will be used to continue supporting the effective initiatives as well as implementation of new research based initiatives.

Additional financial support will be provided through an aggressive approach to available grants. The district and school will seek Request For Proposals (RFP) from state and federal grant sources. The newly hired Instructional Improvement Specialist has over five years of successful grant writing experience and will be used to seek additional funding.

The final component will revolve around the Professional Development aspects. In addition to utilizing the “Teachers as Trainers” model and the “Trainer of Trainers” model for Professional Development, contracts with outside consultants and organizations will be renegotiated to reduce the cost of the sessions that will be provided.

Strength of Research/Significance of Effect

As stated throughout this application, all decisions and initiatives are and will be based on effective schools research and research on best practices. Research will be reviewed from sources such as Robert Marzano, Doug Reeves, Anthony Mohammad, and NCREL (North Central Regional Educational Laboratory).

To date, reviewed research pieces include (but are not limited to):

Assessment Rubrics and Evaluation Guidelines – Holzberg

"Why Fly That Way?": Linking Community and Academic Achievement – Greeley

Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies – Haystead & Marzano

High Performance in High Poverty Schools: 90/90/90 and Beyond – Reeves

Transforming School Culture: How to Overcome Staff Division - Muhammad

Data Inquiry and Analysis for Educational Reform - Wade

Transforming Urban Schools Through Investments in the Social Capital of Parents - Noguera

An Exploratory Study of Reading in Urban and Suburban Middle Schools: Implications for At-Risk and Special Education Learners – Education and Urban Society

NCREL Monograph: Building Collaborative Cultures: Seeking Ways to Reshape Urban Schools

Accountability in Action – Reeves

Decisions based on what research to use is determined through critical examination of the scientific methods used, the validity and reliability of the surveys, sample sizes, historical reliability of the researcher(s), research design, date of the study, and historical reviews. The meta-analysis of, and use of, research is to help develop a deep understanding of the topic, ensure common understandings within the specified group, assist in developing curriculum and instructional strategies, validate results, and assist in adjustment of interventions as needed.

Project Evaluation

Each year, at the end of the school year, an evaluation of the overall project (including individual initiatives) will be conducted through internal and external methods.

In preparation of the evaluations, data will be collected throughout the year. This data will be collected and maintained by the central office and the building Instructional Specialist. To ensure safety and confidentiality, data will be secured behind locked doors and password protection.

Ongoing formative evaluations will be conducted at the district and building level. As the data is analyzed, justified modifications to programs will be determined through collaboration between administrators and teachers. Data results and changes in the program(s) will be noted and reviewed throughout the year. In the event consensus cannot be reached, the Jennings School District's Chief Academic Officer will make the final determination.

At the end of the academic year an outside evaluator, Gary Ford (from St. Louis Community College), will review all data and results to determine validity and reliability as well as make recommendations for data collection methods and programmatic changes. Dr. Ford will also be used as a consultant throughout the year.

Internal evaluation will follow a six step plan that includes: 1. Defining the purpose and scope of the evaluation, 2. Specifying the evaluation questions, 3. Developing the evaluation design and data collection methods/plan, 4. Collecting and maintaining the data 5. Analyzing the data, and 6. Reporting the findings.

Ultimately, the focus of the evaluations will address the impact on student learning and the improvement of instruction. Our goal is not only to increase student success, but also to increase the effectiveness of the instructor and improve the climate in which learning occurs.

Quality of the Management Plan and Personnel

As discussed in an earlier section of the grant, an ongoing evaluation plan has been laid out and will be finalized by the end of July. This evaluation calendar will be the essence of our plan management. The management of the plan will be reflective of how the grant will assist with building management and decision making – shared leadership. Evaluation and continued movement of the plan will be the responsibility of every constituency member. While the Board of Education and Superintendent will be overseeing the complete implementation, the big picture, it will be the responsibility of smaller groups to implement their portion of the plan, analyze the data, evaluate the results, and make recommendations to the next project management level. For example, teaching staff will be expected to complete a specific instructional task with the students. Data collection will occur and analysis will be completed. It will be the Instructional Improvement Specialist's responsibility to ensure each step is completed in a timely manner and ensure the data analysis reported to him is accurate. The Instructional Improvement Specialist will collaborate with the building level administration team which will synthesize similar reports from the administrative team members. This information will be communicated to the appropriate central office personnel for review and analysis before it is submitted to the superintendent. Upon completion of this fifth level of plan management the information will be communicated to the Board of Education and the community at large.

The evaluation of the plan will occur throughout the year, initially involving progress monitoring, quarterly assessments, semester reviews, and concluding with a full, detailed evaluation of the entire plan occurring at the end of the 2010-2011 school year. This cyclical evaluation process will continue throughout the years to come and will become the standard for all future initiatives and improvement plans.

The team that has been assembled to transform the Jennings Junior High School to a high-quality, nationally recognized school has extensive experience and knowledge in the field of education.

Members of the building level team include returning employees and new employees to the district. The members of building Administrative Leadership Team have been assembled from across the country and bring expertise in specific areas which will complement each other to develop a “super team” for transformation. Administrative team members include:

- Former JSD teacher
- Georgia based administrator with experience in managing a failing school to one exceeding state expectations
- Louisiana educator
- Illinois educator
- Internationally recognized speaker and presenter on climate and culture
- Program developer with a nationally known program addressing social emotional needs
- Academic journalist
- School Data analyst
- Local district award winners
- State award nominees
- College professors and instructors
- Curriculum specialist
- Researcher
- Program evaluator
- Potential Mensa member
- Author
- Professional development designer and implementer
- 50% of the administrative team with doctorate degrees (plus one ABD member)

It’s been said that if any team can make the radical and rapid changes needed, this team can and will achieve all the goals set before them.

Competitive Priority

On the first day of the teacher retreat it was stated that students and parents cannot choose their school nor their teacher and that it is only fair and just that each individual student is given what he or she needs in order to grow, succeed and achieve. Every parent wants the best for his or her child and we, the faculty and staff of Jennings Junior High School, owe the students the same high quality teaching traits and curriculum.

Every piece of research referenced in this application has been guided by the studies of professional and recognized educational researchers. Every goal included in this application has been written specifically to address the findings of the data. Every objective has been formulated to ensure achievement of the goal. Every action step has been researched and proven to be successful in schools throughout the world.

The strategic game plan is in place. The players are in place. The team is ready to go to bat for the students of Jennings Junior High School. We are waiting for the School Improvement Grant approval to provide the game ball. Our first hit will start tomorrow and we will head towards first base with the ultimate goal of rounding third, heading down the baseline, and reaching home for the sole purpose of winning the game for the children of Jennings Junior High School.

Appendix

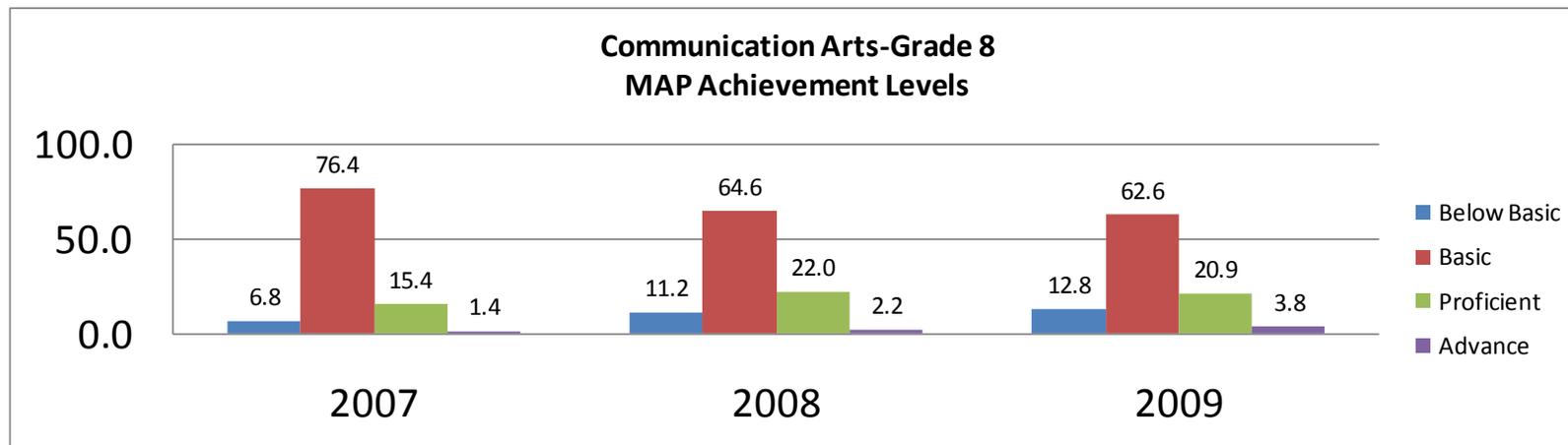
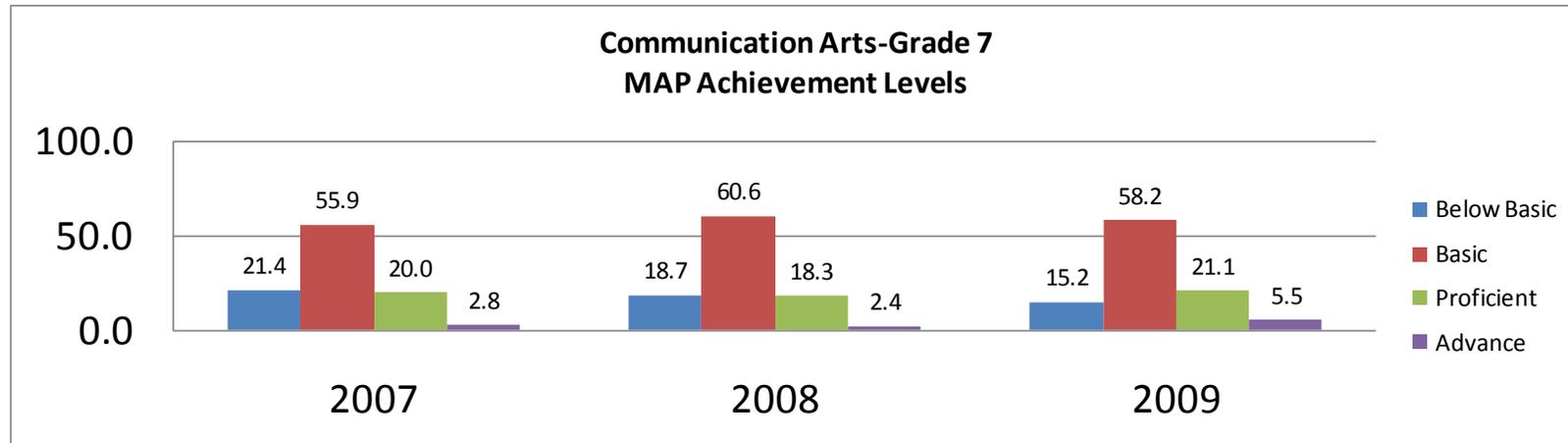
Jennings Junior High School (2050)

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction <i>1003 (g) SIG</i>	Progress Monitoring Interim assessments, expanded curriculum, Leadership and Learning Center – development of Data Teams/RTI, Improved student learning via technology access, AVID
1251 Culturally Different Instruction (Title I)	
1251 Culturally Different Instruction (Title I) <i>1003 (g) SIG</i>	DEAR International – Affiliate of NUA, AVID
2100 Support Services – Pupils	
2100 support Services – Pupils <i>1003 (g) SIG</i>	Family Resource Center, Parent University, PAT, PIRRC
2210 Improvement of Instruction Services (Professional Development) <i>1003 (g) SIG</i>	Instructional Improvement Specialist, coaches Leadership and Learning Center Tuition reimbursement
2620 Planning, Research, Development, and Evaluation Services	Data Warehouse, external evaluation services
2620 Planning, Research, Development, and Evaluation Services <i>1003 (g) SIG</i>	Data Warehouse, external evaluation services

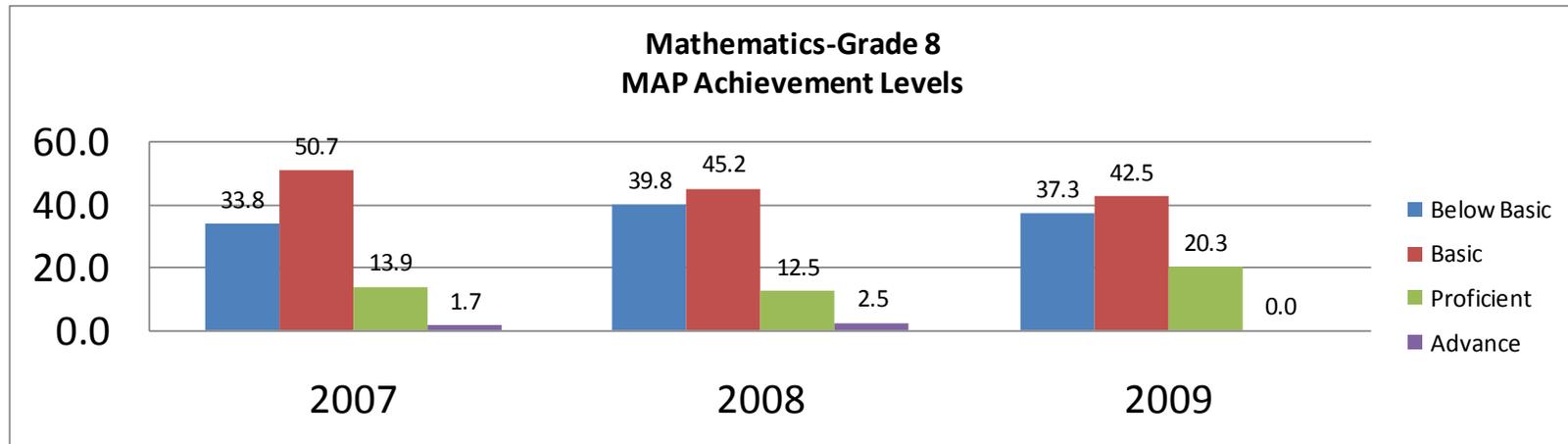
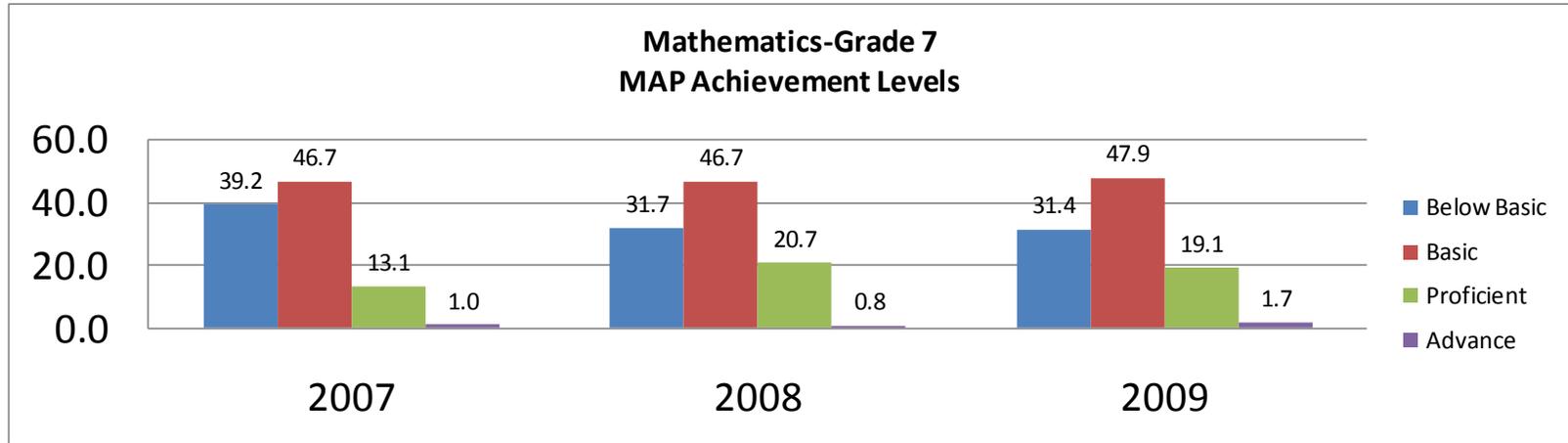
3000 Parent Involvement	
300 Parent Involvement <i>1003</i>	Parent Resource Center, Parent Website, Parent Meetings
Other (Use Missouri Accounting Manual Codes)	
Administrative Cost	Less than ½ time secretary

Achievement Data

JJH MAP Academic Achievement Data



JJH MAP Academic Achievement Data



Competitive Priorities

How the LEA/district addresses the Competitive Priorities listed below will be part of the overall evaluation of the SIG applications. Please provide information related to how your LEA/district has addressed each of the Competitive Priorities in the application. In the form below, explain how each will be addressed, and refer to the part of the grant application where each is addressed. Submit the completed form as an attachment to the final LEA/District SIG Application.

Competitive Priorities for Section 1003(g) Missouri School Improvement Grants

1) Implement one plan.

LEAs should demonstrate that policies, processes, and procedures support (and do not contradict) the implementation of the building's turn-around plan.

Response: Jennings Jr. High's Strategic School Improvement Plan will be fully supported by the district and implemented with fidelity. The transformation model has been selected as the vehicle for changes. The principal, administrative team and 25% of the teaching staff have been replaced. There is a structural change to the school day to allow for an additional hour of focused instruction daily. A new schedule is being designed to make effective use of the additional time. Students will be released one hour early twice a month to allow for Professional Learning Communities (PLC). These improvement efforts are addressed in Governance/Leadership

2) Set ambitious targets for improvement.

LEAs should create improvement targets rigorous enough to demonstrate significant growth in student achievement over the three-year grant period, as agreed to by the Department.

Response: Please see attachments – The District's lagging indicators are aligned with improvement strategies that are found under Student Performance, Governance/Leadership and Highly Qualified Staff.

3) Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders—and removing those who are ineffective. To include:

- (1) annual evaluations of teachers using multiple measures, including student-achievement data as one significant factor;
- (2) strategies for removing staff found to be ineffective in improving student outcomes;
- (3) incentives to attract teachers to high need areas.

Response: In an effort to improve teacher quality an Instructional Improvement specialist will act as a building level academic officer to monitor teacher performance. A new teacher evaluation system has been designed and will be implemented beginning the 2010-2011 school year. The new system will include looking at academic trend data for the instructional staff. Monetary incentives will be provided for National Board Certification and advanced degrees in core content areas. A matrix system is being designed to identify model/master teachers to provide models of effective teaching.

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

Strong proposals will feature **early warning systems** that use a combination of common formative assessment results and attendance measures to identify students at risk of failure. Such proposals also will provide supports designed to ensure that high-need students, including low income students, English-language learners, and special-needs students are achieving at grade level and are being prepared for success in college or a career.

Response: In an effort to provide wrap around services for at risk students, the Junior High School will use an Individual Academic Plan to monitor student progress. The plan will use several forms of data to determine academic and social needs. It will result from staff/grade level focused discussions that occur through the use of analysis of formative and assessment data. The tool will help identify students who are most at risk of dropping out of school. Counselors, student attendance monitors and administrators will work together to design and implement intervention strategies to support identified needs.

5) Be bold and innovative.

To receive these new SIG funds districts must demonstrate that they provide their schools with consistent support, freedom to innovate, and autonomy to make personnel decisions. True reform requires structural changes in the school day and year. Bold proposals will lengthen the school day and add weekend or summer programs for all students. Districts that request SIG dollars must pledge to change personnel policies that lead to turnover among school leaders and staff. Districts must ensure that schools can select their staff, remove ineffective employees, avoid an imbalance of novice teachers (unless part of an intentional staffing strategy), and retain high-performing staff members. In addition, Districts must ensure that SIG dollars supplement, not supplant, the existing state, local, and federal funding that schools receive.

Response: To support school improvement efforts the school day has been extended by an hour. There will be early release days twice a month. The principal and entire administrative team was replaced. In addition, both instructional coaches and four teachers were released. The addition of an Instruction Improvement Specialist and a new evaluation tool should help improve teacher performance. High performing teachers and schools will be celebrated and provided incentives. (e.g. hardware, software, classroom libraries and field experiences.)

6) Demonstrate teacher commitment.

Individual teachers have the largest single school effect on student performance. Strong proposals will demonstrate that at least 80% of the teachers agree to implement the plans included in the School Improvement Grant application.

Response: Strong staff commitment is critical to the success of the effective implementation of the school improvement plans. The principals will hold staff as well as individual meetings to discuss the mission, vision of the school and the necessary action steps to accomplish the set targets. Teachers will show their commitment by signing a pledge indicating they agree to support each other and implement the plans as outlined in the School Improvement Grant.

Leading Indicators

**Jennings School District
Leading Indicators**

LEADING INDICATORS	MEASUREMENT	REPORTED	PERSON MONITORING
Number of minutes within the school year	Administrators are required daily to monitor teacher programs and instructional time to meet State requirements.	District reports to DESE in core data reporting system.	Building Administrator, District Human Resources, & Academic Office
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	There are four major subgroups that are monitored by the district assessment coordinator, district academic office, and school building administrators. District developed an attendance protocol for all State and District-wide assessments.	Schools are required to report attendance for each subgroup/student daily for each subject area State & District assessment to District Assessment Coordinator.	Teachers, Instructional Coaches, Building Administration, District Level Content Specialist, & District Assessment Coordinator
Mobility rate	The mobility rate is measured yearly at the district level using the fall enrollment data. It is calculated and stored in our student information system.	Reported by the district to schools to assist with school planning & community & parent involvement.	District Assessment Coordinator & Instructional Improvement Specialist
Student attendance rate	Teachers input student attendance into the student information system and the SIS system measures the daily, monthly, quarterly, & yearly attendance rate.	Reported daily by teachers and schools to district office. District office reports attendance to DESE.	Teachers, Building Level Attendance Monitor, Building Administration, & District Level Administration
Number of percentage of students completing advanced coursework, early-college high schools, or dual enrollment classes	Implementing advanced courses during school year 2010-2011.	Scores and successful implementation will be reported to district level assessment office.	Building Teachers, District Level Content Specialist & Office of Academics
Discipline incidents & Truants	Discipline incidents are monitored in the SIS system by teachers and building administrators. Truancy is reported by the number of students teachers refer to the truancy officer in building.	Reported immediately by the teachers.	Teachers, Building Level Attendance Monitor, Building Administration, & District Level Administration
Distribution of teachers by performance level on an LEA's teacher evaluation systems	Teachers are measured on a performance-based teacher evaluation system.	Internal reporting	Building Administration & Human Resource
Teacher attendance rate	Teacher attendance is measured by building time logs and the SIS system.	Internal reporting & State Reporting	Building Administration & Human Resource

Budget

School Improvement Grant Itemized Budget – Jennings School District

Budget Itemization		Grant Funds Requested
2210: Improvement of Instruction		
6100: Certified Salaries	1 Instructional Improvement Specialist: Full-time 12 month position	\$95,000
	1 Reading Coach: Full-time 10 month position	\$68,239
	1 Math Coach: Full-time 10 month position	\$63,239
6100	Stipend paid to teachers for surveying, analyzing, and developing Professional Development sessions for teachers to support teacher needs as related to Transformation model, instructional improvement, data collection & analysis, etc. 76 hours X \$26 per hour	\$1,703
2210 : 6100 Subtotal		\$228,181

Budget Itemization		Grant Funds Requested
2210: Improvement of Instruction		
6200: Employee Benefits	Benefits for 1 Instructional Improvement Specialist, 1 Reading Coach, and 1 Math Coach as listed in Class 6100 section. Benefits include Medicare, Retirement, and Insurance	
	Instructional Improvement Specialist	\$22,189
	Reading Coach	\$18,054
	Math Coach	\$17,302
2210 : 6200 Subtotal		\$57,545

Budget Itemization		Grant Funds Requested
2210: Improvement of Instruction		
6300: External Evaluator Compensation	Negotiated amount for external evaluator	\$1,500
6300: External presenter on Professional Learning Communities	Dr. Muhammad, PLC presenter, to conduct 3 sessions @ \$5,000 per session for teacher and administrator training, follow-up from previous meetings, and support	\$15,000
6300: External presentations for Leadership for Learning	Presenter from Leadership for Learning to conduct 3 sessions @ \$5,000 per session for leadership (administrative) training, follow-up from previous meetings, and support	\$15,000
6300: Purchase of "AVID" system	The Advancement Via Individual Determination (AVID) program will prepare students in the academic middle for four-year college eligibility. AVID has a proven track record in bringing out the best in students, and in closing the achievement gap.	\$22,000

6300: Purchase of Data Director program/software	Data Director is an online data and assessment management solution that provides educators with a fast and powerful decision-support system. It is designed to help administrators and teachers improve student performance, grades from any student information system (SIS/Lumen), as well as district-administered tests, and daily classroom assessments given by teachers.	\$25,000
2210 : 6300 Subtotal		\$78,500
2210 Total		\$364,226
2210 Total		\$364,226
Total Budget		\$364,226

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

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

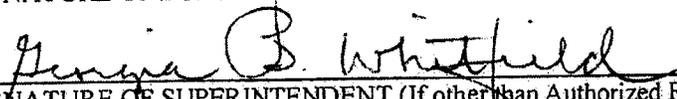
- Extending the period of availability of school improvement funds.

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

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a 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
	7-14-10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	7-14-10

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