Riverview Gardens School District

LEA/District School Improvement Grant Application

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

Submitted: July 14, 2010

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

DIRECTIONS
Mail the completed form to: Federal Instructional Improvement, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480. Questions, contact Federal Instructional Improvement: Phone: (573) 751-9437; Fax: (573) 522-1759; or e-mail to: webreplyimprfii@dese.mo.gov; Visit The Department's website at: dese.mo.gov

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THE DEPARTMENT'S APPROVAL			
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Abstract

Riverview Gardens School District School Improvement plan

A comprehensive needs assessment identified three critical areas for improvement in order to increase student achievement and graduation rates:

1. Increase teacher effectiveness (recruit, train, and retain effective teachers)
2. Establish a viable curriculum
3. Improve leadership effectiveness

Teacher effectiveness
In order to improve teacher effectiveness the following actions are described in the school improvement plan:

- A turnaround model will be implemented, replacing building principals and at least 50% of teaching staff.
- The district will improve teachers' content knowledge and pedagogical expertise through focused professional development with continuous monitoring and support in the classroom.
- The district will strengthen the professional community in each school by providing increased planning time and new opportunities for collaboration among teachers.
- Each building will implement a rigorous teacher evaluation and incentive model to motivate and monitor teacher effectiveness.
- The district will add 12 days to the teacher contract for professional development and planning.

Curriculum
In order to build and implement an effective curriculum grounded in standards, RGSD will collaborate with neighboring districts to provide professional development focused on curriculum development. In addition, the participating school districts will create a monitoring process to ensure the implementation of each school's curriculum in the respective schools. This process will be implemented beginning in the second year of the proposal.

- We have adopted the Pattonville School District curriculum because it is clear, viable and based on current research-based assessment and instructional practices. See Attachment 8 for a revision timeline.

Leadership Effectiveness
In order to enhance the effectiveness of school and district leaders, the following are described in the school improvement plan:

- New building leaders will be hired.
- An innovative leadership structure will be implemented in which a Turnaround Leader will have administrative authority over all secondary schools. Each building will hire an academic principal and an operations principal for the implementation of the interventions described in the grant. Each will report to the Turnaround Leader.
- All administrators will be evaluated through a performance-based principal evaluation and a 360-degree Leadership Quotient evaluation each year.
- All building administrators will receive focused professional development.

- A consortium of St. Louis areas school districts is formed to provide inter-district support for school improvement. The Jennings, Normandy, & Riverview Gardens School Districts recognize the potential for a new kind of regional collaboration within the SIG grant process. While these districts are unique in their respective context, they share some common needs and challenges. A SIG grant consortium offers new collaborative opportunities for districts to meld their resources and efforts around these common improvement targets. The end result is that schools and individuals are supported not only through their own district/school structures, but also through the coordinated services delivered through focused consortium support. The consortium will engage administrators and teacher leaders in academy-like experiences, networks, and on-site job-embedded learning. The fundamental purpose of the consortium is to promote, identify, document, replicate, and celebrate effective practices within the SIG schools. This model for inter- and intra-district collaboration does not currently exist in the St. Louis region.

The district will know it is successful when student achievement scores improve, the dropout rate decreases, and the graduation rate increases.

A. SCHOOLS TO BE SERVED: An LEA/district must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA/district must identify each Tier I, Tier II, and Tier III school the LEA/district commits to serve and identify the model that the LEA/district will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Riverview Gardens High School			X		X			
R.G. Central Middle School			X		X			
Westview Middle School			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.

A. Competitive Priorities

The Missouri Department of Elementary and Secondary Education has identified six competitive priorities for Section 1003(g) Missouri School improvement Grants. All six of those priorties are addressed in this section and throughout this application.

Priority 1: Implement One Plan
The Riverview Garden School District proposal articulates one plan to improve teaching and learning dramatically in three low-performing schools. The plan is built upon research-based evidence that high quality classroom instruction is the factor most likely to influence learning results. The plan also acknowledges the research-based evidence that principals can play a substantial role in influencing learning results in their day-today work with teachers. Finally, the plan acknowledges the growing base of evidence that suggests that district policies, procedures, and plans set a context that can make it easier or more difficult for principals and teachers to generate improved learning results. This plan will succeed in improving learning results, in part, because it represents a synergistic effort to increase measurable evidence of student learning at all three targeted schools. Through this plan, the efforts of teachers, principals, support staff, and administrators will be focused toward one common goal: dramatic improvement in learning results.

Priority 2: Ambitious Targets
As of July 1, 2010, the Riverview Gardens School District started anew. While there are many new teachers and administrators, policies and procedures, there is also a new focus on result. We expect our students to achieve dramatically better results on annual MAP assessments. These expectations are presented in the table below.

	Math Percent Proficient or Advanced				**Comm Arts Percent Proficient or Advanced**				**Science Percent Proficient or Advanced**			
	2009	**2011**	**2012**	**2013**	**2009**	**2011**	**2012**	**2013**	**2009**	**2011**	**2012**	**2013**
Riverview Gardens High	**7.0**	**27**	**47**	**67**	**36.1**	**56**	**76**	**96**	**5.4**	**25**	**45**	**65**
Central Middle	**9.8**	**30**	**50**	**70**	**19.9**	**40**	**60**	**80**	**8.3**	**28**	**48**	**68**
Westview Middle	**6.5**	**27**	**47**	**67**	**15.7**	**36**	**56**	**76**	**4.5**	**25**	**45**	**65**

We understand, however, that substantially better results will be attained only when we make substantial improvements in 1) the rigor of the content taught, 2) the quantity of instruction provided, 3) the quality of the instruction provided, 4) the quality of the learning accomplished, and 5) the quality of relationships/climate among students, teachers, parents, administrators, and support staff at each school. As we work toward our major MAP targets, we will measure progress in each of these five areas. Teacher, principals, support staff, and district leaders will work together to collect, analyze, and respond to data in ways that ensure continuous progress in each of these five areas.

Priority 3: Recruiting, Evaluating, and Retraining the Best Teachers and Principals
As of July 1, 2010, all Riverview Gardens School District employees (whether previously hired in the district or not) will become probationary employees. This critical change allows the new Superintendent and the Special Administrative Board a unique opportunity to improve the quality of teachers and leaders throughout the district. In particular, teacher supervision and evaluation processes will be redesigned in a manner that raises expectations for every educator in the district. Specifically, teacher supervision and evaluation processes will align to address the improvements listed above: 1) the rigor of the content taught, 2) the quantity of instruction provided, 3) the quality of the instruction provided, 4) the quality of the learning accomplished, and 5) the quality of relationships/climate among students, teachers, parents, administrators, and support staff. Furthermore, the supervision and evaluation of principals will be redesigned to focus on their ability to influence change in each of the five improvement areas. The professional development described in this plan will be designed in a way that helps educators understand the specific changes needed in each of the five areas and help them understand how their progress in each of the five areas will be measured. Principals and assistant principals will receive professional development that helps them collect data, provide support to teachers, analyze data, and direct change in ways that generate continuous improvement in each of the five areas. We expect that many probationary employees will succeed in meeting the district's higher expectations, in part, because of the high quality of support they will receive form principals and district personnel. Also, however, we expect that a significant number of probationary employees will be removed or will choose to leave the district. As a result, the district will re-double efforts to recruit high quality teachers and leaders from both within and beyond Missouri.

Priority 4: Identify High-risk Student and Provide Opportunities to Succeed
On a monthly basis, we will collect data concerning the quality of learning accomplished in core content classes. As well, on a quarterly basis, we will collect data on the quality of relationship/climate among students, teachers, parents, administrators, and support staff. We will vigorously monitor student attendance, student participation in extra-curricular activities (because research has shown that participation is highly correlated with student success and school climate), and student discipline data. At each of the three schools, committees of teachers, administrators, and committees will be responsible for ensuring that students receive timely, effective intervention and support. Progress will be monitored to ensure that interventions and supports are effective in generating better results for each student served.

Priority 5: Boldness and Innovation
In this proposal, the focus in on the attainment of bold improvements in specific learning results. For the first time in the history of the district, we will deliberately measure and continuously improve 1) the rigor of the content taught, 2) the quantity of instruction provided, 3) the quality of the instruction provided, 4) the quality of the learning accomplished, and 5) the quality of relationships/climate among students, teachers, parents, administrators, and support staff. Teachers, principals, and district leaders will engage in professional development, data collection, planning, and decision making related to these elements. Moreover, personnel at every level will be held accountable for contributing to improvement in these areas that ultimately lead to improvement in student performance on state assessments.

Priority 6: Teacher Commitment
As the district engages in the process of hiring every teaching, support staff, and administrative position, candidates are being notified of the expectations for academic excellence, as articulated in this proposal. The only individuals hired will be those who express a commitment, not only to the goals of this proposal, but to the considerable changes in curriculum, instruction, organization, and climate that will be necessary to actualize those goals. Sustaining such commitment will be more difficult than obtaining it initially. We hope to enhance our chances of sustaining commitment by working with principals to create supportive climates for teachers and other personnel. We expect school leaders to use data in ways that recognize progress and accentuate positive effort. As a district, we will celebrate growth regularly. As well, we will identify opportunities to help teachers and principals succeed through penetrating analyses of data and targeted professional development. Our high professional expectations will be complemented by high quality professional support.

B. Descriptive Information

(1) Demonstrate analysis of need and capacity to implement selected interventions.

Riverview Gardens School District is a lapsed school district that will be governed by a Special Administrative Board beginning July 1, 2010. This action, while certainly traumatic to the previous district, brings with it certain advantages for the administrators, staff, students, parents, and other stakeholders. This is an opportunity for the district to experience a new beginning, to create a school district that can achieve its overarching goal of high student performance. The creation of this new district provides an opportunity to bring to the schools new leaders and new teachers who can lead a renewal process with enthusiasm and high levels of energy. It provides an opportunity to alter the education process for students that will establish high expectations for student engagement and effective teaching and assessment approaches. It also provides an opportunity to create and implement effective student support processes to ensure that all students get the help they need in order to succeed. This proposal describes the current situation and the future actions that will be implemented to provide a solid foundation for this new school district.

A comprehensive needs assessment was conducted in order to determine the most pressing and significant needs of the district. The complete needs assessment is attached (Attachment 1) and provides detailed information regarding the methods used, the documents accessed, and other process information. Data from each school and from the district were collected in order to ascertain the kinds of interventions that should be implemented and at which level (e.g., school or district).

The summary needs are listed here and provide the foundation for the goals and specific interventions proposed in this document. Needs summary:

The needs assessment report identifies several important needs of the Riverview Gardens School District and the three target schools (RG High School, Central Middle School, and Westview Middle School). The underlying premises of the needs assessment are that higher scores on standardized achievement tests and increased high school graduation rates are the primary outcome measures to focus upon, in accord with the Missouri Assessment Program and the Missouri School Improvement Program.

Recently the high school has made substantial improvement on the MAP communication arts test, yet much work remains, particularly with the mathematics content test. The middle schools must address the MAP deficits in both communication arts and mathematics. While the low graduation rate is a high school issue, its roots reach to students' middle school experiences. Thus, improvements at the middle school level will have some impact on the high school graduation rate.

Higher scores on the statewide MAP assessment, and other indicators of student achievement, will result from comprehensive and sustained efforts to improvement the target schools (and district) on multiple levels. Based on the needs identified in this report, the following high leverage issues should be given priority by each of the three schools.

Critical Need 1: Improve Teacher Effectiveness

- Attracting and retaining quality teachers and administrators is the most pressing need in the Riverview Gardens district. The district will need to attract teachers and administrators who have a demonstrated track record of effectiveness and have the necessary enthusiasm to actively engage each other in a turnaround process.

- The district needs to improve the effectiveness of current teachers. The district needs to provide more planning and collaboration time for teachers. The district needs to provide a focused professional development program that addresses the district's most pressing needs and ensures that teachers have the time and skill to implement the learning goals of the professional development program. The most pressing professional development needs are

    1. Improving teachers' content knowledge and pedagogical expertise, including

        - engaging students;

        - using data to inform instructional choices and practices;

        - differentiating instruction;

        - Teaching for greater depth of knowledge;

    2. Managing student classroom behavior to maximize student engagement and learning.

  Professional development processes need to be thoroughly implemented and teachers given time to master an approach before being introduced to additional professional development opportunities. The district needs to invest resources in monitoring the implementation of professional development training and supporting teachers who are struggling with implementation. This can be done with instructional coaches and/or freeing principals to be instructional leaders rather than building managers.

- While the district should carefully choose reform models and programs to avoid confusion and lack of focus. Efforts should be made to strengthen the professional community in each school. For example, the district will begin "late start Wednesdays" as a strategy to create more time for teachers to plan and collaborate. Professional learning experiences should be authentic, relevant, and integrated with teachers' work.

Critical Need 2: Improve Curriculum

- The district needs to continue with efforts just recently begun to develop a clear, systematic curriculum that is well aligned with standards and well aligned between and within grades. The district then needs to ensure the curriculum is implemented at all three schools. The district needs to build effective assessments across grade levels to more effectively track student progress over time.

Critical Need 3: Improve Leadership

- The district should also consider reviewing oversight roles of central office staff to ensure adequate and consistent oversight. For example, lines of authority for academic affairs, human resources, facilities, and so forth should be made clear, and key central office personnel should be able to show how they support the ultimate goal of improving student performance.

- Leadership at both the district and building levels needs to stabilize so that long-term plans for school improvement can be developed and adhered to. The SAB needs to earn the trust of the leadership at both the district and building levels, in order to promote healing from historic distrust.

Critical Need 4: Improve Technology to Support Instruction and Assessment

- The district needs to make technology more widely available to teachers for instructional and assessment purposes. Teachers will need additional professional development in order to effectively use the new technology in their classrooms.

These identified needs must be addressed if the school district and the identified schools are to move forward with adequate academic progress for their students. One unknown variable at this time is the reconstitution process of the school that is in progress. The new district leadership team will replace the school board on July 1, 2010, and will provide district-wide oversight. The hiring of new principals and staff will proceed following this transition, but that board will determine the academic, fiscal, and human resources direction of the district.

The Riverview Gardens School District has provided a number of school improvement initiatives over the previous several years. These initiatives include an expectation for professional development for teachers and building leaders, but a lack of a coherent professional development process for either. According to the 2007 MSIP report:

> *"Expectations for professional growth in professional development appear to be required/expected for both teachers and administrators. Existing professional development activities appear to be focused on core-subject areas. The administrators approve and monitor the professional development opportunities for staff. Focus groups indicate that professional development is not a priority for individual buildings or the district. The district lacks a comprehensive program of professional development to support improved student learning. Additionally, the district's Professional Development plan is missing several required components.*
>
> *"There is insufficient evidence of time built into the regular district calendar for scheduled professional development (Aug. 13-14 and Nov. 9 are the only designated professional development days). Focus groups indicated the following opportunities: early release days, some summer days, Monday meetings, 18 one-hour meetings after school, and add-ons to regular workdays. Staff was not able to communicate exact dates or focus of PD for the building and/or district. No evidence of consistent accountability measures is in place at the building or district level. A written report was named as one form of accountability at the building level."*
>
> *"Although the district uses learning coaches, the prevailing data seems to point to a significant lack of systematic high quality professional development for effective implementation. Teachers indicated a need to see high quality curriculum implementation; access to and training in use of instructional technology; working with expert mentors; the development of principals as instructional leaders, and, most importantly, a clear communication of high expectations for curriculum implementation from the district's leadership team."*

Other growth initiatives have experienced a similar end. For example, the district has begun a process of curriculum mapping but has not created or implemented a coherent curriculum across the district or in any of the schools. According to the 2007 MSIP review, "findings from focus groups and interviews at all levels indicate a general recognition that the Riverview Gardens School District needs to improve curriculum" and "responses reveal a significant lack of clarity about the curriculum development and revision process currently in place including the leadership, participants, teacher input, and rationale." Other concerns regarding the curriculum documented in the MSIP 2007 report include:

- Absence of a clear, systematic and communicated curriculum and review process.
- Teachers desire a clear communication of high expectations for curriculum implementation from the district's leadership team.
- Classroom observations indicated few examples of differentiated instruction.
- MSIP team members observed little evidence of the use of research-based instructional strategies.
- Most instruction observed demonstrated low expectations for student learning.
- Teachers do not appear to have an adequate repertoire of instructional methods to address student-learning needs.
- Team members noted mostly low levels of rigor in classroom instruction.
- More than five percent of the district's teachers do not have the minimum required planning time.
- The curriculum does not appear adequate to improve student performance.

- No changes in instruction or practices have occurred to address subgroup gaps.
- There is a pervasive lack of effective instruction occurring in the district.

Positive movement toward curriculum development and learning management as reported in the 2007 MSIP report includes:

- Teachers stated that assessment data is used to plan and revise instruction.
- District leadership states that the district is working to develop policies and procedures for the review and revision of district curriculum.
- District leadership states that building cadres, teaching and learning coaches and principals will become the instructional leaders in this process.

RG High School. Curriculum issues specific to RG High School that were documented in the MSIP 2007 report include:

- The district provides the minimum number of high school credits in all subject areas and the desirable number of high school credits in at least seven subject areas.
- Not every career education course being taught has a curriculum guide that contains all the components for an approved career education program. The Project Lead the Way curriculum is being used: however, the recommended instructional strategies were not observed.
- The district is not implementing the Family and Consumer Sciences program as approved.
- There are limited articulation agreements and/or dual-credit agreements in place to assist students in their transition to postsecondary education or the workplace.
- The district has no written plan to evaluate the effectiveness of career education programs. There is no evidence of active advisory programs in place for career education programs.
- The district is not in compliance with A+ program requirements.

On the 2007 MSIP Advanced Questionnaire "Guaranteed and Viable Curriculum" scale:
Teachers at Central Middle School had a mean score of 3.77 (on a 5-point Likert scale), which placed it at the 30th percentile, scoring lower than 70 percent of secondary schools in the state.

Teachers at Westview Middle School had a mean score of 3.91 (on a 5-point Likert scale), which placed RGHS at the 29th percentile, scoring lower than 71 percent of secondary schools in the state.

Teachers at Riverview High School had a mean score of 3.56 (on a 5-point Likert scale), which placed RGHS at the 7th percentile, scoring lower than 93 percent of secondary schools in the state.

These findings indicate that the curriculum development process in each school is ineffective and should be addressed.

Perhaps the most significant issue for students in each of the Riverview Gardens schools that are a part of this grant proposal is the lack of high quality classroom instruction. During interviews both administrators and teacher/leaders conveyed that the most critical problem facing the district was ineffective teaching. In addition to a general view of ineffective teaching and apathy, staff expressed four concerns:

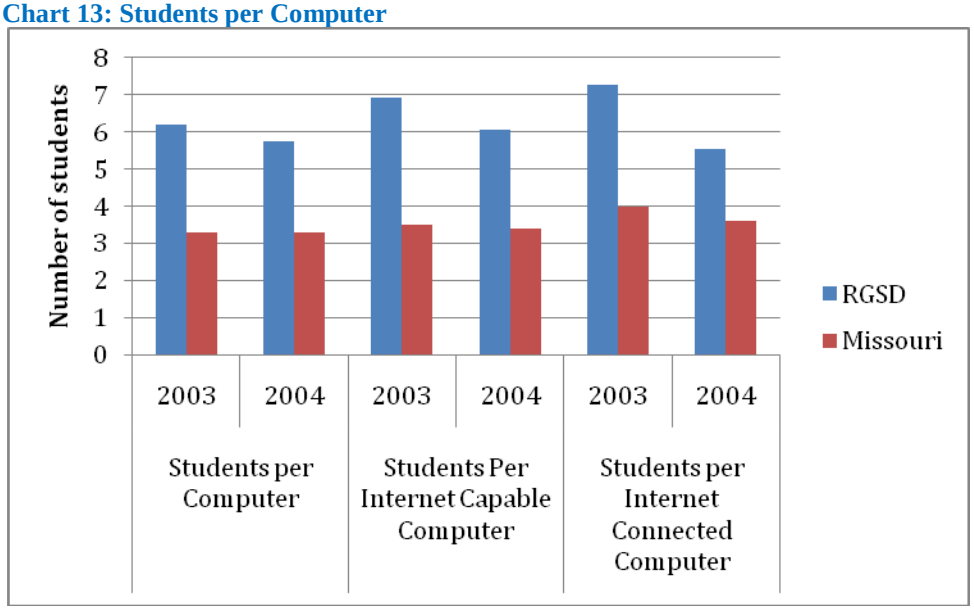
- Most of what is being taught at both the middle and high school levels is Level 1 Depth of Knowledge. Instruction tends to be textbook and worksheet-driven, with very little project-based or group learning and little opportunity for critical thinking.
- Some teachers set low expectations for their students. One administrator brought up the pervasive problem of "teaching through sympathy," where teachers do not hold their at-risk students to high standards—they have sympathy for the many issues students bring to school, so they don't make demands, thus undermining students' education.
- There is a culture among some teachers that "these kids can't learn" so they do not bother to examine their own instructional practices.
- While instruction in all content areas can be improved, the quality of math instruction across the district is particularly low, and proficiency scores in mathematics validate these concerns, as discussed above.

Students also perceive their teachers as ineffective. According to the RGSD survey, while most students agreed or strongly agreed that they value and take responsibility for their learning, half or fewer agreed that they learn new skills and concepts every day or that teachers help them when needed. The professional development programs that have been implemented over the previous few years have not provided adequate instructional improvement such that students are engaged and learning what they need to learn, nor are they able to apply that learning in effective ways.

A new facilities director was hired in 2008. An inspection report of the high school in January 2010 suggests the school still needs more attention to maintenance and custodial issues. The inspection called for a number of repairs, many cosmetic, such as stained ceiling tiles and peeling paint, but others related to safety, such as missing fire extinguishers and heater covers. Shortly after the inspection, on February 1, 2010, work orders had been submitted to the director of facilities, and at that time recommendations for review and consideration by building administration and the facilities director were developed. According to the principal, the building has improved greatly since 2007, and they anticipate even more improvements with the new bond issued. She attributes much of the improvement to the new facilities director, who has paid closer attention to maintenance and has better managed custodial staff.

While the buildings are generally in much better physical shape, the technology that is available to assist with classroom instruction is lacking. The district has too few computers for instructional and assessment purposes. According to the 2004 DESE Computing Census – the most recent census available from DESE – Riverview Gardens School District had 1,372 computers, 1,300 internet-capable computers, and 1,422 internet-connected computers in 2004. Chart 13 shows the student-to-computer ratio compared to the state average. Furthermore, the 2007 MSIP review found that a significant number of the district's computers were not functioning and, therefore, not used by students and teachers.

Chart 13: Students per Computer



The dearth of technology affects assessment and instruction. According to administrative and teaching staff at the high school, computer access concerns were especially apparent during on-line End Of Course (EOC) exams. Completing EOC examinations was hindered both by few computers and also by networking issues. This resulted in the assessments taking excessive time, which decreased instructional time. The exams became a major disruption because of technology limitations. Moreover, teachers at the middle schools are not able to administer YPP as often as intended because of limited computer availability.

Teaching staff at RG High School also pointed to the absence of computers in the classrooms and a shortage of computer labs. Although computer labs are available for classroom use, teachers reported having to reserve them 2-3 weeks in advance. Computer availability at Central and Westview Middle Schools may be even more problematic. According to teaching staff, computer labs are unavailable for instructional use. Teachers reported that the computer labs are used primarily by teachers for Yearly Progress Pro (YPP). Teachers were especially concerned that their students do not have access to computers to complete formal papers and that most of their students do not have access to computers at home. According to the 2010 RGSD survey, few students agree or strongly agree that they use technology on a regular basis.

As indicated above, each school must address the identified needs in an effective manner over the following three years. Following is the proposed intervention plan for these schools, which is formed to align to Missouri's planning, budget, and reporting system. Following the plan is an intervention plan for each of the participating schools: Riverview Gardens High School, Central Middle School, and Westview Middle School.

The Riverview Gardens School District Intervention Plan

Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

Objective 1: The percentage of secondary students performing at the proficient or advanced levels on the MAP test will increase by 20% in each of the next three years.

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Increase effective instructional opportunities for students as measured by increased instructional time, results from academic assessments, and participation in volunteer programs.	Extend school day by 30 minutes in each secondary school. This time will be used for PBIS, college/career advisory period and academic tutoring. In addition, the school year will be extended by 6 days for students and an additional 12 days for teachers. This will result in an additional 6660 minutes of instruction.	Building principals	Year 1,2,3/ no cost to grant
	Implement the Stanford 10 Academic Assessment at the beginning of each year for each student in order to provide a learning baseline in core subjects; use the Limelight Analysis system to provide on-going evaluation of student learning in those content areas.	Building academic leaders, teachers	Year1, 2,3/$135,000 no cost to grant for Limelight; $15 per student per year for Stanford 10 ($45,000 each year)
	Create a summer mentoring program for 7th grade students and summer student induction programs for 5th and 8th grade students	RGSD Turnaround Leader	Year1,2,3/ $150,000 ($50,000 each year)
	Create a dual-enrollment program for high school students to provide challenging academic opportunities for students.	RGSD High school academic principal	Year 1,2, 3/ $150000 ($50,000 each year)
	Provide access to internet-based intervention & advanced Math courses for 7-10th grade students.	Middle and High school academic principal	Year1,2,3/$312,000 ($104,000/year)
Increase student accountability as measured by student academic progress, implementation of coherent curriculum units, behavioral referrals, attendance rates, truancy, and dropout rate changes.	Create equitable learning opportunities by building grade level content strands and common instructional unit development. (See attachment 7)	Instructional coaches Classroom teachers	Year 1,2,3 /no cost to grant
	Establish individual learning plans for students in each school that are shared with parents.	Classroom teachers	Year 1/no cost to grant

	Establish the Positive Behavior Intervention Supports (PBIS) system and Character Plus in each school. These processes ensure that students will receive the emotional and behavioral support structures needed for improved academic performance.	Building principals	Year 1,2,3/$90,000 ($10,000 per school per year of the grant)
	Adopt and implement the Pattonville curriculum which is a clear and viable curriculum based on current researched-based assessment and instructional practices. (A timeline for revisions is found in Attachment 7)	Superintendent	No cost to grant
Evaluate the implementation and effectiveness of each activity as measured by student academic gains, behavior referrals, student participation in voluntary programs, and other measures to be determined.	Internally evaluate the implementation and effectiveness of each strategy above. These evaluations will include measures of student academic gains, behavior referrals, student participation in voluntary programs, learning walks, rounds and other measures to be determined.(See Attachment 8)	Superintendent	Year 1, 2,3/no cost

Objective 2: Provide career/post secondary education awareness training and assessment training for high school students that result in a 20% increase each year in student post-secondary participation in higher education or career entry work.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Increase student participation in post-high school education and work opportunities as measured by the number of graduates in those programs.	Implement college/career fair at high school.	High school academic principal	Year 1, 2, 3/$15,000 ($5000/year)
	ACT Prep Course by Kaplan	High school academic principal	Year 1,2,3/ $225,000 ($75,000/year)
	Assessments [Explore(8th), Plan(9th), PSAT(10th), ACT (11th)] that will prepare students for the ACT and SAT tests and will provide feedback for students, parents and school staff on interventions needed in order to better prepare students for the ACT and SAT tests.	High school academic principal	Year 1, 2, 3/$90,000 (30,000 per year)

Implement a process to provide students with college credit while enrolled in RGSD high school as measured by the number of students earning college credit.	Implement the Gateway to College program in cooperation with St. Louis Community College at Florissant Valley. This program allows current RGSD high school students to participate in classes at the community college on the college campus. This program is specifically for students who are behind in acquiring the necessary credits to graduate from high school. See the attached MOU.	Turnaround leader	Years 2, 3 /$12,700 ($5,000 in year 2 & $7,700 in year 3)
Evaluate the implementation and effectiveness of each activity as measured by student participation numbers and student performance on standardized tests.	Internally evaluate the implementation and effectiveness of each strategy above. Measures will include student participation numbers and student performance on standardized tests.	Superintendent	Year 1, 2, 3/ see first objective above

Goal 2: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/ District mission, goals, and objectives.

Objective 1: Replace building principals and a minimum of 50% of teaching staff in each school.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Implement an effective retention and rehiring process for teachers and building leaders as measured by number of applicants and hiring process results. (Initial results show 2300 external and 400 internal applicants.)	Train administrators in the Haberman Pre-screening and Interview process and implement the process.	Superintendent	Year 1/ no cost to grant
	Use an "open campus" process in which teachers choose buildings and building leaders choose teachers from that pool of applicants.	Superintendent	Year 1/ no cost to grant
	Advertise positions in local, state and national venues.	Superintendent	Year 1/ no cost to grant

Objective 2: Provide a high-quality, coherent professional development program for every teacher in each building beginning in year 1.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Implement an effective professional learning communities (PLC) model in each building as measured by number of participating staff and PLC evaluation profiles.	Provide training opportunities for teachers and administrators on the PLC process.	Instructional coaches, RPDC	Year 1, 2, 3/$75,000 ($25,000 each year)
	Create a weekly 75-minute collaborative time for PLC teams to work together. "Late start Wednesdays"	Building academic principal, superintendent	Year 1/no cost to grant

	Create professional learning retreats, one each semester for additional planning.	Building academic principal, superintendent	Year 1,2,3/$30,000 ($10,000/year)
	Create professional development week before school starts (one for administrators, one for teachers)	Turnaround Leader	Year 1,2,3/$60,000 ($20,000 each year)
Increase the instructional effectiveness of each teacher as measured by performance-based teacher evaluations and administrator walk-through evaluations.	Create and implement individual professional development plans that target instructional effectiveness.	Building academic principal, teachers	Year 1/ no cost
	Create a monitoring process to ensure the implementation of each school's curriculum to include the Administrative learning walks and rounds, Observation 360 and other sources of monitoring. (See Attachment 8)	Building principals	Year 1/ no cost
	Create and implement a PD monitoring program targeting effective, research-based instructional strategies and the use of those strategies in the classroom.	Building academic principals, instructional coaches, RPDC	Year 1,2,3/ $15,000 ($5,000 each year)
	Contract with Observation 360, an external service, to provide a web based observation tool linked to PD 360 which will automatically provide specific learning video segments based on the results of the observation.	Building principals, instructional coaches, RPDC	Year 1,2,3/$45,000 ($15,000 each year)
	Contract with PD 360, an external service, to provide web-based PD content videos for teacher resource, enrichment and intervention.	Building principals, instructional coaches	Year 1,2,3,/$27,000 ($9,000 each year)
	Provide professional development on the effective use of formative and summative assessment data in the classroom and monitor the use of that usage.	Building academic principals, instructional coaches, RPDC	Year 1,2,3/ $36,000 ($12,000 each year)
	Implement an incentive process to encourage teachers to obtain job-enhancing college coursework. The process will be developed collaboratively with teachers in the second year.	Building academic principal	Year 2, 3/ no cost to grant

Increase teacher accountability as measured by scores on the performance-based teacher evaluation system and the IPI.	Create and implement a performance-based teacher evaluation system that is focused on the improvement of student achievement. In the first year, the Missouri Performance-Based Teacher Evaluation model will be used. A new, comprehensive evaluation system will be created and implemented during the second and third year of the grant. A collaborative team of teachers, administrators, and RPDC experts will be used to accomplish this action step. An anticipated process is found in Attachment 6.	Building principals, RPDC	Year 2, 3/ no cost to grant
	Implement the Instructional Practices Inventory (IPI) in each school. The IPI measures levels of student engagement in the classroom by providing frequent classroom "snapshots" collected by the building leader over the academic year.	Turnaround leader, Building principals	Year 1, 2, 3/ $4,000 for administrator training and materials
	Implement a floating salary schedule in year two. Develop the schedule collaboratively with teachers and administrators providing input.	Turnaround leader	Year 2, 3 / no cost to grant
Create and utilize a consortium model among SIG districts to achieve increased teacher effectiveness.	(The specific Action Items for this strategy will be identified by the consortium. An anticipated set of action steps are included in Attachment 4.)		No cost to the grant
Evaluate the implementation and effectiveness of each activity as measured by scores on the performance-based teacher evaluations and building administrator walks and rounds.	Internally evaluate the implementation and effectiveness of each strategy above as measured by scores on the performance-based teacher evaluations, Observation 360, Learning walks and rounds	Turnaround leader, building principals, instructional coaches	Year 1,2,3/ see first objective above

Goal 3: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Objective 1: Parent involvement in parent teacher conferences and other similar parent-contact activities will improve by 20% each year over the three years of the grant and beyond as measured by participation numbers.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Conduct a survey and focus groups to determine specific needs and interests of parents regarding the school their children attend; measured by implementation of survey and focus group participation.	Design survey and distribute it to each parent or guardian of each child in a secondary school.	Building counselors	Year 1,2,3/ $9,000 ($3,000 each year)
	Invite selected parents to participate in focus group sessions and conduct sessions.	Building leadership teams	Year 1, 2, 3/ no cost to grant
	Use the survey results and focus group results to design and implement effective parent involvement strategies.	Building leadership teams	Year 1, 2, 3/ no cost to grant
Expand the Parent Advisory Council role to include building-specific councils as measured by parent participation in those councils.	Create and implement a parent advisory process in each secondary school.	Building principals and counselors	Year 1,2,3/ $3000 ($1,000 each year)
	Expand the "Parent University" concept to each school to meet the educational and social needs of parents.	Parent Advisory Councils	Year 1,2,3/ $21,000 ($7,000 each year)
Create and utilize a consortium model to achieve greater parental involvement.	(The specific Action Items for this strategy will be identified by the consortium. An anticipated set of action steps are included in Attachment 4.)		
Evaluate the implementation and effectiveness of each activity as measured by creation of survey and focus group processes and parent participation in each.	Internally evaluate the implementation and effectiveness of each strategy above as measured by creation of survey, focus group processes and parent participation in each. Data will be collected and strategies put in place to address concerns.	Turnaround Leader, counselors, building principals	Year 1/ / see first objective above

Goal 4: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Objective 1: Terminate the current principals for each secondary building and hire new building administrators. (See Goal 4, Objective 2.)

Objective 2: Reorganize the leadership structures at the district level and the secondary building level to ensure that a systemic, coherent leadership process is established for secondary schools.

Strategy	Action Steps	Responsible Person	Implementation Year
Add new staff to take responsibility for leading turnaround initiatives and programs as measured by positions filled by new staff.	Hire Turnaround Leader to oversee turnaround program in secondary schools.	Superintendent	Year 1,2,3/ no cost to grant
	Hire the following staff at the high school: Instructional Associate Principal (GOB funds) Operations Associate Principal (GOB funds) Dean of Students (2) (GOB funds) Coaches (4): 2 Com. Arts (Title 1 funds) 1 Math (SIG) 1 Science (SIG)	Turnaround Leader	Year 1,2,3/$600,000 2 Coaches salaries plus benefits, ($100,000 per coach per year)
	Hire the following staff at **each** middle school: Instructional Associate Principal (GOB funds) Operations Associate Principal (GOB funds) Dean of Students (2) (GOB funds) Coaches (2): 1 Com. Arts (Title 1 funds) 1 Math (SIG funds)	Turnaround Leader	Year1,2,3/$600,000 2 Coaches salaries plus benefits, ($100,000 per coach per year)
Evaluate the effectiveness of each new building principal throughout each year of the project and beyond as measured by the implemented evaluation systems.	Create and implement an effective RPDC Evaluation system that uses student performance as the most important criteria of effectiveness. The RPDC will assist in the creation of this system and the training to implement it. The process will be developed in year 1 and implemented in subsequent years.	Turnaround Leader	Year 1/$5000
	Implement the 360 Degree Administrator Evaluation system that is based on commonly valued leadership criteria: the Leadership Quotient. This evaluation is based on four leadership imperatives: inspiring trust, unleashing talent, clarifying purpose, and aligning systems. All administrators will participate.	Turnaround Leader	Year 1, 2, 3/$4,500 ($1500 each year)
Provide administrator contracts that are performance based as measured by number of such contracts signed.	Newly hired principals must agree to a performance-based contract that will be reviewed each year.	Turnaround Leader	Year 1/ no cost to grant

Provide effective administrator professional development throughout each year of the project and beyond as measured by numbers of administrators participating in the SAM program.	Implement the School Administration Manager (SAM) project with all building administrators and instructional coaches. This program is currently under development at DESE, and the RGSD will apply to participate in the first implementation year.	Superintendent	Year 2/$28500
Provide inter-school district connections to build a support system for each school as measured by a signed MOU and participation numbers.	Contract with Normandy and the Jennings school districts to hire a common Turnaround Leader to connect effective programs and practices among district staff. Please see the attached Memorandum of Understanding (MOU) for detailed information on this initiative.	Superintendent and RPDC	Year 1,2,3/no cost to the grant
Create and utilize a consortium model among SIG districts to achieve improved leadership effectiveness and fidelity to the implementation of the SIG.	(The specific Action Items for this strategy will be identified by the consortium. An anticipated set of action steps are included in Attachment 4.)		
Evaluate the implementation and effectiveness of each activity as measured by evaluation profiles, PD participation numbers, and inter-district participation numbers.	Internally evaluate the implementation and effectiveness of each strategy above as measured by evaluation profiles, PD participation numbers, and inter-district participation numbers.(See attachment 7)	Superintendent	Year 1,2,3/no cost to grant

Riverview Gardens High School Intervention Plan

Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

Objective 1: The percentage of secondary students performing at the proficient or advanced levels on the MAP test will increase by 20% in each of the next three years.

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Increase effective instructional opportunities for students as measured by increased instructional time and participation in volunteer programs.	Extend school day by 30 minutes in each secondary school. This time will be used for PBIS and college/career advisory period for high school students.	Building principals	Year 1/ no cost to grant
	Implement the Stanford 10 Academic Assessment at the beginning of each year for each student in order to provide a learning baseline in core subjects; use the Limelight Analysis system to provide on-going evaluation of student learning in those content areas.	Building academic principal, teachers	Year1,2,3,/$67,500 Stanford 10: ($15x1500=$22,500 each year) Limelight is no cost to grant.
	Create summer student induction programs for 8th grade students.	Building principals	Year 1,2,3/$50,000 ($16,668 each year)
	Create a dual-enrollment program for high school students to provide challenging opportunities for students.	Building principals	Year 1,2,3/$150,000 ($50,000 each year)
	Provide access to internet-based Math intervention courses for high school students.	High school principal	Year 1,2,3/$150,000 ($50,000 each year)
Increase student accountability as measured by student academic progress, behavioral referrals, attendance rates, truancy, and dropout rate changes.	Create equitable learning opportunities by building grade level content strands and common instructional unit development. (See Attachment 7)	Instructional coaches, classroom teachers	Year 1/no cost to grant
	Create individual education plans for students that are shared with parents.	Classroom teacher	Year 1/no cost to grant
	Establish the Positive Behavior Intervention Supports (PBIS) system	Building principal	Year 1,2,3/ $30,000 ($10,000 each year)

Objective 2: Provide career/post secondary education awareness training and assessment training for high school students that result in a 20% increase each year in student post-secondary participation in higher education or career entry work.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Increase student participation in post-high school education and work opportunities as measured by the number of graduates in those programs.	Implement college/career fair at high school.	High school academic principal	Year 1,2,3/ $15,000 ($5,000 each year)
	Implement ACT preparation course by Kaplan	High school academic principal	Year 1,2,3/$225,000 ($75,000 each year)
	Assessments [Explore (8th), Plan(9th), PSAT(10th), ACT (11th)] that will prepare students for the ACT and SAT tests and will provide feedback for students, parents and school staff on interventions needed in order to better prepare students for ACT and SAT tests.	High school academic principal	Year 1,2,3/ $90,000 ($30,000 each year)
Implement a process to provide students with college credit while enrolled in RGSD high school as measured by the number of students earning college credit.	Implement the Gateway to College program in cooperation with St. Louis Community College at Florissant Valley. This program allows current RGSD high school students to participate in classes at the community college on the college campus. This program is specifically for students who are behind in acquiring the necessary credits to graduate from high school. See the attached MOU.	Turnaround leader	Years 2, 3 / $5,000 in year 2 and $7,700 in year 3

Goal 2: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/ District mission, goals and objectives.

Objective 1: Replace building principals and a minimum of 50% of teaching staff in each school. (The new district oversight board that assumes control on July 1, 2010 will determine this process.)

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Implement an effective retention and rehiring process for teachers and building leaders as measured by number of applicants and hiring process results. (Initial results indicate success in that 2300 external applicants and 400 internal applicants are seeking teaching positions.)	Train administrators in the Haberman Pre-screening and Interview process and implement the process.	Superintendent	Year 1/ no cost to grant
	Use an "open campus" process in which teachers choose buildings and building leaders choose teachers from that pool of applicants.	Superintendent	Year 1/ no cost to grant
	Advertise positions in local, state and national venues.	Superintendent	Year 1/ no cost to grant

Objective 2: Provide a high-quality, coherent professional development program for every teacher in each building.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Implement an effective professional learning communities (PLC) model in each building as measured by number of participating staff and PLC evaluation profiles.	Provide training opportunities for teachers and administrators on the PLC process.	Instructional coaches, RPDC	Year 1,2,3/ $45,000 ($15,000 each year)
	Create a weekly 75-minute collaborative time for PLC teams to work together ie. "Late start Wednesdays"	Building operations principal,	Year 1/no cost
	Create professional learning retreats, one each semester for additional planning.	Building operations principal,	Year 1,2,3/ $12,000 ($4,000 each year)
	Create PD week before the start of school (one for teachers and one for administrators)	Turnaround Leader	Year1,2,3/$30,000 ($10,000 each year)
Increase the instructional effectiveness of each teacher as measured by performance-based teacher evaluations and administrator walk-through evaluations.	Create and implement individual professional development plans that target instructional effectiveness.	Building principals, teachers	Year 1/ no cost to grant
	Adopt and implement the Pattonville curriculum which is a clear and viable curriculum based on current researched-based assessment and instructional practices. (A timeline for revisions is found in Attachment 7)	Superintendent	No cost to the grant

	Create a structure to strategically revise and review the RG curriculum. (See Attachment 7 for timeline)		No cost to grant
	Create a monitoring process to ensure the implementation of each school's curriculum to include the PBTE, and administrative walks/rounds.		Year 1/ no cost to grant
	Create and implement a PD Monitoring program targeting effective, research-based instructional strategies and the use of those strategies in the classroom.		Year 1,2,3/ $9,000 ($3,000 each year)
	Contract with Observation 360, an external service, to provide a web based observation evaluation tool linked to PD 360 which will automatically provide specific learning video segments to teachers based on the results of the observation.		Year1,2,3/$15,000 ($5,000 each year)
	Contract with PD 360, an external service, to provide web-based PD content videos for teacher resource, enrichment and intervention		Year 1,2,3/$9,000 ($3,000 each year)
	Provide professional development on the effective use of formative and summative assessment data in the classroom and monitor the use of that usage.		Year 1,2,3/$12,000 ($4,000 per year)
Increase teacher accountability as measured by scores on the performance-based teacher evaluation system and the IPI.	Create and implement a performance-based teacher evaluation system that is focused on the improvement of student achievement. In the first year, the Missouri Performance-Based Teacher Evaluation model will be used. A new, comprehensive evaluation system will be created and implemented during the second and third year of the grant. A collaborative team of teachers, administrators, and RPDC experts will be used to accomplish this action step.	Building principals, RPDC	Year 2, 3/ no cost to grant
	Implement the Instructional Practices Inventory (IPI) in each school. The IPI measures levels of student engagement in the classroom by providing frequent classroom "snapshots" collected by the building leader over the academic year.	Turnaround leader	Year 1, 2, 3/ $4,000 ($1,334 each year) for administrator training and materials

Goal 3: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Objective 1: Parent involvement in parent teacher conferences and other similar parent-contact activities will improve by 20% each year over the three years of the grant and beyond.

Strategy	Action Steps	Responsible Person	Implementation Year
Conduct a survey and focus groups to determine specific needs and interests of parents regarding the school their children attend; measured by implementation of survey and focus group participation.	Design survey and distribute it to each parent or guardian of each child in a secondary school.	Building counselors	Year 1,2,3/$3,000 ($1000 each year)
	Use the survey results to design and implement effective parent involvement strategies.	Building leadership team	Year 1/ no cost to grant
Expand the Parent Advisory Council role to include building-specific councils as measured by parent participation in those councils and an expanded Parent University as measured by increases in numbers of participants.	Create and implement a parent advisory process.	Building principal and counselors	Year 1,2,3/$1000 ($333 each year)
	Expand the "Parent University" concept to each school to meet the educational and social needs of parents.	Parent Advisory Council, school operations principal	Year 1,2,3/$9,000 ($3000 each year)

Goal 4: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Objective 1: Terminate the current principals for each secondary building and hire new building administrators. (The new oversight board that assumes responsibility on July 1 will accomplish this objective.)

Objective 2: Reorganize the leadership structures at the district level and the secondary building level to ensure that a systemic, coherent leadership process is established for secondary schools.

Strategy	Action Steps	Responsible Person	Implementation Year
Add new staff to take responsibility for leading turnaround initiatives and programs as measured by positions filled by new staff.	Hire the following staff at the high school: Instructional Associate Principal (GOB) Operations Associate Principal (GOB) Dean of Students (2) (GOB) Coaches (4): 2 Com. Arts (Title 1 funds) 1 Math (SIG funds) 1 Science (SIG funds)	Superintendent	Year 1,2,3/$600,000 2 coaches salaries plus benefits (2 x $100,000=$200,000 each year)

Evaluate the effectiveness of each new building principal throughout each year of the project and beyond as measured by the implemented evaluation systems.	Create and implement an effective RPDC Evaluation system that uses student performance as the most important criteria of effectiveness. Use the St. Louis RPDC to assist in the creation of this system and the training to implement it.	Superintendent	Year 1/$1,666
	Implement a 360 Degree Administrator evaluation system that is based on commonly valued leadership criteria: the Leadership Quotient	Superintendent	Year 1,2,3/$1,500 ($500 each year)
Provide administrator contracts that are performance based as measured by number of such contracts signed.	Newly hired principal much agree to a performance-based contract that will be reviewed each year.	Superintendent	Year 1/ no cost to grant
Provide effective administrator professional development throughout each year of the project and beyond as measured by numbers of administrators participating in the SAM program.	Implement the School Administration Manager (SAM) project with all building administrators and instructional coaches.	Superintendent	Year 2/$9500

Riverview Gardens Central Middle School Intervention Plan

Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

Objective 1: The percentage of secondary students performing at the proficient or advanced levels on the MAP test will increase by 20% in each of the next three years.

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Increase effective instructional opportunities for students as measured by increased instructional time, results of assessments, and participation in volunteer programs.	Extend school day by 30 minutes in each secondary school. This time will be used for PBIS in the middle schools.	Building principals	Year 1/ no cost to grant
	Implement the Stanford 10 Academic Assessment at the beginning of each year for each student in order to provide a learning baseline in core subjects; use the Limelight Analysis system to provide on-going evaluation of student learning in those content areas.	Building academic principal, teachers	Year 1, 2, 3/$33,750 $15 per student for Stanford 10 ($15x750=$11,250 each year)
	Create a summer student induction program for 5th grade students.	Building principals	Year 1,2,3 / $50,000 ($16,666 each year)
	Provide access to an internet based Math intervention courses.	Principals	Year 1,2,3/$81,000 ($27,000 each year)
Increase student accountability as measured by student academic progress, behavioral referrals, attendance rates, truancy, and dropout rate changes.	Create equitable learning opportunities by building grade level content strands and common instructional unit development.(See Attachment 7)	Instructional coaches, Classroom teachers	Year 1/no cost to grant
	Establish individual learning plans for students that are shared with parents.	Classroom teachers	Year 1/no cost to grant
	Establish the Positive Behavior Intervention Supports (PBIS) system throughout the school.	Building principal	Year 1,2,3/ $30,000 ($10,000 per year)
Increase student awareness of post-high school opportunities as measured by student participation in mentoring program and academic achievement by participating students.	Create a summer career-mentoring program for 7th grade students.	Building principal	Year 2/ $60,000 ($20,000 per year)

Goal 2: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/ District mission, goals, and objectives.

Objective 1: Replace building principals and a minimum of 50% of teaching staff in each school. (The new Special Administrative Board that assumes control on July 1, 2010 will determine this process.)

Objective 2: Provide a high-quality, coherent professional development program for every teacher in each building.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Implement an effective professional learning communities (PLC) model in each building as measured by number of participating staff and PLC evaluation profiles.	Provide training opportunities for teachers and administrators on the PLC process.	Instructional coaches, RPDC	Year 1,2,3/ $15,000 ($5,000 each year)
	Create a weekly 75-minute collaborative time for PLC teams to work together ie. "Late start Wednesdays"	Building principal, superintendent	Year 1/no cost to grant
	Create professional learning retreats, one each semester for additional planning.	Building academic principal, superintendent	Year1,2,3/ $9,000 ($3,000 each year)
	Create PD week before school starts (one for teachers and one for administrators)	Turnaround Leader	Year 1,2,3/$15,000 ($5,000 each year)
Increase the instructional effectiveness of each teacher as measured by performance-based teacher evaluations and administrator walk-through evaluations.	Create and implement individual professional development plans that target instructional effectiveness.	Building academic principal, teachers	Year 1/ no cost to grant
	Create a monitoring process to ensure the implementation of each school's curriculum to include PBTE, Learning walks and rounds, Observation 360 and other sources of monitoring (See Attachment 8).	Building principals	Year 1/ no cost to grant
	Create and implement a PD Monitoring program targeting effective, research-based instructional strategies and the use of those strategies in the classroom.	Building principals, instructional coaches, RPDC	Year 1,2,3/ $3,000 ($1000 each year)
	Provide professional development on the effective use of formative and summative assessment data in the classroom and monitor the use of that usage.	Building academic principal, instructional coaches, RPDC	Year 1,2,3/$12,000 ($4,000 each year)
	Contract with Observation 360, an external service, to provide a web based observation tool linked to PD 360 which will automatically provide specific learning video segments based on the results of the observation.	Superintendent	Year1,2,3/$15,000 ($5,000 each year)

	Contract with PD 360, an external service, to provide web-based PD content videos for teacher resource, enrichment and intervention	Building principals, instructional coaches	Year 1,2,3,/$9,000 ($3,000 each year)
Increase teacher accountability as measured by scores on the performance-based teacher evaluation system and the IPI.	Create and implement a performance-based teacher evaluation system that is focused on the improvement of student achievement. In the first year, the Missouri Performance-Based Teacher Evaluation model will be used. A new, comprehensive evaluation system will be created and implemented during the second and third year of the grant. A collaborative team of teachers, administrators, and RPDC experts will be used to accomplish this action step.	Building principals, RPDC	Year 2, 3/ no cost to grant
	Implement the Instructional Practices Inventory (IPI) in each school. The IPI measures levels of student engagement in the classroom by providing frequent classroom "snapshots" collected by the building leader over the academic year.	Turnaround leader	Year 1, 2, 3/ $4,000 ($1,333 each year for administrator training and materials)
Increase teacher accountability as measured by scores on the performance-based teacher evaluation system.	Create and implement a performance-based teacher evaluation system that is focused on the improvement of student achievement.	Building principals	Year 1/ no cost to grant

Goal 3: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Objective 1: Parent involvement in parent teacher conferences and other similar parent-contact activities will improve by 20% each year over the three years of the grant and beyond.

Strategy	**Action Steps**	**Responsible Person**	**Implementation Year**
Conduct a survey and focus groups to determine specific needs and interests of parents regarding the school their children attend; measured by implementation of survey and focus group participation.	Design survey and distribute it to each parent of a child in a secondary school.	Building counselors	Year 1,2,3/$3000 ($1,000 each year)
	Use the survey results to design and implement effective parent involvement strategies.	Building leadership teams	Year 1/ no cost to grant

Expand the Parent Advisory Council role to include building-specific councils as measured by parent participation in those councils and an expanded Parent University as measured by increases in numbers of participants.	Create and implement a parent advisory process.	Building principal and counselors	Year 1,2,3/$1000 ($333 each year)
	Expand the "Parent University" concept to meet the educational and social needs of parents.	Parent Advisory Councils	Year 1,2,3/$6,000 ($2000 each year)

Goal 4: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Objective 1: Terminate the current principals for each secondary building and hire new building administrators. (The new oversight board that assumes responsibility on July 1 will accomplish this objective.)

Objective 2: Reorganize the leadership structures at the district level and the secondary building level to ensure that a systemic, coherent leadership process is established for secondary schools.

Strategy	Action Steps	Responsible Person	Implementation Year
Add new staff to take responsibility for leading turnaround initiatives and programs as measured by positions filled by new staff.	Hire the following staff: Instructional Associate Principal (GOB) Operations Associate Principal (GOB) Dean of Students (2) (GOB funds) Coaches (2): 1 Com. Arts (Title 1 funds) 1 Math (SIG funds)	Turnaround Leader	Year 1,2,3/$300,000 1 Coach salary plus benefits =$100,000 each year)
Evaluate the effectiveness of each new building principal throughout each year of the project and beyond as measured by the implemented evaluation systems.	Create and implement an effective RPDC Evaluation System that uses student performance as the most important criteria of effectiveness. Use the St. Louis RPDC to assist in the creation and training of the system.	Turnaround Leader	Year 1/ $1,667
	Implement a 360 Degree Administrator Evaluation system that is based on commonly valued leadership criteria: the Leadership Quotient	Turnaround Leader	Year 1,2,3/ $1,500 ($500 each year)
Provide administrator contracts that are performance based as measured by number of such contracts signed.	Newly hired principals must agree to a performance-based contract that will be reviewed each year.	Turnaround Leader	Year 1/ no cost to grant

Provide effective administrator professional development throughout each year of the project and beyond as measured by numbers of administrators participating in the SAM program.	Implement the School Administration Manager (SAM) project with all building administrators and instructional coaches.	Turnaround Leader	Year 2/ $9400

Riverview Gardens Westview Middle School Intervention Plan

Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

Objective 1: The percentage of secondary students performing at the proficient or advanced levels on the MAP test will increase by 20% in each of the next three years.

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Increase effective instructional opportunities for students as measured by increased instructional time, results of assessments, and participation in volunteer programs.	Extend school day by 30 minutes in each secondary school. This time will be used for PBIS in the middle schools.	Building principals	Year 1/ no cost to grant
	Implement the Stanford 10 Academic Assessment at the beginning of each year for each student in order to provide a learning baseline in core subjects; use the Limelight Analysis system to provide on-going evaluation of student learning in those content areas.	Building academic principal, teachers	Year 1, 2, 3/$33,750 $15 per student for Stanford 10 ($15x750=$11,250 each year)
	Create a summer student induction program for 5th grade students.	Building principals	Year 1,2,3 / $50,000 ($16,666 each year)
	Provide access to an internet based Math intervention courses.	Principals	Year 1,2,3/$81,000 ($27,000 each year)
Increase student accountability as measured by student academic progress, behavioral referrals, attendance rates, truancy, and dropout rate changes.	Create equitable learning opportunities by building grade level content strands and common instructional unit development.(See Attachment 7)	Instructional coaches, Classroom teachers	Year 1/no cost to grant
	Establish individual learning plans for students that are shared with parents.	Classroom teachers	Year 1/no cost to grant
	Establish the Positive Behavior Intervention Supports (PBIS) system throughout the school.	Building principal	Year 1,2,3/ $30,000 ($10,000 per year)
Increase student awareness of post-high school opportunities as measured by student participation in mentoring program and academic achievement by participating students.	Create a summer career-mentoring program for 7th grade students.	Building principal	Year 2/ $60,000 ($20,000 per year)

Goal 2: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/ District mission, goals, and objectives.

Objective 1: Replace building principals and a minimum of 50% of teaching staff in each school. (The new Special Administrative Board that assumes control on July 1, 2010 will determine this process.)

Objective 2: Provide a high-quality, coherent professional development program for every teacher in each building.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Implement an effective professional learning communities (PLC) model in each building as measured by number of participating staff and PLC evaluation profiles.	Provide training opportunities for teachers and administrators on the PLC process.	Instructional coaches, RPDC	Year 1,2,3/ $15,000 ($5,000 each year)
	Create a weekly 75-minute collaborative time for PLC teams to work together ie. "Late start Wednesdays"	Building principal, superintendent	Year 1/no cost to grant
	Create professional learning retreats, one each semester for additional planning.	Building academic principal, superintendent	Year1,2,3/ $9,000 ($3,000 each year)
	Create PD week before school starts (one for teachers and one for administrators)	Turnaround Leader	Year 1,2,3/$15,000 ($5,000 each year)
Increase the instructional effectiveness of each teacher as measured by performance-based teacher evaluations and administrator walk-through evaluations.	Create and implement individual professional development plans that target instructional effectiveness.	Building academic principal, teachers	Year 1/ no cost to grant
	Create a monitoring process to ensure the implementation of each school's curriculum to include PBTE, Learning walks and rounds.	Building principals	Year 1/ no cost to grant
	Create and implement a PD Monitoring program targeting effective, research-based instructional strategies and the use of those strategies in the classroom.	Building principals, instructional coaches, RPDC	Year 1,2,3/ $3,000 ($1000 each year)
	Provide professional development on the effective use of formative and summative assessment data in the classroom and monitor the use of that usage.	Building academic principal, instructional coaches, RPDC	Year 1,2,3/$12,000 ($4,000 each year)
	Contract with Observation 360, an external service, to provide a web based observation tool linked to PD 360 which will automatically provide specific learning video segments based on the results of the observation.	Superintendent	Year1,2,3/$15,000 ($5,000 each year)

	Contract with PD 360, an external service, to provide web-based PD content videos for teacher resource, enrichment and intervention	Building principals, instructional coaches	Year 1,2,3/$9,000 ($3,000 each year)
Increase teacher accountability as measured by scores on the performance-based teacher evaluation system and the IPI.	Create and implement a performance-based teacher evaluation system that is focused on the improvement of student achievement. In the first year, the Missouri Performance-Based Teacher Evaluation model will be used. A new, comprehensive evaluation system will be created and implemented during the second and third year of the grant. A collaborative team of teachers, administrators, and RPDC experts will be used to accomplish this action step.	Building principals, RPDC	Year 2, 3/ no cost to grant
	Implement the Instructional Practices Inventory (IPI) in each school. The IPI measures levels of student engagement in the classroom by providing frequent classroom "snapshots" collected by the building leader over the academic year.	Turnaround leader	Year 1, 2, 3/ $4,000 ($1,333 each year for administrator training and materials)
Increase teacher accountability as measured by scores on the performance-based teacher evaluation system.	Create and implement a performance-based teacher evaluation system that is focused on the improvement of student achievement.	Building principals	Year 1/ no cost to grant

Goal 3: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Objective 1: Parent involvement in parent teacher conferences and other similar parent-contact activities will improve by 20% each year over the three years of the grant and beyond.

Strategy	Action Steps	Responsible Person	Implementation Year
Conduct a survey and focus groups to determine specific needs and interests of parents regarding the school their children attend; measured by implementation of survey and focus group participation.	Design survey and distribute it to each parent of a child in a secondary school.	Building counselors	Year 1,2,3/$3000 ($1,000 each year)
	Use the survey results to design and implement effective parent involvement strategies.	Building leadership teams	Year 1/ no cost to grant

Expand the Parent Advisory Council role to include building-specific councils as measured by parent participation in those councils and an expanded Parent University as measured by increases in numbers of participants.	Create and implement a parent advisory process.	Building principal and counselors	Year 1,2,3/$1000 ($333 each year)
	Expand the "Parent University" concept to meet the educational and social needs of parents.	Parent Advisory Councils	Year 1,2,3/$6,000 ($2000 each year)

Goal 4: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Objective 1: Terminate the current principals for each secondary building and hire new building administrators. (The new oversight board that assumes responsibility on July 1 will accomplish this objective.)

Objective 2: Reorganize the leadership structures at the district level and the secondary building level to ensure that a systemic, coherent leadership process is established for secondary schools.

Strategy	Action Steps	Responsible Person	Implementation Year
Add new staff to take responsibility for leading turnaround initiatives and programs as measured by positions filled by new staff.	Hire the following staff: Instructional Associate Principal (GOB) Operations Associate Principal (GOB) Dean of Students (2) (GOB funds) Coaches (2): 1 Com. Arts (Title 1 funds) 1 Math (SIG funds)	Turnaround Leader	Year 1,2,3/$300,000 1 Coach salary plus benefits =$100,000 each year)
Evaluate the effectiveness of each new building principal throughout each year of the project and beyond as measured by the implemented evaluation systems.	Create and implement an effective RPDC Evaluation System that uses student performance as the most important criteria of effectiveness. Use the St. Louis RPDC to assist in the creation and training of the system.	Turnaround Leader	Year 1/ $1,667
	Implement a 360 Degree Administrator Evaluation system that is based on commonly valued leadership criteria: the Leadership Quotient	Turnaround Leader	Year 1,2,3/ $1,500 ($500 each year)
Provide administrator contracts that are performance based as measured by number of such contracts signed.	Newly hired principals must agree to a performance-based contract that will be reviewed each year.	Turnaround Leader	Year 1/ no cost to grant

Provide effective administrator professional development throughout each year of the project and beyond as measured by numbers of administrators participating in the SAM program.	Implement the School Administration Manager (SAM) project with all building administrators and instructional coaches.	Turnaround Leader	Year 2/ $9400

(2) If the LEA/district is not planning to serve all Tier I schools, please attach a list of the schools you do not plan to serve and explain why you have determined that your LEA/district does not have the capacity to serve those schools.

This does not apply to the Riverview Gardens School District. Each Tier II school will be served, and no Tier I schools are in the district.

(3) For each of the topics listed below, describe what actions the LEA/district will take to:

- Design and implement interventions consistent with the final requirements for each Tier I and/or Tier II school that the LEA/district commits to serve.

  Please see the above outlined plan that includes district-level oversight and support. Attachment 2 contains the specific building plans and accompanying budget documents.

- Recruit, screen, and select external providers, if applicable, to ensure their quality.

  External service providers will provide essential evaluation and training functions as outlined in the above district plan. In addition, other service providers may be retained to provide additional services that result from the on-going evaluation processes that are described above. Hiring policies will reflect district policies and will conform to existing state and local laws.

- Align other resources with the interventions.

  The district will evaluate each program, assessment, and or position after each year of the grant. If after a year of use our evaluation of the programs, assessments, or position proves successful, then we will use this as justification to use general formula or Title 1 funds to support the activities listed above and to extend the activities beyond the grant cycle. Title 1 funds may be used to sustain the Instructional Coaches, PD 360, PLC and PBIS. In addition, the district will partner with the St. Louis RPDC and the University of Missouri to provide additional training and evaluation support. These services will be provided as needed and will vary according to the identified needs of the district.

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

  The Riverview Gardens School District has modified its employment and evaluation policies and procedures to reflect the requirements of the Turnaround Model. These changes have permitted the hiring of a new cadre of effective teachers and administrators in each secondary building. As of July 1, 2010, we have been governed by a new oversight school board. The district and all previous policies lapsed creating a need for new policies and procedures. Our building administrators are a part of the Policy and Procedures Creation and Revision Committee and will play an integral part in the decision making process. They had flexibility in selecting staff and will continue to analyze data to determine building professional development, and additional resources.

- Sustain the reforms after the funding period ends.

  The district will continue the reforms instituted throughout this project and will continue to adjust those reforms and implement new reforms as necessary. Funding for this process will be obtained through district formula funding streams, foundation, corporate grants, and other partnerships to be developed. The effective intervention processes that are implemented in this project will be applied in schools that will benefit from those interventions. Again, we will evaluate each program, assessment and position gained during the grant period. Successful implementations/programs will be extended through the use of Title 1 funds and the general funding formula.

(4) 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 timelines for each intervention and the beginning of the evaluation process are identified in the intervention plans for the district and each school. Interventions that are implemented in the first year will have an evaluation process in place that begins when the interventions are started. Such will be the case for those interventions that are implemented in the second and third years of the project.

(5) 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?

These goals are identified in the intervention plan for each school. Percentages of improvement are identified for each content area. These targets are deemed reasonable and will move each school into compliance with Annual Yearly Progress and the Annual Performance Report guidelines.

(6) What services and activities will be implemented in the Tier III schools receiving School Improvement Grant funds?

No Tier III schools are served in this grant process.

(7) 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?

No Tier III schools are served in this grant process.

(8) 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.

Each plan describes stakeholder involvement in the intervention process. This involvement includes parents, other community members and the business community, the University of Missouri, the St. Louis Regional Professional Development Center, teachers, administrators, and students. In addition, the intervention plans were created as a collaborative effort among RGSD staff, the St. Louis RPDC, the DESE regional supervisor, and University of Missouri staff.

C. BUDGET

LEA/District and School Budget Templates

LEA/District: Riverview Gardens School District
County/District Code: 096-111

District Budget, Year 1

Budget Year 2011	6100 Certified Salaries	6150 NonCertified Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	Total
1100 Instruction							$0.00
1100 Instruction 1003 (g) SIG							$0.00
1251 Culturally Different (Title I)							$0.00
1251 Culturally Different 1003 (g) SIG	$360,000.00		$84,999.00			$0.00	$444,999.00
2100 Support Services							$0.00
2100 Support Services 1003 (g) SIG				$333,000.00	$25,000.00		$358,000.00
2210 Improvement of Instruction (PD)							$0.00
2210 Improvement of Instruction (PD) 1003 (g) SIG				$59,000.00	$32,000.00		$91,000.00
2620 Planning. Research, Eval							$0.00
2620 Planning. Research, Eval 1003 (g) SIG				$6,500.00			$6,500.00
3000 Parent Involvement							$0.00
3000 Parent Involvement 1003 (g) SIG				$11,000.00			$11,000.00
Administrative Costs							$0.00
Administrative Costs 1003 (g) SIG							$0.00
Program Costs Subtotal (Not Including 1003 (g) SIG)							$0.00
1003 (g) SIG Subtotal							
Grand Total	$360,000.00	$0.00	$84,999.00	$409,500.00	$57,000.00	$0.00	$911,499.00

High School Yr 1	$512,669.00	
Middle School Yr 1	$199,415.00	
Middle School Yr 1	$199,415.00	
		$0.00
	$911,499.00	

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET	
BUILDING NAME CENTRAL MIDDLE SCHOOL/YEAR 1	BUILDING CODE 3000
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 1 Instructional Coaches @ $80,000 per year Summer Mentoring/5th, 7th, and 8th Grade @ $25.00 per hour	 $80,000.00 $13,333.00
6100 Subtotal	**$93,333.00**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	 **$1,112.00** **$1,500.00** **$11,054.00** **$8,000.00**
6200 Subtotal	**$21,666.00**
6300: Purchased Services Stanford 10 Assessment - $15x1.500 Internet Based Math courses PBIS/Character Plus PLC Training Professional Learning Retreat/semester PD Week – Administrators and Teachers Instructional Practices Inventory (IPI) Implementation Observation 360 Teacher Evaluation Tool Parent Survey Parent Advisory Process Parent University RPDC Evaluation 360 Degree Administrator Evaluation Tool PD 360 web based content videos	 **$11,250.00** **$27,000.00** **$6,667.00** **$5,000.00** **$1,500.00** **$2,500.00** **$1,333.00** **$5,000.00** **$1,000.00** **$333.00** **$2,000.00** **$1,667.00** **$500.00** **$3,000.00**
6300 Subtotal	**$68,750.00**
6400: Materials/Supplies Summer Mentoring PBIS Professional Learning Retreat @Semester PD Week for Principals/Teachers PD Monitoring Program PD - Effective Use of Formative Data	 **$3,333.00** **$3,333.00** **$1,500.00** **$2,500.00** **$1,000.00** **$4,000.00**
6400 Subtotal	**$15,666.00**
6100-6400 Subtotal	**$199,415.00**
6500: Capital Outlay	**$0**
6500 Subtotal	**$0**
TOTAL	**$199,415.00**

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET	
BUILDING NAME CENTRAL MIDDLE SCHOOL/YEAR 2	BUILDING CODE 3000
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 1 Instructional Coaches @ $80,000 per year Summer Mentoring/5th, 7th, and 8th Grade @ $25.00 per hour	 $80,000.00 $13,333.00
6100 Subtotal	**$93,333.00**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	 **$1,112.00** **$1,500.00** **$11,054.00** **$8,000.00**
6200 Subtotal	**$21,666.00**
6300: Purchased Services Stanford 10 Assessment - $15x1.500 Internet Based Math courses PBIS/Character Plus PLC Training Professional Learning Retreat/semester PD Week – Administrators and Teachers Instructional Practices Inventory (IPI) Implementation Observation 360 Teacher Evaluation Tool Parent Survey Parent Advisory Process Parent University 360 Degree Administrative Evaluation Tool PD 360 Web Based Content Videos SAM Project	 **$11,250.00** **$27,000.00** **$6,667.00** **$5,000.00** **$1,500.00** **$2,500.00** **$1,333.00** **$5,000.00** **$1,000.00** **$333.00** **$2,000.00** **$500.00** **$3,000.00** **$9,500.00**
6300 Subtotal	**$76,483.00**
6400: Materials/Supplies Summer Mentoring PBIS Professional Learning Retreat @Semester PD Week for Principals/Teachers PD Monitoring Program PD - Effective Use of Formative Data	 **$3,333.00** **$3,333.00** **$1,500.00** **$2,500.00** **$1,000.00** **$4,000.00**
6400 Subtotal	**$15,666.00**
6100-6400 Subtotal	**$207,248.00**
Indirect Cost Optional (Restricted Rate: __0__% X Subtotal)	**$0**
6500: Capital Outlay	**$0**
6500 Subtotal	**$0**
TOTAL	**$207,248.00**

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET	
BUILDING NAME CENTRAL MIDDLE SCHOOL/YEAR 3	BUILDING CODE 3000
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 1 Instructional Coaches @ $80,000 per year Summer Mentoring/5th, 7th, and 8th Grade @ $25.00 per hour	 $80,000.00 $13,333.00
6100 Subtotal	**$93,333.00**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	 **$1,112.00** **$1,500.00** **$11,054.00** **$8,000.00**
6200 Subtotal	**$21,666.00**
6300: Purchased Services Stanford 10 Assessment - $15x1.500 Internet Based Math courses PBIS/Character Plus PLC Training Professional Learning Retreat/semester PD Week – Administrators and Teachers Instructional Practices Inventory (IPI) Implementation Observation 360 Teacher Evaluation Tool Parent Survey Parent Advisory Process Parent University 360 Degree Administrative Evaluation Tool PD 360 Web Based Content Videos	 **$11,250.00** **$27,000.00** **$6,667.00** **$5,000.00** **$1,500.00** **$2,500.00** **$1,333.00** **$5,000.00** **$1,000.00** **$333.00** **$2,000.00** **$500.00** **$3,000.00**
6300 Subtotal	**$67,083.00**
6400: Materials/Supplies Summer Mentoring PBIS Professional Learning Retreat@Semester PD Week for Principals/Teachers PD Monitoring Program PD - Effective Use of Formative Data	 **$3,333.00** **$3,333.00** **$1,500.00** **$2,500.00** **$1,000.00** **$4,000.00**
6400 Subtotal	**$15,666.00**
6100-6400 Subtotal	**$197,748.00**
Indirect Cost Optional (Restricted Rate: __0__% X Subtotal)	**$0**
6500: Capital Outlay	**$0**
6500 Subtotal	**$0**
TOTAL	**$197,748.00**

[redacted]

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET	
BUILDING NAME WESTVIEW MIDDLE SCHOOL/YEAR 1	BUILDING CODE 4040
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 1 Instructional Coaches @ $80,000 per year Summer Mentoring/5th, 7th, and 8th Grade @ $25.00 per hour	 $80,000.00 $13,333.00
6100 Subtotal	**$93,333.00**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	 **$1,112.00** **$1,500.00** **$11,054.00** **$8,000.00**
6200 Subtotal	**$21,666.00**
6300: Purchased Services Stanford 10 Assessment - $15x1.500 Internet Based Math courses PBIS/Character Plus PLC Training Professional Learning Retreat/semester PD Week – Administrators and Teachers Instructional Practices Inventory (IPI) Implementation Observation 360 Teacher Evaluation Tool Parent Survey Parent Advisory Process Parent University RPDC Evaluation 360 Degree Administrator Evaluation Tool PD 360 web based content videos	 **$11,250.00** **$27,000.00** **$6,667.00** **$5,000.00** **$1,500.00** **$2,500.00** **$1,333.00** **$5,000.00** **$1,000.00** **$333.00** **$2,000.00** **$1,667.00** **$500.00** **$3,000.00**
6300 Subtotal	**$68,750.00**
6400: Materials/Supplies Summer Mentoring PBIS Professional Learning Retreat @Semester PD Week for Principals/Teachers PD Monitoring Program PD - Effective Use of Formative Data	 **$3,333.00** **$3,333.00** **$1,500.00** **$2,500.00** **$1,000.00** **$4,000.00**
6400 Subtotal	**$15,666.00**
6100-6400 Subtotal	**$199,415.00**
6500: Capital Outlay	**$0**
6500 Subtotal	**$0**
TOTAL	**$0**
	$199,415.00

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET	
BUILDING NAME WESTVIEW MIDDLE SCHOOL/YEAR 2	BUILDING CODE 4040
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 1 Instructional Coaches @ $80,000 per year Summer Mentoring/5th, 7th, and 8th Grade @ $25.00 per hour	 $80,000.00 $13,333.00
6100 Subtotal	**$93,333.00**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	 **$1,112.00** **$1,500.00** **$11,054.00** **$8,000.00**
6200 Subtotal	**$21,666.00**
6300: Purchased Services Stanford 10 Assessment - $15x1.500 Internet Based Math courses PBIS/Character Plus PLC Training Professional Learning Retreat/semester PD Week – Administrators and Teachers Instructional Practices Inventory (IPI) Implementation Observation 360 Teacher Evaluation Tool Parent Survey Parent Advisory Process Parent University 360 Degree Administrative Evaluation Tool PD 360 Web Based Content Videos SAM Project	 **$11,250.00** **$27,000.00** **$6,667.00** **$5,000.00** **$1,500.00** **$2,500.00** **$1,333.00** **$5,000.00** **$1,000.00** **$333.00** **$2,000.00** **$500.00** **$3,000.00** **$9,500.00**
6300 Subtotal	**$76,483.00**
6400: Materials/Supplies Summer Mentoring PBIS Professional Learning Retreat @Semester PD Week for Principals/Teachers PD Monitoring Program PD - Effective Use of Formative Data	 **$3,333.00** **$3,333.00** **$1,500.00** **$2,500.00** **$1,000.00** **$4,000.00**
6400 Subtotal	**$15,666.00**
6100-6400 Subtotal	**$207,248.00**
Indirect Cost Optional (Restricted Rate: __0__% X Subtotal)	**$0**
6500: Capital Outlay	**$0**
6500 Subtotal	**$0**
TOTAL	**$207,248.00**

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET	
BUILDING NAME WESTVIEW MIDDLE SCHOOL/YEAR 3	BUILDING CODE 4040
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 1 Instructional Coaches @ $80,000 per year Summer Mentoring/5th, 7th, and 8th Grade @ $25.00 per hour	 $80,000.00 $13,333.00
6100 Subtotal	**$93,333.00**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	 **$1,112.00** **$1,500.00** **$11,054.00** **$8,000.00**
6200 Subtotal	**$21,666.00**
6300: Purchased Services Stanford 10 Assessment - $15x1.500 Internet Based Math courses PBIS/Character Plus PLC Training Professional Learning Retreat/semester PD Week – Administrators and Teachers Instructional Practices Inventory (IPI) Implementation Observation 360 Teacher Evaluation Tool Parent Survey Parent Advisory Process Parent University 360 Degree Administrative Evaluation Tool PD 360 Web Based Content Videos	 **$11,250.00** **$27,000.00** **$6,667.00** **$5,000.00** **$1,500.00** **$2,500.00** **$1,333.00** **$5,000.00** **$1,000.00** **$333.00** **$2,000.00** **$500.00** **$3,000.00**
6300 Subtotal	**$67,083.00**
6400: Materials/Supplies Summer Mentoring PBIS Professional Learning Retreat@Semester PD Week for Principals/Teachers PD Monitoring Program PD - Effective Use of Formative Data	 **$3,333.00** **$3,333.00** **$1,500.00** **$2,500.00** **$1,000.00** **$4,000.00**
6400 Subtotal	**$15,666.00**
6100-6400 Subtotal	**$197,748.00**
Indirect Cost Optional (Restricted Rate: __0__% X Subtotal)	**$0**
6500: Capital Outlay	**$0**
6500 Subtotal	**$0**
TOTAL	**$197,748.00**

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET	
BUILDING NAME RIVERVIEW GARDENS HIGH SCHOOL/YEAR 1	BUILDING CODE 1050
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 2 Instructional Coaches @ $80,000 per year Summer Mentoring/5th, 7th, and 8th Grade @ $25.00 per hour	 $160,000.00 $13,334.00
6100 Subtotal	**$173,334.00**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance	 **$1,239.00** **$2,320.00** **$22,108.00** **$16,000.00**
6200 Subtotal	**$41,667.00**
6300: Purchased Services Dual Enrollment Program Internet based Math courses Stanford 10 Assessment $15x1500 PBIS/Character Plus ACT Prep PLC Training Professional Learning Retreat/Each Semester PD Week ;Administrators & Teachers Instructional Practices Inventory Observation 360 Teacher Evaluation Tool Parent Survey Assessments – Preparing Students for ACT/SAT 360 Degree Administrative Evaluation Tool RPDC Evaluation Parent University Parent Advisory PD 360 Web Based Content Videos	 **$50,000.00** **$50,000.00** **$22,500.00** **$6,667.00** **$75,000.00** **$15,000.00** **$2,000.00** **$5,000.00** **$1,333.00** **$5,000.00** **$1,000.00** **$30,000.00** **$500.00** **$1,666.00** **$3,000.00** **$334.00** **$3,000.00**
6300 Subtotal	**$272,000.00**
6400: Materials/Supplies Summer Mentoring PBIS College/Career Fair Professional Learning Retreat @Semester PD Week for Principals/Teachers PD Monitoring Program PD - Effective Use of Formative Data	 **$3,334.00** **$3,334.00** **$5,000.00** **$2,000.00** **$5,000.00** **$3,000.00** **$4,000.00**
6400 Subtotal	**$25,668.00**
6100-6400 Subtotal	**$512,669.00**
6500: Capital Outlay	**$0**
6500 Subtotal	**$0**
TOTAL	**$512,669.00**

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET	
BUILDING NAME RIVERVIEW GARDENS HIGH SCHOOL/YEAR 2	BUILDING CODE 1050
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 2 Instructional Coaches @ $80,000 per year Summer Mentoring/5th, 7th, and 8th Grade @ $25.00 per hour	 $160,000.00 $13,334.00
6100 Subtotal	**$173,334.00**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance	 **$1,239.00** **$2,320.00** **$22,108.00** **$16,000.00**
6200 Subtotal	**$41,667.00**
6300: Purchased Services Dual Enrollment Program Internet based Math courses Stanford 10 Assessment - $15x1500 PBIS/Character Plus ACT Prep Course PLC Training Professional Learning Retreat/Each Semester PD Week – Administrators and Teachers Instructional Practices Inventory Implementation Observation 360 Teacher Evaluation Tool Parent Survey Assessments – Preparing Students for ACT/SAT 360 Degree Administrative Evaluation Tool Parent University Parent Advisory PD 360 Web Based Content Videos Gateway to College SAM Project	 **$50,000.00** **$50,000.00** **$22,500.00** **$6,667.00** **$75,000.00** **$15,000.00** **$2,000.00** **$5,000.00** **$1,333.00** **$5,000.00** **$1,000.00** **$30,000.00** **$500.00** **$3,000.00** **$334.00** **$3,000.00** **$5,000.00** **$9,500.00**
6300 Subtotal	**$284,834.00**
6400: Materials/Supplies Summer Mentoring PBIS College/Career Fair Professional Learning Retreat@Semester PD Week for Principals/Teachers PD Monitoring Program PD - Effective Use of Formative Data	 **$3,334.00** **$3,334.00** **$5,000.00** **$2,000.00** **$5,000.00** **$3,000.00** **$4,000.00**
6400 Subtotal	**$25,668.00**
6100-6400 Subtotal	**$525,503.00**
6500: Capital Outlay	**$0**
6500 Subtotal	**$0**
TOTAL	**$525,503.00**

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET	
BUILDING NAME RIVERVIEW GARDENS HIGH SCHOOL/YEAR 3	BUILDING CODE 1050
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 2 Instructional Coaches @ $80,000 per year Summer Mentoring/5th, 7th, and 8th Grade @ $25.00 per hour	 $160,000.00 $13,334.00
6100 Subtotal	**$173,334.00**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	 **$1,239.00** **$2,320.00** **$22,108.00** **$16,000.00**
6200 Subtotal	**$41,667.00**
6300: Purchased Services Dual Enrollment Program Internet based Math course Stanford 10 Assessment $15x1500 PBIS/Character Plus ACT Prep Course PLC Training Professional Learning Retreat/Each Semester PD Week – Administrators and Teachers Instructional Practices Inventory (IPI) Implementation Observation 360 Teacher Evaluation Tool Parent Survey Assessments – Preparing Students for ACT/SAT 360 Degree Administrative Evaluation Tool Parent University Parent Advisory PD 360 Web Based Content Videos Gateway to College	 **$50,000.00** **$50,000.00** **$22,500.00** **$6,667.00** **$75,000.00** **$15,000.00** **$2,000.00** **$5,000.00** **$1,333.00** **$5,000.00** **$1,000.00** **$30,000.00** **$500.00** **$3,000.00** **$334.00** **$3,000.00** **$7,700.00**
6300 Subtotal	**$278,034.00**
6400: Materials/Supplies Summer Mentoring PBIS College/Career Fair Professional Learning Retreat @Semester PD Week for Principals/Teachers PD Monitoring Program PD - Effective Use of Formative Data	 **$3,334.00** **$3,334.00** **$5,000.00** **$2,000.00** **$5,000.00** **$3,000.00** **$4,000.00**
6400 Subtotal	**$25,668.00**
6100-6400 Subtotal	**$518,703.00**
6500: Capital Outlay	**$0**
6500 Subtotal	**$0**
TOTAL	**$518,703.00**

B. ASSURANCES: An LEA/district must include the following assurances in its application for a School Improvement Grant.

Check the boxes in this table to include the assurances in this application.

The LEA/district must assure that it will—

✓Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/district commits to serve consistent with the final requirements;

✓Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

✓If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

✓Report to the SEA the school-level data required under section III of the final requirements.

C. 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 7/14/2010
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE

Attachment 1

Needs Assessment Report for Riverview Gardens School District

July 2010

Assessment Resource Center
Hook Center for Education Leadership and District Renewal
University of Missouri
Columbia, Missouri

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This report documents a needs assessment for the Riverview Gardens School District in preparation for the submission of a School Improvement Grant (SIG) as authorized in section 1003(g) of the Elementary and Secondary Education Act (ESEA) under the American Recovery and Reinvestment Act of 2009 (ARRA) (PL 111-5). The Federal Department of Education awarded the Missouri Department of Elementary and Secondary Education (DESE) monies "for the purpose of providing assistance for school improvement consistent with section 1116." The Riverview Gardens School District will be seeking a subgrant from the State of Missouri. The ultimate goal of the SIG is to build commitment and capacity in the Riverview Gardens School District to raise student achievement substantially.

The Riverview Gardens School District (RGSD) has committed to serve three district buildings through the school improvement grant: Riverview Gardens High School, Central Middle School, and Westview Middle School. The Hook Center for Education Leadership and the Assessment Resource Center (ARC), both at the University of Missouri, have combined to complete an assessment of the existing situation regarding the needs of the three schools and the district.

This report is based on the following data sources:

- MSIP Review (October 2007)
- Advance Questionnaires completed by district stakeholders (fall, 2007)
- DESE Core Data (2005 to 2009)
- CSIP (March 2008, retrieved from RGSD website: http://rgsd.k12.mo.us)
- Revised Accountability Plan (October 2009)
- OSEDA Demographic Facts (2000 Census)
- On-line District Resources (Pulse, Curriculum Mapper, YPP, Pearson Benchmark)
- District Accountability Conference Forms and Logs (n.d.)
- Riverview Gardens School District Professional Development Needs Survey (May 2010)
- Riverview Gardens High School Inspection Summary (January 2010)
- High School Safety Recommendations (February 2010)
- District Technology Plan (2010 to 2013)
- Public remarks made by Commissioner Nicastro at Riverview Gardens (May 18, 2010)
- Media coverage of the district (St. Louis newspapers, press releases)
- Conference calls, meetings, and interviews with district-level administrators, building principals, and teacher-leaders from the three buildings, and a site visit (May-June 2010)

In addition, the RGSD designed student, parent, and teacher surveys based upon the Decision Support Architecture Consortium (DSAC) framework and administered them during the 2010 school year. Respondents included:

- Central Middle School: 411 students, 34 teachers, and 48 parents
- Westview Middle School: 42 teachers and 106 parents
- RG High School: 207 students and 18 teachers

These surveys will henceforth be referred to as the RGSD Survey. Responses to selected survey questions will be described throughout the report and mean scores for all survey items may be found in the Appendix A.

This report will first describe the Riverview Gardens School District as a whole and then describe the three individual schools. After these descriptions, the next sections will provide information for each of the nine quality indicators of best practices in education required by DESE. These indicators are:

1. Student Performance
2. Curriculum Development and Learning Management
3. Professional Development
4. Safe, Secure, and Engaging Environment
5. Parent and Community Involvement
6. Information Technology and Data Management
7. Human Resources
8. Leadership and Governance
9. Fiscal and Budget

For each of these indicators, this report will provide the key goals, describe current conditions and plans, and identify the needs of the district as a whole and of the three target schools independently.

Mission of Riverview Gardens School District

The Riverview Gardens School District was established in 1926 and its first high school opened in 1927. Its mission statement reads, "The Riverview Gardens School District community prepares all students to be lifelong learners and responsible citizens capable of success in our global society." Its vision statement on their website states:

> *Riverview Gardens School District will partner with parents and the community to provide a safe, nurturing environment that develops responsible citizens and lifelong learners prepared for success in our ever-changing global society. We will provide sufficient resources and a highly-qualified, committed staff. Each day, in every classroom students will be engaged and learning at high levels to meet or exceed federal, state, and local standards.*

In June of 2007, the State Board of Education declared the Riverview Gardens School District to be unaccredited, due to chronically low academic performance. The district had been plagued by financial and leadership failures for years, but the decisive factor in the State Board's decision in 2007 was the continued failure to meet performance standards. Under state law, the district could have closed in 2009. Instead, the State Board of Education postponed state intervention for one more year. The district, still not meeting state standards for student performance, will lapse on June 30, 2010, and there will be a new, reorganized district under new governance. According to Commissioner Nicastro's public remarks, the district will re-open July 1 under the leadership of a Special Administrative Board (SAB.)

Description of Riverview Gardens School District

Riverview Gardens School District is located in Riverview Gardens, Missouri, in the northern part of St. Louis County. The district encompasses a total population of 43,352 and of this population, 65.7% are ethnic minorities. Families comprise 70.4% of the Riverview Gardens population with 19.2% of these families headed by single mothers.

From the 2000 census, the median family income for the RG school district was $37,114, a drop of 13.5% from 1990; the median family income for Missouri in 2000 was $49,044. Nearly ten percent (9.6%) of families in the district live below the poverty line, with 27.4% of children under 5 years of age and 16.3% of all children under 18 years of age living in poverty.

The educational attainment of residents over the age of 25 is 23.2% with no high school diploma, 33.8% with a high school diploma/GED, and 11.0% with a college degree or professional degree.

In the 2000 census, 8.9% of the labor force in Riverview Gardens reported being unemployed; the percentage unemployed in Missouri was 5.3%. The highest percentage of employed residents worked in the area of sales and

office (31.5%) and 18.8% worked in the service area. The average house value in Riverview Gardens in 2000 was $62,796.[1]

The Riverview Gardens School District is composed of one high school, two middle schools, nine elementary schools, and an early childhood education center. This report focuses on the two middle schools and RG High School.

Dr. Clive Coleman was hired as the district superintendent during the 2009-2010 school year, to officially begin July 1, 2010. Dr. Rhonda Key and Dr. Natalie Thomas have been co-superintendents of the district since the 2006-2007 school year. Dr. Key has been with the district for four years and Dr. Thomas has been with the district for eight years. Principals of the three target schools are

- Central Middle school: Mrs. Chaketa Mac-Riddle (13 years in the district)
- Westview Middle school: Dr. Valerie Robinson (3 years in the district). This school has had 3 principals in the last 6 years.
- Riverview Gardens High School: Mrs. Yolander Pittman (18 years in the district)

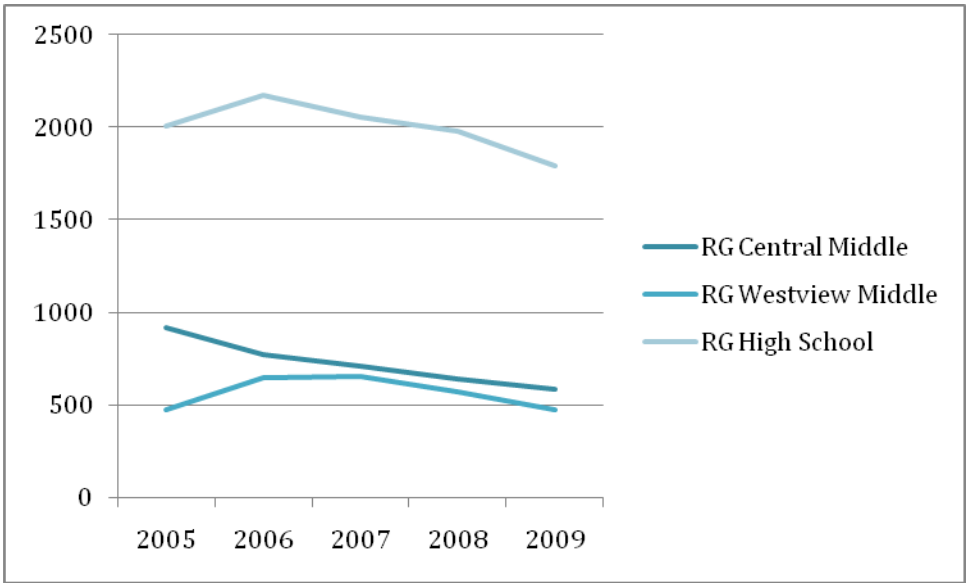
In the years 2005 to 2009, enrollment at all three target schools declined (see Chart 1). During this same time period, the percentage of the student body eligible for free or reduced-priced lunch at each of these schools has remained consistently higher than Missouri's state percentage over the past 5 years (see Chart 2).[2]

Enrollment at Central Middle School declined over a five-year period by 36% from 920 students in the 2004-2005 school year to 589 students in the 2008-2009 school year. In 2008-09, the student population was 97% Black, and 85% of all students were eligible for free or reduced-priced lunch. Free and reduced-price lunch (FRL) is used as a poverty indicator. Central Middle School is classified as a School Improvement Level 5 school – Restructuring/Continuing.

Enrollment at Westview Middle School reached a five-year high of 653 students in the 2006-2007 school year but declined to 475 students in the 2008-2009 school year. In the 2008-09 school year, the student population was 98% Black, and 88% of all students were eligible for FRL. Westview Middle School is classified as a School Improvement Level 5 school – Restructuring/Continuing.

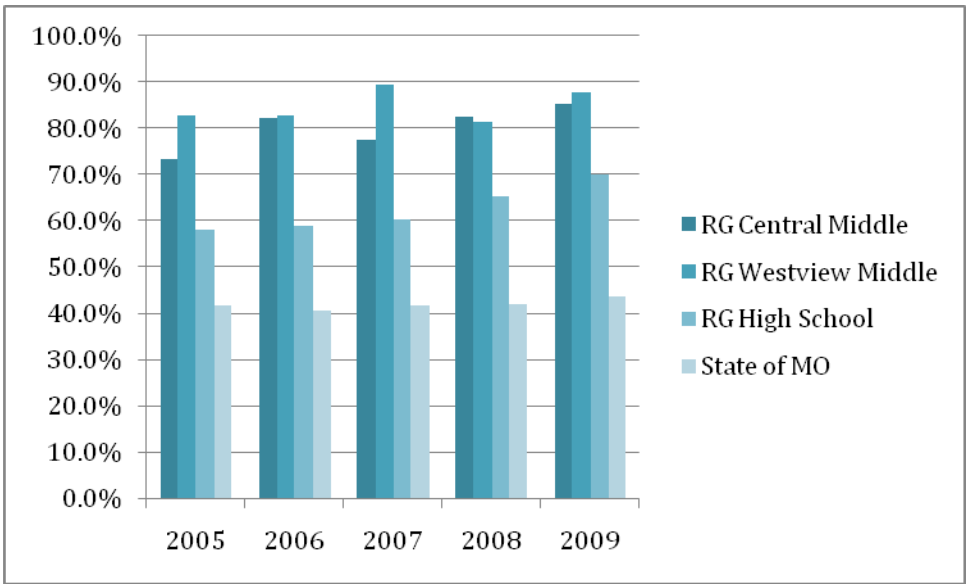
Enrollment at Riverview Gardens High School reached a five-year high of 2,176 students in the 2005-2006 school year, but declined by 18% to 1,789 students in the 2008-2009 school year. In 2008-2009, the student population was 98% Black, and 70.1% of all students were eligible for FRL. Riverview Gardens High School is classified as a School Improvement Level 4 school – Restructuring/Planning.

Chart 1: Total Enrollment



[1] All of these demographic statistics are from the 2000 Census, retrieved from OSEDA.
[2] Data retrieved from DESE, 2008-09 School Accountability Report Card.

Chart 2: Percentage of Students Eligible for Free or Reduced-Priced Lunch



<u>Student Performance</u>

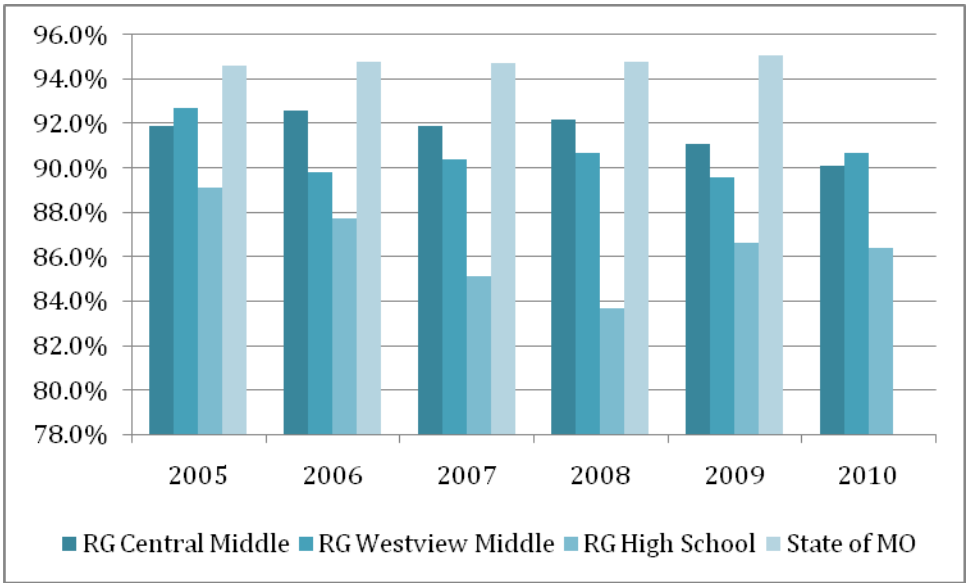
Key Goals

According to the RGSD Accountability Plan revisions, two key district goals that directly affect district accreditation status are (1) to increase student attendance and (2) to increase student achievement.

Current Conditions and Plans

<u>Student Attendance.</u> Attendance rates for all three schools are below the average attendance rates for public schools in Missouri. As may be seen in Chart 3, neither middle school met the attendance target of 93% or an increase from the prior year; in fact, their attendance rates have decreased over time. However, RG High School improved attendance rates since 2008, although it is still low relative to the state.

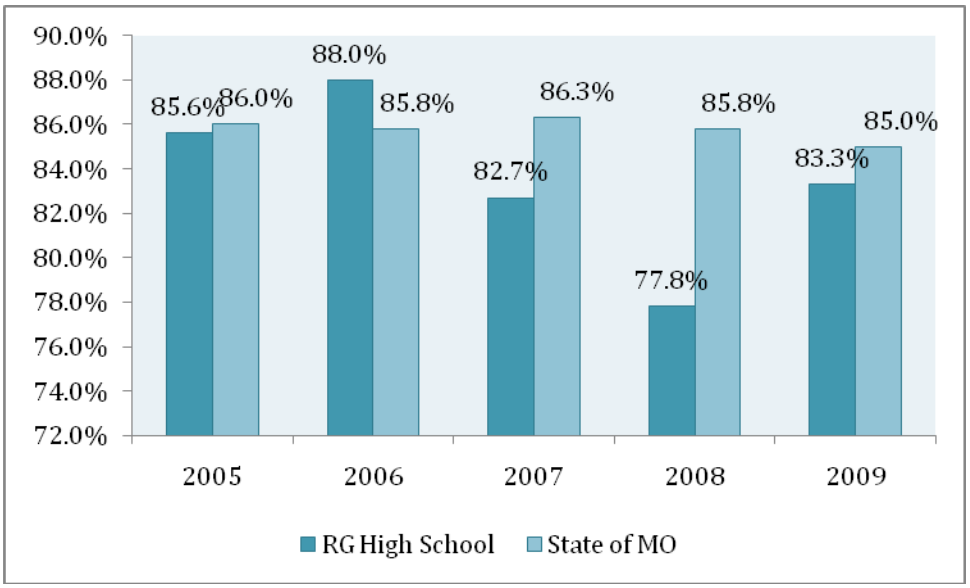
Chart 3: Attendance Rates



Note: 2005 to 2009 attendance rates are based on DESE core data; 2010 school rates were computed by averaging monthly rates provided by Riverview Gardens School District; state data is not yet available for 2010.

Student Graduation. Although graduation rates at RGHS also improved from 2008 to 2009 this was following a yearly decline from 2006 to 2008 (see Chart 4), and high attrition is a concern in the district. Whereas in 2009-2010 the freshman enrollment was 480, the school only had 347 graduates (or 73% the number of freshmen). The national averaged freshman graduation rate is 75% for all students and 62% for Black students.[3]

Chart 4: Graduation Rates



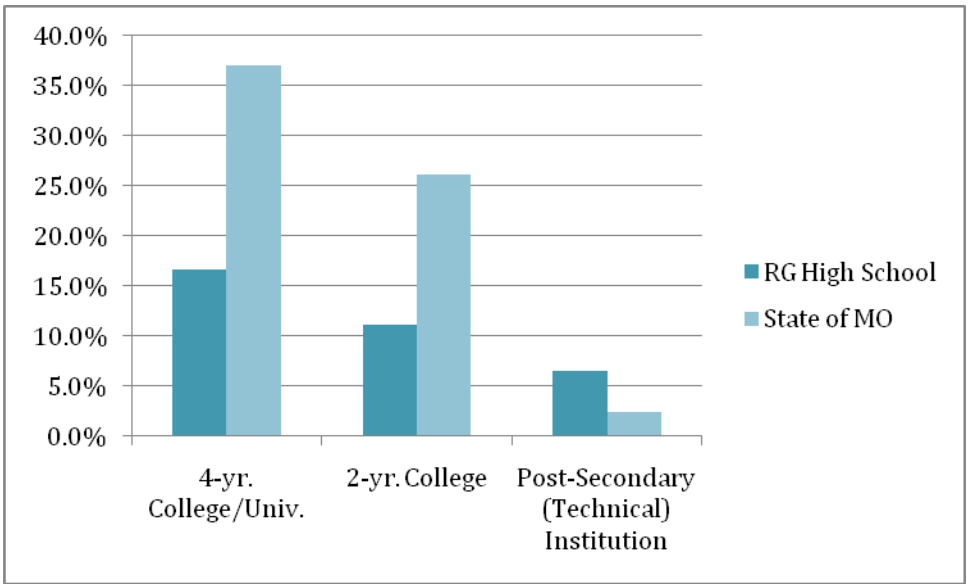
The high school principal attributed the 2009 increased graduation rate to more accurate monitoring and calculation procedures by the Missouri Student Information System (MOSIS), which allows RG High School to track students who transfer to other districts. The district has also partnered with ACE Learning Center, an alternative school for at-risk students, to increase graduation rates. According to the ACE website, the center serves 1,100 students in six districts, including Riverview Gardens. According to the high school principal, of the roughly 100 RGSD seniors referred to ACE in the 2009-2010 school year, all but three graduated.

Administrators expressed particular concern about high freshman attrition rates. To address attrition, both teachers and administrators would like to develop a summer transition, or bridge program, to move students from middle to high school. Teachers stressed that students are not coming into RG High School with basic skills, including writing, organizational, and study skills. According to RG High School's principal, roughly 300 students entered RG High School as freshmen in the 2009-2010 school year having received all Ds and Fs in middle school. Another administrator described a chronic problem of moving students from grade to grade despite not being prepared to make these transitions. It is not until students reach high school and finish their freshman year with zero credit hours that the problem becomes clearly apparent and the consequences of social promotion become more serious, jeopardizing graduation. A bridge program would help identify problems earlier.

Those students who do graduate from Riverview Gardens High School are less likely to enter either a two- or a four-year college compared with Missouri graduates as a whole. Only 28% of Riverview Gardens graduates enter a two- or a four-year college, compared to 63% of the overall population of graduates in Missouri (see Chart 5).

[3] Stillwell, R. (2010). *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007–08* (NCES 2010-341). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved June 3, 2010 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010341.

Chart 5: 2009 Post-Graduation Plans



Student Achievement. Although RGSD schools are demonstrating growth in student proficiency levels, these did not meet the NCLB proficiency targets for either communication arts or mathematics. However, Riverview Gardens High School met the proficiency targets for two of three NCLB subgroups in communication arts (met under the Safe Harbor provision).

Student Performance indicators show that all three target schools are struggling to improve student academic achievement. Students performed poorly in both communication arts and mathematics relative to both proficiency targets and state averages. Table 1 provides the percentage of students who scored proficient or above in each of the last two school years. These numbers are for the entire student body.

Table 1: Percentage of Students Scoring Proficient or Above

	Communication Arts		Mathematics	
	2007-2008	2008-2009	2007-2008	2008-2009
Central Middle School	18.4%	22.4%	12.3%	13.7%
Westview Middle School	17.8%	16.4%	10.4%	10.5%
RG High School	13.4%	36.3%	9.0%	7.1%

Central Middle School**.** In 2007-2008, 18.4% of Central Middle students achieved a communication arts score of either proficient or advanced, a percentage that rose to 22.4% in 2008-2009. Central Middle had two student subgroups (Black, FRL) in 2007-2008 and an additional group (IEP) in 2008-2009 that are required to meet Adequate Yearly Progress (AYP). Although communication arts scores increased from 2007-2008 to 2008-2009 for each of these subgroups neither met AYP (see Chart 6).

In 2007-2008, 12.3% of students achieved a mathematics score of either proficient or advanced, a figure that rose to 13.7% in 2008-2009 (see Chart 9). Mathematics scores for the Black and FRL subgroups increased, but they decreased for the IEP subgroup. None of the subgroups met AYP.

Westview Middle School**.** In 2007-2008, 17.8% of Westview Middle students achieved a communication arts score of either proficient or advanced which fell to 16.4% in 2008-2009 (see Chart 7). Westview Middle has two student subgroups (Black, FRL) in 2007-2008 and an additional group (IEP) in 2008-2009 that are required to meet Adequate Yearly Progress (AYP). Communication arts scores decreased from 2007-2008 to 2008-2009 for each subgroup. None of the three subgroups met AYP.

In 2007-2008, 10.4% of students achieved a mathematics score of either proficient or advanced and 10.5% in 2008-2009 (see Chart 10). Westview Middle has two student subgroups (Black, FRL) in 2007-2008 and an additional group (IEP) in 2008-2009 that are required to meet Adequate Yearly Progress (AYP). None of the three subgroups met AYP.

RG High School. In 2007-2008, 13.4% of high school students achieved a communication arts score of either proficient or advanced, which rose dramatically to 36.3% in 2008-2009. Although the district did not meet the proficiency targets for communication arts, this was a large improvement in communication arts scores (see Chart 8). RG High School has two student subgroups (Black, FRL) that are required to meet AYP. Because of the significant increases between the 2007-2008 school year and the 2008-2009 school year, RG High School did meet the proficiency target for the Black student subgroup under the Safe Harbor provision, meaning that the percent of Black students not meeting proficiency/advanced levels decreased by at least 10% from the previous year.
Both central office representatives and instructional leaders attributed the increase in communication arts proficiency to three factors:

- a strong communication arts coordinator (who helped remove the negative culture of "these kids can't learn")
- a PD classroom (described in the next section)
- time for teacher collaboration

They also expressed fear that new reductions in staffing would undermine this progress.
In 2007-2008, 9.0% of RG High students achieved a mathematics score of either proficient or advanced, which fell to 7.1% in 2008-2009 (see Chart 9). The high school has two student subgroups (Black, FRL) that are required to meet AYP; neither group met AYP.
Because students at the three schools are predominantly Black and receiving free/reduced-priced lunch, the most appropriate comparisons are with state data for these two subgroups. These comparisons are provided in Charts 6-9. In communication arts, at RG High School these subgroups are performing better than the state average for these same subgroups. In contrast, at both middle schools, substantially fewer of these subgroups are scoring proficient or above on the MAP compared to the same subgroups across the state. In mathematics, at all three schools these subgroups are performing substantially worse than their demographic peers across the state. Furthermore, scores for mathematics are substantially worse than for communication arts, relative to state scores.

Chart 6: Central Middle School Student Proficiency in Communication Arts

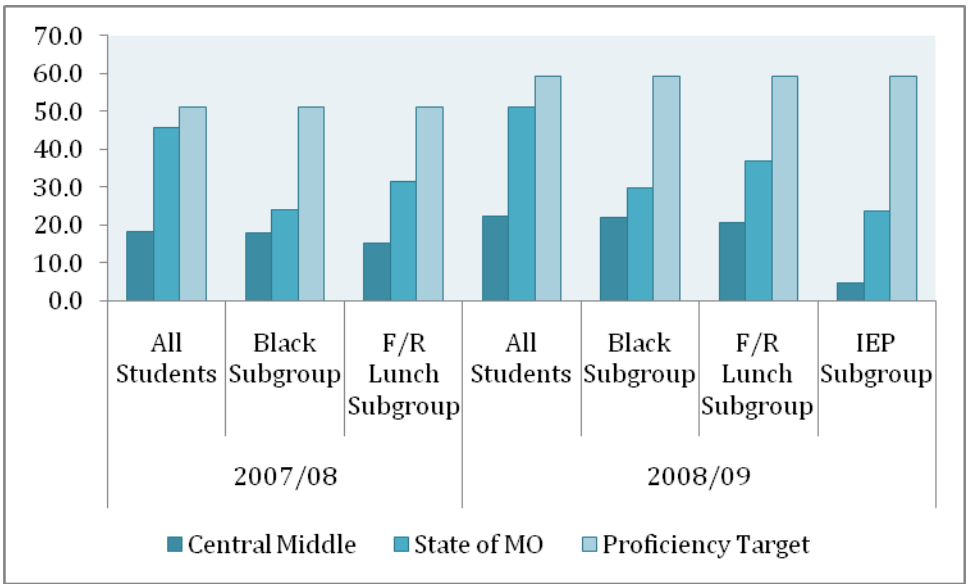


Chart 7: Westview Middle School Student Proficiency in Communication Arts

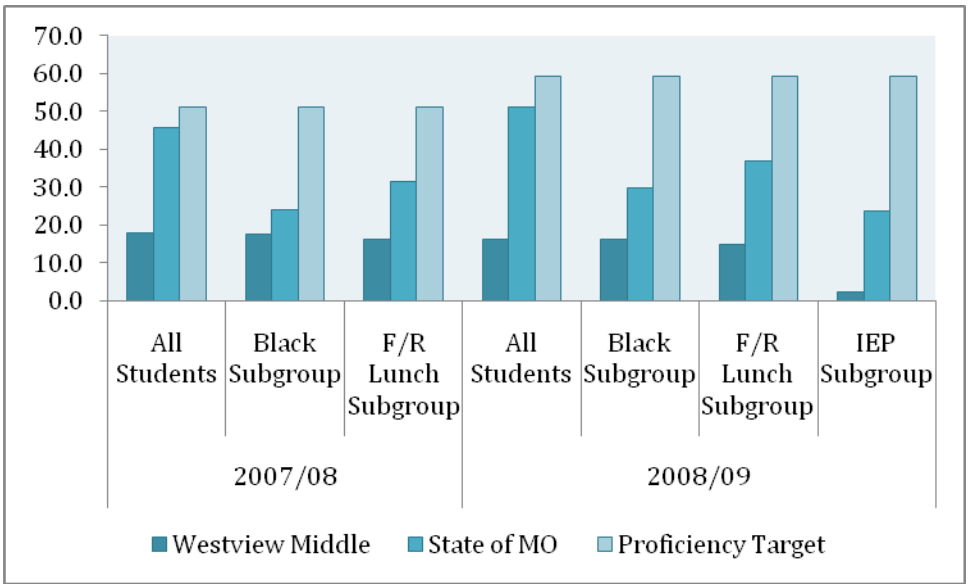


Chart 8: RG High School Student Proficiency in Communication Arts

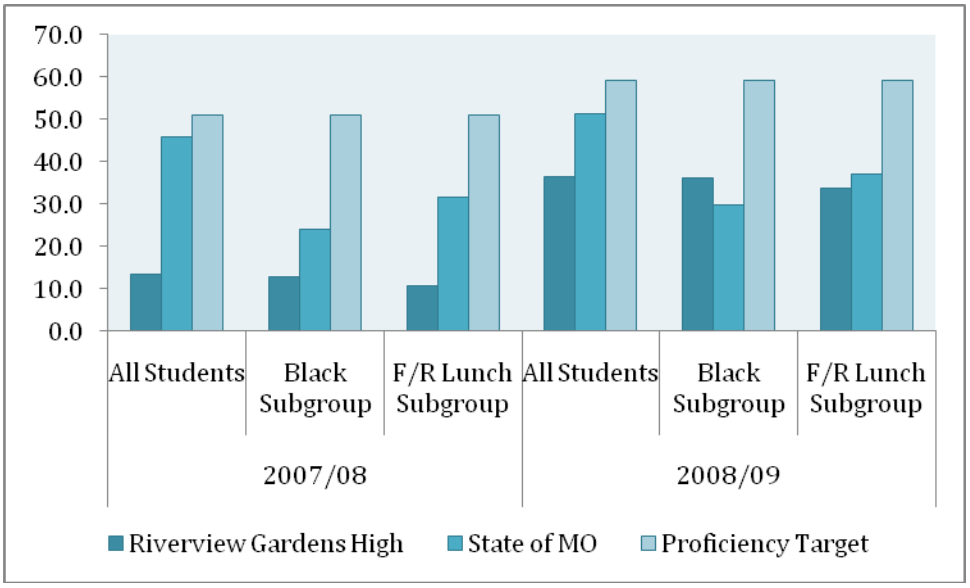


Chart 9: Central Middle School Student Proficiency in Mathematics

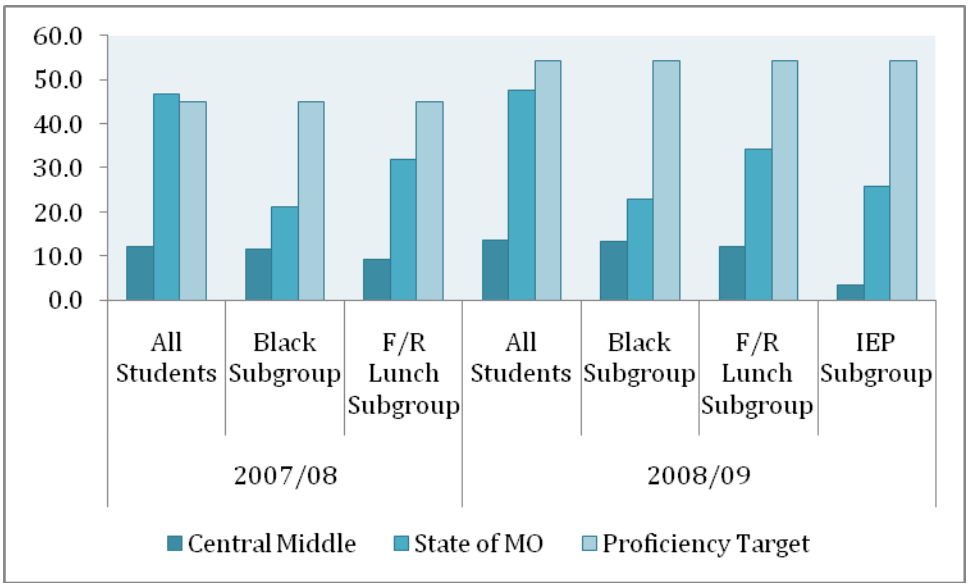


Chart 10: Westview Middle School Student Proficiency in Mathematics

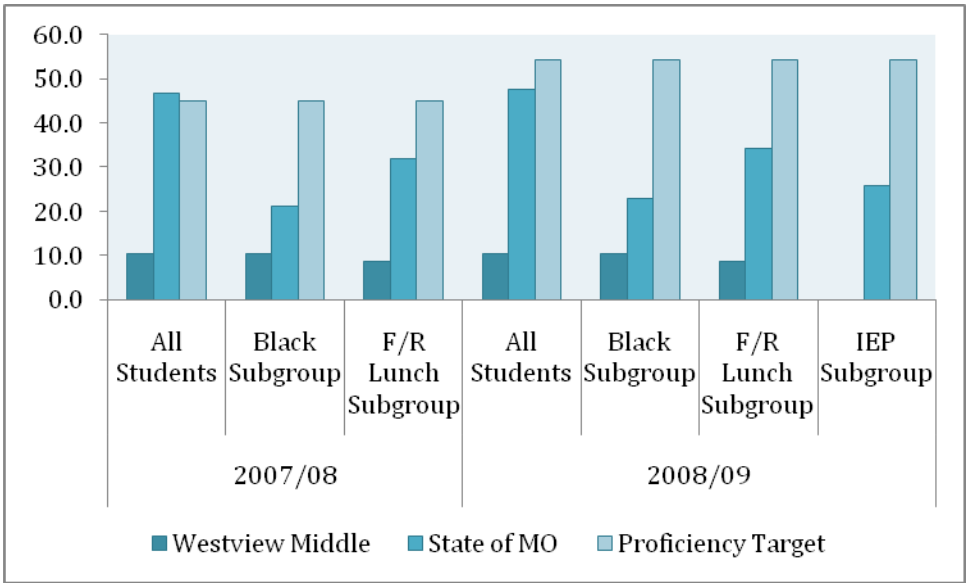
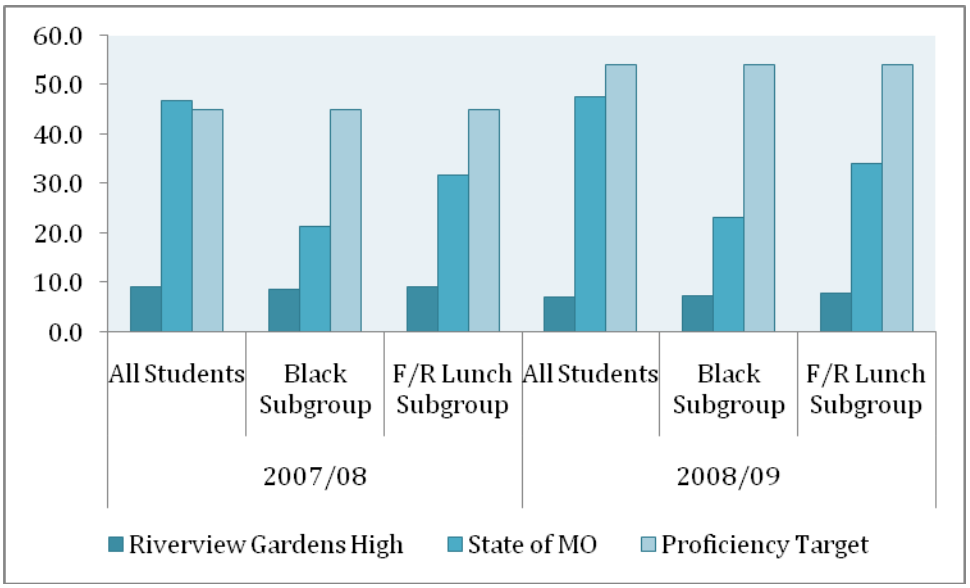


Chart 11: RG High School Student Proficiency in Mathematics



Students and their parents perceive themselves as doing well academically. According to the RGSD survey, most students *agreed* or *strongly agreed* with the item "My reading and writing are at grade level."

- Central Middle students = 72%, parents = 76%

- High School students = 75%

Fewer students and parents agreed that "other" students were reading and writing at grade level (Central Middle students = 15%, High School students = 16%, Central Middle parents = 44%). Thus, they did not have as positive a perception of general student achievement as for their own (or their own child's) achievement.

Both administrative and teaching staff attributed the low math scores to poor leadership and weak math teachers, indicating that math is problematic across the district. Staff attributed these weaknesses to a lack of content or instructional knowledge among the district's math teachers, and in some cases weaknesses in both areas. Too few math teachers at RG High School are qualified and able to teach advanced math. In addition, teacher turnover has been high.

Staff reported that teachers at the elementary school do not like the "Everyday Math" program and are not implementing it properly. According to one administrator, even skilled teachers are not implementing it. These issues at the elementary school exacerbate the instructional problems in the older grades, where already weak math teachers are presented with students lacking basic skills. One instructional leader said that teachers are being hired with limited certification and therefore without the skills necessary to teach high school math. The principal said that unless teachers are competent in math content they are "setting the students up for failure."

The district has yet to allocate all of the funds awarded in a 1003(g) grant from 2007. Funds must be allocated by September 30, 2010. One plan developed in November of 2009 is to build teacher capacity in the areas of mathematics content and instruction. In this plan, the district would

1. partner with the University of Missouri-St. Louis (UMSL) to provide 15-20 teachers with coursework in secondary mathematics curriculum and instruction. Currently, too few teachers in the district are certified to teach mathematics beyond algebra;

2. provide for one additional hour of prep time during the day for collaborative planning and/or lesson study, additional instruction, and coaching for participants;

3. hire an additional teacher at each of the three buildings to offset the extra planning period.

This plan was discussed with UMSL staff but has been put on hold during the current administrative transition. According to the coordinator of state and federal programs, now that the focus of 1003(g) funds has moved from providing professional development to school turn-around, the multiyear vision of this plan might have to be scaled down if it is to be developed using 1003(g) funds.

Needs

All three schools need to increase attendance rates. Attendance is low at all three schools, but particularly low in RG High School.

All three schools need to work on increasing high school graduation rates. Graduation rates are lower than the state average; in 2008 they were substantially lower and in 2009 they were only slightly lower. Thus, improvement has been made but progress needs to continue. While this problem may appear to be a high school problem, the trajectory for dropping out begins earlier. The middle schools need to better prepare students for success in high school coursework so that students are able to earn credits and are less likely to drop out. The district needs to conduct a study of why students are dropping out at each grade level.

All three schools need to dramatically improve student achievement in both communication arts and mathematics, but particularly in mathematics. The high school made significant progress in communication arts in the past year. The high school needs to continue with the successful program it has implemented, including a communication arts coordinator, collaboration time, and professional development. The two middle schools need to imitate these efforts.

All three schools need to implement similar programs for mathematics. The district has a plan in place to improve math instruction that involves providing teachers with better training in math and instruction and more planning and collaboration time. This will entail more staff time, yet the district has had a reduction in force. Thus, the district needs to target funds for hiring more teaching staff. (These issues are discussed in more detail in the next two sections and in "human resources.") In addition, either a new mathematics program needs to be implemented at the elementary level, or teachers need to be better supported in implementing the existing "Everyday Math" program so that students arrive at the middle school with better preparation.

Curriculum Development and Learning Management

Key Goals

According to district administrators, a key goal of the district is to develop a K-12 curriculum. The CSIP indicates this is a critical need. In addition, the accountability plan lays out three additional goals linked to curriculum development: student engagement, differentiated instruction, and technology integration.

Current Conditions and Plans

During interviews both administrators and teacher/leaders conveyed that the most critical problem facing the district was ineffective teaching. In addition to a general view of ineffective teaching and apathy, staff expressed four concerns:

- Most of what is being taught at both the middle and high school grades is Level 1 Depth of Knowledge. Instruction tends to be textbook and worksheet-driven, with very little project-based or group learning and little opportunity for critical thinking.

- Some teachers set low expectations for their students. One administrator brought up the pervasive problem of "teaching through sympathy," where teachers do not hold their at-risk students to high standards—because they have sympathy for the many issues students bring to school, they don't make demands, thus undermining students' education.

- There is a culture among many teachers that "these kids can't learn," so they do not bother to examine their own instructional practices.

- While instruction in all content areas can be improved, the quality of math instruction across the district is particularly low, and proficiency scores in mathematics validate these concerns, as discussed above.

Students also perceive their teachers as ineffective. According to the RGSD survey, while most students agreed or strongly agreed that they value and take responsibility for their learning, half or fewer agreed that they learn new skills and concepts every day or that teachers help them when needed (see Table 2.)

Table 2: Motivation for Learning

	Percentage of agree/strongly agree responses		
	Middle School Parents	Central Middle School Students	High School Students
Students understand what they are responsible for learning.	80%	78%	78%
Students understand the importance of what they are learning for the future.	72%	80%	73%
Students are motivated to do well on tests, including the MAP test.	n/a	74%	58%
Teachers prepare students for classroom tests.	n/a	66%	48%
Students learn new skills and concepts every day.	45%	50%	38%
Students receive additional help with learning, when needed.	63%	50%	43%

Note: Not all questions were given to parents; these questions are indicated by n/a. Exact question wording for each group may be found in Appendix A.

We will discuss the issues of ineffective teaching more in the "Professional Development" and "Human Resources" sections. Two additional problems that were raised repeatedly were an absence of a coherent, aligned curriculum, and student behavior. We will discuss student misbehavior in a later section. Next, we will focus on curriculum development.

Curriculum Development. According to the 2007 MSIP review, "findings from focus groups and interviews at all levels indicate a general recognition that the Riverview Gardens School District needs to improve curriculum" and "responses reveal a significant lack of clarity about the curriculum development and revision process currently in place including the leadership, participants, teacher input, and rationale." Other concerns regarding the curriculum documented in the MSIP 2007 report include the following:

- Absence of a clear, systematic and communicated curriculum and review process.
- Teachers desire a clear communication of high expectations for curriculum implementation from the district's leadership team.
- Classroom observations indicated few examples of differentiated instruction.
- MSIP team members observed little evidence of the use of research-based instructional strategies.
- Most instruction observed demonstrated low expectations for student learning.
- Teachers do not appear to have an adequate repertoire of instructional methods to address student learning needs.
- Team members noted mostly low levels of rigor in classroom instruction.
- More than five percent of the district's teachers do not have the minimum required planning time.
- The curriculum does not appear adequate to improve student performance.
- No changes in instruction or practices have occurred to address subgroup gaps.
- There is a pervasive lack of effective instruction occurring in the district.

Positive movement toward curriculum development and learning management includes these observations in the 2007 MSIP report.

- Teachers stated that assessment data is used to plan and revise instruction.
- District leadership states that the district is working to develop policies and procedures for the review and revision of district curriculum.

- District leadership states that building cadres, teaching and learning coaches and principals will become the instructional leaders in this process.

RG High School. Curriculum issues specific to RG High School that were documented in the MSIP 2007 report include the following:

- The district provides the minimum number of high school credits in all subject areas and the desirable number of high school credits in at least seven subject areas.
- Not every career education course being taught has a curriculum guide that contains all the components for an approved career education program. The Project Lead the Way curriculum is being used; however, the recommended instructional strategies were not observed.
- The district is not implementing the Family and Consumer Sciences program as approved.
- There are limited articulation agreements and/or dual-credit agreements in place to assist students in their transition to postsecondary education or the workplace.
- The district has no written plan to evaluate the effectiveness of career education programs. There is no evidence of active advisory programs in place for career education programs.
- The district is not in compliance with A+ program requirements.

Teachers' responses to the 2007 MSIP Advance Questionnaire also point to weaknesses in the curriculum. Mean scores for the "Guaranteed and Viable Curriculum" scale were lower than average for the state.

- Teachers at Central Middle School had a mean score of 3.77 (on a 5-point Likert scale), which placed them lower than 71 percent of secondary schools in the state.
- Teachers at Westview Middle School had a mean score of 3.91 (on a 5-point Likert scale), which placed them lower than 71 percent of secondary schools in the state.
- Teachers at Riverview Gardens High School had a mean score of 3.56 (on a 5-point Likert scale), which placed them lower than 93 percent of secondary schools in the state. Items on the scale with their mean scores are contained in Table 3.

Table 3: Faculty Guaranteed and Viable Curriculum Scale

	Mean score		
	Central Middle Teachers	Westview Middle Teachers	RG High School Teachers
The essential content is organized and sequenced in a way that students have ample opportunity to learn it.	3.71	3.67	3.68
My school uses assessment data to evaluate and align the curriculum.	3.71	4.07	3.44
My school systematically ensures that teachers address essential content.	4.33	4.00	3.86
The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers.	3.92	4.00	3.58
My school's administration protects instructional time available to teachers from interruptions.	3.58	4.29	3.29
The amount of essential content that has been identified can be addressed in the instructional time available to teachers.	3.38	3.38	3.52

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Data from the 2007 MSIP report are included in this analysis because that report is the most recent. Based on discussions with administrative and teaching staff, curriculum continues to be a critical need for the district. One

teacher/leader said, "There is no district curriculum," and others agreed. Both administrative and teaching staff expressed two continuing concerns:

- Curriculum is neither horizontally nor vertically aligned and it is incongruent with assessments.
- While some curriculum mapping has been done, it has not yet been applied to instruction.

Several staff members expressed the need for leadership to direct curriculum development, pointing to the fact that the district has no chief academic officer.

The district has begun taking action to develop the curriculum. In the 2008-2009 school year, the district began a three-year process of curriculum development using "Curriculum Mapper," software that assists schools in linking curriculum to standards and provides a way to document instruction within the classroom. The district used a train-the-trainer model. Middle school and high school curriculum leaders and principals were included in the initial train-the-trainers sessions. Teachers in each of the three schools have used Curriculum Mapper. During the 2009-2010 school year, 22 classes at Central Middle School, 18 classes at Westview Middle school, and 38 classes at RG High School were outlined within Curriculum Mapper. According to the high school PD coordinator, the district would like to expand use of Curriculum Mapper to the elementary schools. Table 4 shows the subject areas and number of teachers using Curriculum Mapper at each of the three schools.

Table 4: Use of Curriculum Mapper

	Central Middle		Westview Middle		High School	
	Number of Classes	Number of Teachers (Out of 64)	Number of Classes	Number of Teachers (Out of 58)	Number of Classes	Number of Teachers (Out of 144)
English (Lang/Lit)	6	5	7	5	10	9
Math	4	4	2	1	8	4
Science	4	4	3	3	9	3
Social Studies/History	6	4	4	3	4	1
Reading	2	2	2	2	-	-
Other	-	-	-	-	7	7
Total	22	19	18	14	38	23

After only one year of implementation, it is not yet clear if the use of Curriculum Mapper will have a positive impact on curriculum development in the district. The same is true for YPP in the middle schools and Pearson Benchmark assessment in the high school. Another option that was recently presented to the district is to adopt a curriculum from Pattonvile School District, which is recognized as having a model curriculum. Pattonville has offered permission to Riverview Gardens to use its curriculum without cost; the district is currently considering this option.

Needs

The district has made progress since the 2007 MSIP report that indicated there was no clear, systematic curriculum. It has engaged in curriculum mapping and begun to do alignment with GLEs. However, the curriculum is not being implemented yet. Teacher/leaders and principals said that the absence of curriculum remains a substantial need of the district. There needs to be greater horizontal and vertical alignment. Thus, the district needs to finish writing a curriculum for all grades and all subjects that aligns with GLEs and Show-Me Standards. This issue pertains to all three schools.

The district also needs to improve teaching effectiveness. Specific areas mentioned by staff are (1) differentiating instruction, (2) teaching for greater depth of knowledge, and (3) improving content and instructional expertise among math teachers. However, the district needs to confirm through careful observation and study whether these are in fact the areas that most need to be improved.

<u>Professional Development</u>

Key Goals

A key goal of the incoming superintendent is that teachers use more effective instructional strategies, applying the Professional Learning Community (PLC) model. His goal is to have teacher assessment tied to student performance

with quarterly benchmark assessment for teachers. He said that professional development will be reduced because of financial constraints, so another goal is to focus only on PD programs that are most effective for improving instruction.

One co-superintendent stated that the district does not need more professional development—teachers have already had focused instructional PD—but the goal now should be to implement it and to hold teachers accountable for implementing it.

Current Conditions and Plans

The following statements come from the 2007 MSIP report

> Expectations for professional growth in professional development appear to be required/expected for both teachers and administrators. Existing professional development activities appear to be focused on core-subject areas. The administrators approve and monitor the professional development opportunities for staff. Focus groups indicate that professional development is not a priority for individual buildings or the district. The district lacks a comprehensive program of professional development to support improved student learning. Additionally, the district's Professional Development plan is missing several required components.
>
> There is insufficient evidence of time built into the regular district calendar for scheduled professional development (Aug. 13-14 and Nov. 9 are the only designated professional development days). Focus groups indicated the following opportunities: early release days, some summer days, Monday meetings, 18 one-hour meetings after school, and add-ons to regular workdays. Staff was not able to communicate exact dates or focus of PD for the building and/or district. No evidence of consistent accountability measures are in place at the building or district level. A written report was named as one form of accountability at the building level.
>
> Although the district uses learning coaches, the prevailing data seems to point to a significant lack of systematic high quality professional development for effective implementation. Teachers indicated a need to see high quality curriculum implementation; access to and training in use of instructional technology; working with expert mentors; the development of principals as instructional leaders, and, most importantly, a clear communication of high expectations for curriculum implementation from the district's leadership team.

The 58 high school teachers responding to the 2007 Advance Questionnaire "Professional Development" scale had a mean score of 3.32, which places the high school at the 2nd percentile, scoring lower than 98% of secondary schools in the state. The scale is composed of the following six items:

- *I have received adequate training in using computers and other technology to support my work with students.*
- *My professional development has improved the way I teach.*
- *I have received professional development on differentiating instruction for learners.*
- *Our professional development improves student achievement.*
- *The professional development activities I attend are related to my district's Comprehensive School Improvement Plan.*
- *There is adequate professional development for teachers working with special education students in our school.*

Faculty responses to the "Collegiality and Professionalism" scale indicated that faculty feel they had little collaboration to improve student learning. Items from the Faculty Collegiality Scale are included in Table 6, along with mean scores.

Table 5: Faculty Collegiality and Professionalism Scale

School	Mean	State Percentile	N
Central Middle	3.81	30	24
Westview Middle	3.86	22	14
Riverview Gardens High	3.45	15	58

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table 6: Faculty Collegiality and Professionalism Scale

	Mean score		
	Central Middle Teachers	Westview Middle Teachers	RG High School Teachers
Teachers are routinely engaged in collaborative problem solving around instructional issues.	3.50	4.00	3.42
Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed.	4.17	4.21	3.46
Teachers in my school are routinely involved in formulating school wide decisions and policies.	3.75	3.36	3.42

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Over the last three years, since the 2007 MSIP report and losing accreditation, the district has offered a variety of PD programs. According to a co-superintendent, the district has introduced high-quality professional development over the last three years, which is job embedded, research based, and uses curriculum mapping. The 2009 professional development plans for the high and middle schools describe a variety of training that was offered in 2008-2009, including:

- Curricular mapping (Oklahoma)
- Training on Curriculum Mapper software package (2009)
- ASCD conference (Los Angeles)
- Unpacking the Standards (2009)
- Gateway Writing Project (2010 to middle and high school teachers)
- Building Collaboration Leadership between Teachers and Administrators (Dr. Todd Whittaker)
- CSD: Math and Communication Arts Instruction
- CSD: Science and Social Studies Instruction
- PD 360 Activities
- Ongoing Curriculum review and revision (January – February 2009)
- Tech Path: Using Curriculum Mapping to Implement a Viable Curriculum
- Benchmark Implementation Training
- Student Management System (SIS) Training
- Imagine It: Overview (August 2008)
- School Counseling Academy (June 2008)
- Character Education Conference (July 2008)
- Introduction to core curriculum for Communication Arts, Social Studies, Science and Mathematics: Orientation Week (2008)
- Response to Intervention: Using student performance data for decision making
- Using Benchmark Data

- Introduction to MAP Data
- Professional Learning Community/ Purposeful Learning Community Training (ongoing 2008-2009)
- Balanced Leadership Training: Leadership Teams
- Balanced Leadership Training: Change Processes (October 2008)

Two PD programs that teachers found especially valuable were *Unpacking the Standards* and *Gateway Writing Project*. Unpacking the Standards is a program developed by Larry Ainsworth, who is director of professional development at the Leadership and Learning Center in Englewood, Colorado. In 2009, Ainsworth and his team offered training to teachers from both middle schools and RG High School on how to analyze standards to determine specific concepts and skills students need to know. The high school PD coordinator described this program as complementary to the Curriculum Mapper software, because having a true understanding of the standards is an important precursor to developing curriculum. As was discussed in the previous section, this is a great need in the district.

Interviews with administrative and teaching staff revealed unanimous agreement that the district had offered plenty of professional development. In fact, a teacher at RG High School pointed to the fact that Riverview Gardens has resources that some wealthier districts do not, such as PD 360 and Curriculum Mapper. PD 360 is an on-line teaching resource that allows educators to access a searchable library of training videos of research-based practices conducted by expert consultants.

However, both administrative and teaching staff were also unanimous that the professional development had not been effective because in most cases it was not being implemented in classrooms. This may be the result of three issues raised during the interviews. First, after teachers receive PD they are dismissed from the district. There have been <u>significant reductions in force</u> over the last three years. (See "Human Resources" section for more information.)

Second, teachers do not necessarily implement the PD they have received. One cause for this is a <u>lack of motivation</u>. According to their peers, some tenured teachers simply don't care if they improve their teaching effectiveness. In the words of one middle school teacher, "We have offered elaborate PD but instructors have to take it, have passion, and have expectations for students." One co-superintendent believes that the professional development was not succeeding partly because of a culture within the school of educators blaming the students rather than examining their own practices.

Another cause for the lack of implementation, according to the federal programs officer, is that <u>teachers do not have the skill</u>, or feel efficacy, for implementing the PD. She said, "for example, the district conducted 5 days of training in the Gateway program with communication arts teachers. The teachers evaluated the PD positively while they were in the PD, but when they got back in the classroom they didn't know what to do with it. Teachers want in-classroom support when they struggle with implementation." She plans to have the Gateway trainers come back, for follow-up observations and feedback to the teachers. She sees part of the problem as behavior management. Teachers lack skills to manage student behavior while also implementing instructional approaches learned in PD.

A third reason teachers may not implement the approaches they learn during PD is <u>a lack of time for planning or collaboration</u>. Teacher/leaders said that this was a significant problem. The district special education coordinator also said that lack of planning time affected fidelity of implementation of PD.

This issue is linked to scheduling difficulties. Teachers and administrators said that PD days are scattered and far apart, making them less effective. The 2009-2010 calendar initially had 13 early dismissal days so that the teachers might have more collaboration time, but the Board of Education did not approve these days in response to "2-3 vocal parents" with childcare concerns. Staff would like to schedule a weekly late start day.

During interviews, staff communicated three additional PD concerns:

- Implementation of PD is not monitored.

- PD is not integrated into a systemic plan to improve the curriculum. The district has not examined whether the various PD programs are coordinated or working at cross purposes.

- Too many new programs are introduced. According to one teacher/leader, the district will implement "some things, but then go in a new direction. Nothing is given time to take root and show effects."

These reasons for PD not appearing to have improved teaching effectiveness are anecdotal. According to district administrators, <u>the district has not systematically evaluated its PD initiatives</u>. Thus, it is not clear how effective PD has been. However, the fact that communication arts proficiency levels increased substantially at RG High School

following three changes – a strong communication arts coordinator, a "PD classroom," and time for teacher collaboration – suggests that these perceptions may be correct.
The PD classroom, which also served as an office for the high school PD coordinator, had tables, Smart boards, and a projector to facilitate group PD sessions and collaboration. At this time, the high school was using block scheduling, which provided teachers with 90-minute planning sessions. The PD classroom hosted trainings in different curricular topics related to communication arts. In addition, the PD coordinator was available on-demand for teachers during their planning sessions to discuss class instruction, based on their Professional Improvement Plans. According to the PD coordinator, during this year of growth faculty adopted a new more positive attitude and increased interest in curriculum. However, when the school moved away from block scheduling, teachers no longer had planning time worked into their daily schedules and the PD classroom is no longer active.
The district plans to address these concerns in three ways:

- Teachers will be held accountable. Student performance will be linked to teacher assessment. The district developed an accountability plan with teachers at both middle schools and at the high school. As part of this plan, teachers conference with principals and assistant principals on a monthly basis to review a Teacher Monthly Accountability Sheet. The accountability sheet (see Appendix B) provides summaries of assessment data, descriptions of instruction and staff development, summaries of classroom management and parent communication, a list of targeted students based on academic, discipline, or MAP concerns, and SMART Goals. High school teachers were also provided with Intervention Logs (see Appendix B) to track students who were targeted for low attendance, low grade point average, and/or any Type 1 behavior infractions. These Intervention Logs also include assessment data with a listing of students scoring advanced/proficient, basic, and below basic. (No mention was made of holding administrators accountable, but this should be part of the plan as well.)
- The district will hire instructional coaches. The elementary schools have had a reading coach for each of the buildings and three instructional coaches who cover all nine buildings; and this program has been effective. According to the federal programs officer, for three years there have been two reading teachers paid out of Title 1 funds at the middle schools. However, this pull-out model has shown little, if any, effect; students are showing no significant progress. So the district plans to replace these positions with a math coach and a reading/communication arts coach. At RG High School, two Title 1 teaching positions may be replaced with two coaches. (The high school has already reduced the number of Title 1 positions: when students spend time in this supplemental program rather than core classes, it places some at risk for not graduating, due to insufficient credit hours.)

- A focused, ongoing professional development is planned for each instructional level (elementary, middle, and high school) based on a survey of PD needs, administered by the Professional Development Committee (May 2009). The focus will be to continue curriculum mapping. The core areas have been completed, but the district still needs to complete electives.

Despite having offered substantial PD, both middle school principals said that their school continues to have three specific PD needs:

- Positive Behavior Intervention System training (PBIS);

- Using data to identify and place students according to their needs;
- Using data to develop common assessments.

In addition, Westview Middle is focusing on RTI training and Central Middle is focusing on developing more goals.
Needs
Although the district has provided substantial PD, it may still need to provide additional PD in critical focus areas. However, the district needs to carefully prioritize its PD to make sure that the key needs of the district and each building are addressed and that the PD is part of a systemic plan for improving the curriculum. Additional study is needed to make sure the correct priorities are identified.

- The PD needs to be thoroughly implemented over time so that teachers are given time to master an approach before being introduced to additional PD.

- Teachers also need to be given more planning and collaboration time to implement the PD and support each other in that implementation.

- The district also needs to invest resources in following through with the PD, monitoring whether teachers implement it and supporting them in the implementation. According to both administrators and teachers, this follow-through, monitoring, and support of PD is critically important in increasing teaching effectiveness. This may be best accomplished through the use of coaches; however, principals also need to fill the role of instructional leader in the building.

Safe, Secure, and Engaging Environment

Key Goals

In the 2008 CSIP, the Riverview Gardens School District set the goal of maintaining a safe and orderly environment that is conducive to learning. School safety and behavioral issues continue to be of concern to building leaders, so this goal continues to be relevant in the current administration.

Current Conditions and Plans

School Safety. The 2007 MSIP review concluded that documentation did not indicate a systematic process for conducting and documenting safety inspections for all buildings. At that time, both focus group interviews and team member observations suggested "little evidence that learning is the first priority in each building. Student focus groups indicated that learning could be the first priority if student discipline and safety were improved." The 2007 MSIP review found safety concerns specific to RG High School concerning the cleanliness and general state of repair, which was deemed "unacceptable."

In addition, the 2007 Advance Questionnaires administered to faculty, parents, and students in each of the three schools revealed low levels of perceived school safety. Faculty means for the "Safe and Orderly Environment" scale are given in Table 7, and state percentile rankings are given in Table 8. Parent data are given in Tables 9 and 10. Student data is given in Table 11.

Table 7: Faculty Safe and Orderly Environment Scale

	Mean score		
	Central Middle Teachers	Westview Middle Teachers	RG High School Teachers
Clear rules that promote good behavior are enforced in our school.	3.96	4.21	3.84
Overall, my school building is in good condition.	3.39	4.43	2.39
Our school teaches and reinforces student self-discipline and responsibility.	4.04	4.21	3.62
I feel safe at this school.	4.04	3.93	3.47
Students who are prone to violence are systematically identified.	3.42	3.79	3.71
I have received violence prevention training.	3.13	2.50	2.64

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table 8: Faculty Safe and Orderly Environment Scale

School	Mean	State Percentile	N
Central Middle	3.68	20	24
Westview Middle	3.89	21	14
Riverview Gardens High School	3.29	4	58

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table 9: Parent Safe and Orderly Environment Scale

	Mean score		
	Central Middle Parents	Westview Middle Parents	RG High School Parents
If I could, I would send my child to a different school.	3.61	3.89	4.03
My school has clear procedures for handling school emergencies.	3.87	3.82	3.45
I feel my child is safe at school.	3.68	3.76	2.98
My child's school building is in good condition.	3.61	4.66	2.84
There are students from my child's school that belong to street gangs.	3.04	3.03	3.64
Our school has a program that teaches and reinforces student self-discipline and responsibility.	3.78	3.73	3.16

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table 10: Parent Safe and Orderly Environment Scale

School	Mean	State Percentile	N
Central Middle	3.39	1	192
Westview Middle	3.53	1	38
Riverview Gardens High	2.80	1	192

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table 11: Student Feel Safe Item

School	Mean	State Percentile	N
Central Middle students	3.37	6	541
Westview Middle students	3.23	1	414
Riverview Gardens High students	2.54	3	1100

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Although faculty at the middle schools had higher levels of agreement with the survey items than high school faculty did, they were nonetheless among the bottom quarter of the state. The parents who responded to the questionnaire revealed a lack of confidence in their children's safety at school. Table 10 shows that all three schools had parent responses that were in the 1st percentile. The responses provided by students who were asked directly if they felt safe while they were at school supported the perceptions provided by faculty and parents. Students at RG High School were the least likely to agree that they felt safe while at school. Students from all three schools had mean scores that were in the bottom decile.

The 2008 CSIP outlined four actions related to this issue:

- Review and revise procedures to increase student and staff safety by August 2008.
- Perform a safety audit of each facility by July 2008.
- Establish an ongoing system of safety inspections and improvement timelines for facilities by July 2009.
- Establish a monitoring and feedback system to ensure safe and clean environments in all facilities by July 2008.

A new facilities director was hired in 2008. An inspection report of the high school in January 2010 (Appendix C) suggests the school still needs more attention to maintenance and custodial issues. The inspection called for a number of repairs, many cosmetic, such as stained ceiling tiles and peeling paint, but others related to safety, such as missing fire extinguishers and heater covers. Shortly after the inspection, on February 1, 2010, work orders had been submitted to the director of facilities, and at that time recommendations for review and consideration by building administration and the facilities director were developed (Appendix C). According to the principal, the building has improved greatly since 2007, and she anticipates even more improvements with the new bond issued.

She attributes much of the improvement to the new facilities director, who has paid closer attention to maintenance and has better managed custodial staff.

Student Discipline. According to the 2007 MSIP review, student misbehavior was a significant issue. On the 2007 Advance Questionnaire, teachers, especially from RG High School, were less likely to agree with the items from the "Classroom Management" scale than their counterparts in other high schools (see Table 12). Items from the Classroom Management Scale are included in Table 13, along with faculty mean scores. Students were also asked about their perceptions of classroom management. As with the faculty, students' responses were lower than those of their peers in other districts (see Tables 14 & 15).

Table 12: Faculty Classroom Management Scale

School	Mean	State Percentile	N
Central Middle	4.17	28	24
Westview Middle	4.26	17	14
Riverview Gardens High	3.88	5	58

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table 13: Faculty Classroom Management Scale

	Mean score		
	Central Middle Teachers	Westview Middle Teachers	RG High School Teachers
Teachers in our school use effective practices to keep all students actively engaged in learning.	3.96	4.21	3.75
Our principal uses classroom management as part of our evaluation.	4.08	4.15	3.80
Clear rules regarding behavior have been established in my classroom.	4.75	4.46	4.58
Educators in our school respond to inappropriate behaviors quickly and effectively.	4.08	4.29	3.47
Educators in our school use effective practices to promote positive behavior.	3.96	4.21	3.79

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table 14: Student Classroom Management Scale

School	Mean	Percentile	N
Central Middle	3.66	27	543
Westview Middle	3.62	10	422
Riverview Gardens High School	3.28	17	1112

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table 15: Student Classroom Management Scale

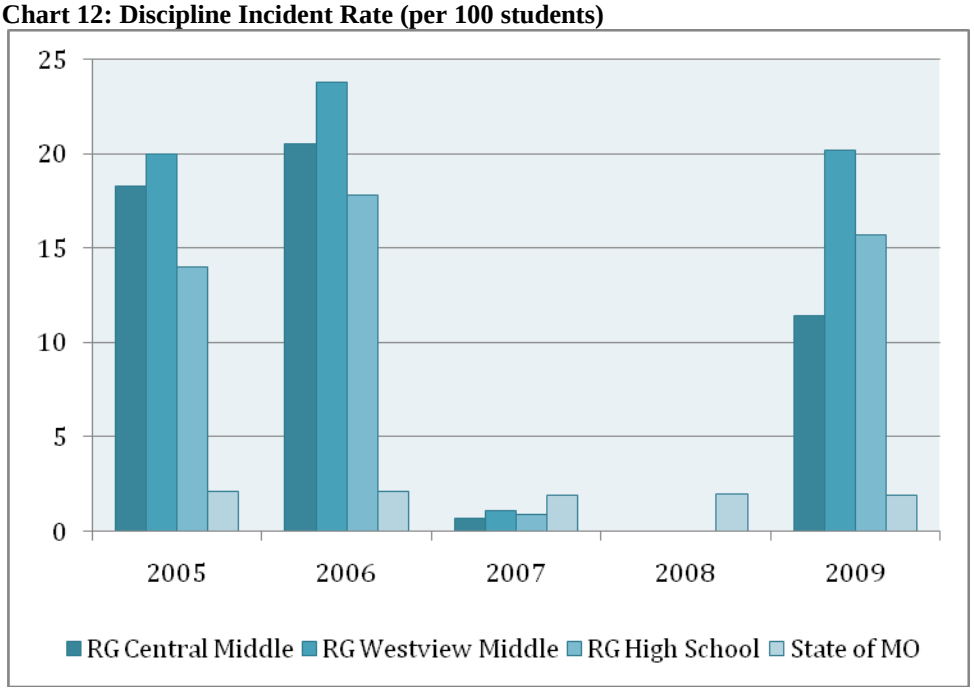
	Mean score		
	Central Middle Students	Westview Middle Students	RG High School Students
Clear rules regarding behavior have been established in most of my classes.	3.84	3.78	3.57
Teachers enforce the rules fairly.	3.74	3.67	3.27
Most of my teachers respond to disruptive students quickly and effectively.	3.57	3.62	3.22
Teachers treat me with respect.	3.65	3.69	3.40
During our classes we stay focused on learning and don't waste time.	3.48	3.32	2.97

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

In summary, in 2007 teacher ratings of classroom management at all three schools were in the lowest quartile for the state – with RG High School being markedly low. Student perceptions were similar (although they did not view RG High School as negatively as the teachers did). Teachers also rated school safety (e.g., student violence and conditions of buildings) in the lowest quartile for the state – again with the HS being markedly low. Students and parents, in contrast, rated the school as among the worst in the state. These scales are difficult to interpret because they combine student behavior, teacher classroom management, feelings of safety and conditions of buildings all in one scale. In addition, these data are quite dated; there have been significant upheavals in the district since this time. However, during interviews staff communicated that student behavior is still an issue. Poor classroom behavioral management was brought up by both district administrators and instructional leaders as compromising instruction to a significant degree.

According to DESE core data, the discipline incident rate at all three schools is considerably higher than the Missouri state average with Westview Middle having the highest incident rate. All of the incidents at all three schools resulted in out of school suspensions, as opposed to in-school suspensions.

Chart 12: Discipline Incident Rate (per 100 students)



Note: No discipline incidents were reported in 2008 and very few in 2007. This could be due to a reporting error, rather than an actual decrease in incidents.

According to the 2010 RGSD survey, the percentage of students, parents and teachers who either agreed or strongly agreed that students feel safe and are well-behaved is low. As Table 16 shows, fewer than 15% of students believe that students are well-behaved and that school is a positive friendly place. Only 28% of middle school teachers and 6% of high school teachers agreed or strongly agreed that "Students … feel safe at school and believe students are well-behaved."

Table 16: School Environment

	Percentage of agree/strongly agree responses		
	Middle School Parents	Central Middle School Students	High School Students
Students are usually well-behaved.	22%	9%	9%
Students feel safe.	51%	16%	13%
The school is a positive, friendly environment.	59%	14%	10%
The school celebrates student successes.	67%	55%	42%

One issue that might contribute to safety concerns at RG High School is the layout of the buildings. Buildings are modular and separated by open, outdoor space so that students must walk outside between buildings to attend classes. According to staff, this physical layout creates greater demand for supervision. According to one

instructional leader, the school lacks adequate numbers of staff to monitor students moving from classroom building to building, and often this task falls on the principal.

Needs

The district needs to conduct an audit to determine whether the environment is safe and secure for students. Existing data are old and may no longer be relevant. However, the old MSIP data suggest that many improvements in the school environments need to be made.

Managing student discipline more effectively in the classroom is a pressing need. Inappropriate behavior is a barrier to effective instruction. Inappropriate behavior may also be a result of ineffective instruction. It is not clear what the driving problem is within the three targeted schools. Thus, the district needs to conduct a study of the root causes of student misbehavior. The district also needs to develop a comprehensive system for supporting teachers to use effective behavior management strategies.

Parent and Community Involvement

Key Goals

In the 2008 CSIP, the Riverview Gardens School District set the goal of considering the needs and desires of the community as part of the decision-making process.

Current Conditions and Plans

The district outlined four strategies to achieve this goal:

- Develop and implement a plan to inform parents and the public of district functions four times per year by August 2008**.** According to a co-superintendent, the district has been providing updates through "The View," a newspaper disseminated four times per year to a key communicators list (includes elected officials, Parent Advisory Council, clergy, and the community). The district also keeps updated information on its web site for the community.

- Implement public engagement events four times a year by June 2009. According to a co-superintendent, RGSD holds monthly community engagement meetings, allowing the clergy, elected officials, parents, and others in the community to speak with the superintendents and other school leaders. She reports excellent turnouts at these meetings.

- Develop and implement a plan to respond to the needs, identified by parents and the community, for adult education by June 2009**.** According to a co-superintendent, the district has yet to address this goal; however, the Parent Advisory Council has started a "Parent University" and recently held an all-day workshop on managing finances and how to purchase a home.

- Develop and implement a plan to include parents and the public in decision-making processes by December 2008. According to a co-superintendent, in 2007, the district held its first "Great Expectations" community engagement meeting in order to include parents on different committees to discuss priorities to be addressed at the schools. In 2009, the district held "Great Expectations, phase II" to address the sixth-grade transition from elementary to middle schools.

According to the 2010 RGSD survey, students agree or strongly agree that their parents want them to succeed in school, but that parents do not necessarily attend events at school. While 84% of parents agreed that they attend open house and parent-teacher conferences, only 44% agreed that they attend other events at school. See Table 17. Similarly, Table 18 shows that less than half of teachers expressed agreement that parents attend school events.

Table 17: Parent Involvement

	Percentage of agree/strongly agree responses		
	Middle School Parents	Central Middle School Students	High School Students
My parents want me to do well in school.	n/a	95%	87%
My parents give me suggestions about how to do well in school.	n/a	85%	77%
Parents come to school events like Open House, conferences, concerts, and meetings.	open house & conferences = 84% other events = 44%	38%	35%
I feel welcome at the school.	81%	n/a	n/a
The school recognizes the importance of the	78%	n/a	n/a

parents' role in education.

Note: Not all questions were given to all groups; these questions are indicated by n/a.

Table 18: Parent Involvement from Teachers' Perspective

	Percentage of agree/strongly agree responses	
	Middle School Teachers	High School Teachers
Parents attend Parent Functions/Family Nights.	34%	29%
Parents attend Open House and other events.	41%	44%
Parents attend PTA/PTO meetings.	40%	18%
A number of opportunities are regularly planned for quality parent/community participation.	56%	35%
Parents and community stakeholders are involved in school improvement initiatives and represent diverse stakeholders.	32%	31%
A number of business and community members are represented on school planning committees.	17%	18%

Although students and teachers perceive parental involvement to be low at the school, the parents responding to the survey were generally positive about interactions with the schools; the least agreement expressed was for receiving weekly updates on their children's progress and receiving positive calls from teachers to let them know how their children are doing. Yet teachers attempt to communicate with parents. Most teachers (73-85%) at both the middle schools and RG High School agreed that teachers communicate with parents through

- notes and phone calls for proactive communication concerning students,
- newsletters of school events and activities,
- parent conferences,
- communication tools such as email.

A higher percentage of middle school teachers (66%) agreed that first contact with parents is positive than did high school teachers (44%).

The district has a Parent Advisory Council (PAC) whose mission is to

- Support and speak on behalf of parents, students, community members and patrons within the district,
- Offer parent/community perspectives on issues and matters requiring parental and/or community input that affect students,
- Promote parent interest and participation and increase parental knowledge,
- Function as an umbrella organization for building-based parent organizations and provide a forum to share building views and information.

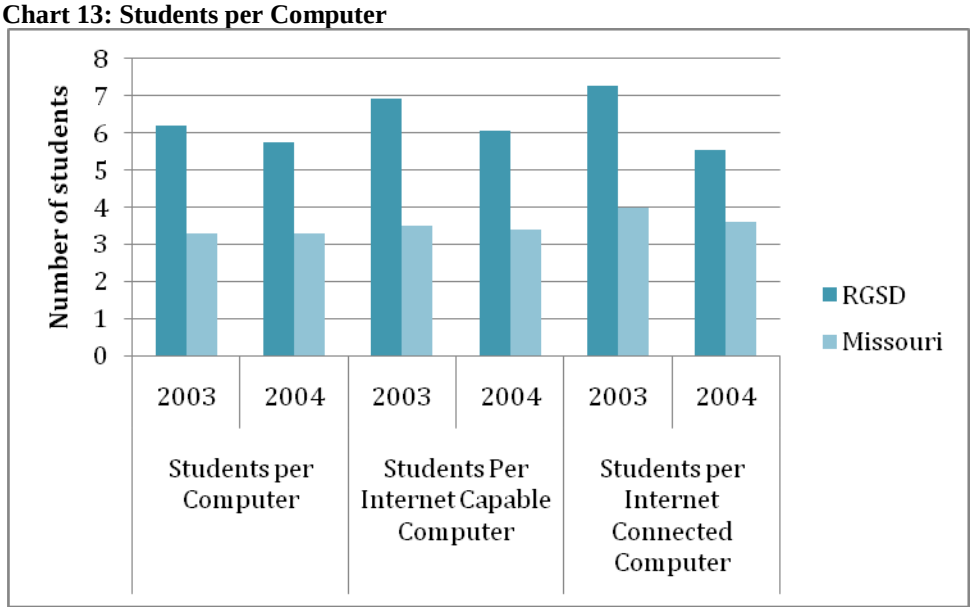
The PAC meets monthly during the school year and minutes are available on the district's website dating back to November 2008. Based on the attendance reports included with the minutes, most meetings have at least 15 attendees, which includes representatives from district administration.

Both administrative and teaching staff expressed the desire to involve parents more closely in students' learning. There was some concern among instructional leaders that the large class sizes resulting from reductions in staff (see Human Resources section) will inhibit teachers' ability to meet with parents to discuss their children's individual needs.

According to the Central Middle School principal, parent involvement is a big need. Her suggestion is to find out what parents are interested in and how they would like to be involved. In this way, they would be more motivated to be actively engaged in the school. According to the Westview Middle School principal, parent involvement is already high. The school has achieved this by linking student events to parent meetings. For example, attendance is better at PTO meetings if student performances are involved.

Needs
Based on a single survey, students and teachers report little parental involvement. Interviews also confirmed this perception, with the exception of the Westview principal. The district needs to conduct a study of parent needs and interests regarding their involvement with the school, and how the district can best support parents in their role. After conducting this study, the district needs to develop a plan for how to best involve parents in the three targeted schools.

Information Technology and Data Management
Key Goals
According to the 2008 CSIP plan, the district had a goal to develop and implement a technology plan aligned with approved curriculum and programs by June 2009. According to administrative staff, increasing computer capacity for both instructional and assessment purposes remains a key district goal. According to a co-superintendent, a technology plan was just completed in the spring of 2010 and approved by the state.
Another goal, articulated by both administrators and teachers, is to strengthen teachers' capacity to use data to make instructional decisions.
Current Conditions and Plans
Computer Capacity. The district has too few computers for instructional and assessment purposes. According to the 2004 DESE Computing Census – the most recent census available from DESE – Riverview Gardens School District had 1,372 computers in 2004. Chart 13 shows the student-to-computer ratio compared to the state average. Furthermore, the 2007 MSIP review found that a significant number of the district's computers were not functioning and, therefore, not used by students and teachers.
Chart 13: Students per Computer



According to a co-superintendent, there has been a great improvement in the number of computers available for student use. This is supported by the most recent inventory of computers provided by the district's Director of Technology (May 2010). The following updated figures are based on enrollment at the end of the 2009-2010 school year:

- Riverview Gardens High School: 473 computers to 1,200 students (less than 1:3)
- Westview Middle School: 253 computers to 700 students (less than 1:3)
- Central Middle School: 219 computers to 818 students (less than 1:4)

Still, the incoming superintendent would like to see an infusion of technology in the district. The lack of technology affects assessment and instruction. According to administrative and teaching staff, computer access concerns were especially apparent during online End-of-Course (EOC) exams. Completing EOC examinations was hindered both by few computers and by networking issues. This resulted in the assessments taking excessive time, which

decreased instructional time. Moreover, teachers at the middle schools are not able to administer Yearly Progress Pro (YPP) as often as intended because of limited computer availability.

Teaching staff at RG High School also pointed to the absence of computers in the classrooms and a shortage of computer labs. Although computer labs are available for classroom use, teachers reported having to reserve them 2-3 weeks in advance. Computer availability at Central and Westview Middle schools may be even more problematic. According to teaching staff, computer labs are unavailable for instructional use. Teachers reported that the computer labs are used primarily by teachers for Yearly Progress Pro (YPP). Teachers were especially concerned that their students do not have access to computers to complete formal papers and that most of their students do not have access to computers at home. According to the 2010 RGSD survey, few students agree or strongly agree that they use technology on a regular basis (see Table 19).

Table 19: Technology Use

Parent/Student Items	Percentage of agree/strongly agree responses		
	Central Middle School Students	Middle School Parents	High School Students
My child is comfortable using technology to demonstrate learning.	n/a	77%	n/a
We use a variety of technology in lessons on a regular basis, e.g., computers, smartboards, etc.	35%	75%	32%

Note: Not all questions were given to all groups; these questions are indicated by n/a.

The district has just completed a comprehensive technology plan that spans 2010 to 2013. This plan includes using technology to improve student performance by using online assessments and incorporating technology into day-to-day teaching – particularly for the delivery of reading (e.g., Accelerated Reader) and math instruction. Staff will be provided with technology-related PD and "lead teachers" will serve as peer tutors. The district also plans to use technology to improve parent involvement, such as using portals for parent access to school information and offering computer adult educational classes to the community.

The district plans to support this technology plan by forming committees in each subject area to gather technology resources that support the curriculum. The middle schools will have weekly lab time in each homeroom for technology-based student projects, and offer drop-in lab time before and after school staffed by volunteers or teachers (with stipends). The technology plan requires additional funding for staff who can support the expansion of technology and spend more time in the computer labs. The district plans to convene a technology committee to meet bi-monthly to monitor progress on the technology plan. The committee will report bi-monthly to principals and annually to the Board of Education on progress. The goal is to have technology resources fully integrated into instruction for all students by August 2014. A new technology plan will be developed in 2013.

Use of Data. The use of data for instructional purposes was also identified as a weakness in the MSIP 2007 report. According to that review, "There seems to be no consensus about the designated quality indicators of specific, measurable student academic growth." The MSIP report found that teachers were not clear about who is responsible for analyzing district data and only a few could respond to the question about how they use district data to improve instruction. The review also suggested that a lack of utilization of a district-wide assessment plan may be contributing to a lack of improvement in student achievement. Furthermore, the district assessment plan was last revised in December 2004. Thus, it is not clear that assessments inform curricular and instructional changes in the district.

When asked about their own use of data in the classroom and their schools' assessment system on the 2007 Advance Questionnaire, teachers responded in varying ways across the three schools, with RG High School teachers only in the 20th percentile, Central Middle School teachers in the 30th percentile, and Westview Middle School teachers in the 59th percentile (see Table 20). Items from the Faculty Use of Data Scale are contained in Table 21, along with mean scores.

Table 20. Faculty Use of Data Scale

School	Mean	Percentile	N
Central Middle	3.82	30	24
Westview Middle	4.23	59	13
Riverview Gardens High	3.72	20	58

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table 21. Faculty Use of Data Scale

	Mean score		
	Central Middle Teachers	Westview Middle Teachers	RG High School Teachers
I routinely analyze disaggregated student data and use it to plan my instruction.	3.70	4.00	3.74
I assess the level of prior knowledge of all students before initiating instruction.	4.26	4.67	4.13
An assessment system is used that provides timely feedback on specific knowledge and skills for individual students.	3.67	4.33	3.71
My school administers assessments throughout the school year that are used to guide instruction.	3.71	4.00	3.27

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Since the 2007 MSIP review, the district has introduced Curriculum Mapper, software that assists schools in linking curriculum to standards and provides a way to document instruction within the classroom. Teachers and administrators see Curriculum Mapper as a useful tool, but one that is not being monitored nor being implemented with fidelity. It was reported that teachers had neither the time nor the training to effectively use Curriculum Mapper.

Both district administrators and instructional leaders stated that the district collects sufficient amounts of data but that teachers need further training on how to use this data, and need more planning and collaboration time to use it effectively. Instructional leaders indicated that teachers need training in how to read data that has been collected and align it with state standards so that they can properly assess student needs. There was general agreement that teachers do not have these skills.

The district has discussed that if the 2007 1003(g) funds are not used for the joint plan with UMSL to train math teachers, instead they may implement a "data dashboard" system that facilities readily available access to data for teachers to incorporate into their curriculum design.

Both district administrators and instructional leaders mentioned the discontinuity between assessments at the middle and high school. Yearly Progress Pro (YPP) is used in the middle school and Pearson Benchmark Assessment is used at RG High School. This discontinuity hinders vertical alignment in the district curriculum. Several staff members expressed the desire to find a common benchmark assessment to be used in both the middle and high school settings, or ideally, a K-12 assessment.

According to the federal programs' officer, data collected using YPP is being used improperly as benchmark data. Yearly Progress Pro is a Curriculum-Based Measure (CBM) that is useful for informing teachers about their students' progress in mastering particular skills, but it is not designed as a benchmark assessment. She said it is being used effectively in the elementary schools for differentiated instructional purposes, and she would like to see it continue to be used this way. However, because of computer shortages the middle schools are unable to administer YPP assessments often enough for them to be used in a similarly effective way.

Needs

The district needs to make more computers more widely available to teachers for instructional and assessment purposes. Students are unable to use computers for writing, although this practice is known to enhance writing skills. Teachers are unable to assess students as often as they need to and are unable to use computers during instruction.

The district needs to provide PD targeted at helping teachers use the data that is collected in order to focus their instruction to match student needs, and to make sure their instruction aligns with the district curriculum.

The district needs to select assessments that help them vertically align curriculum and to track student progress over time.

Human Resources

Key Goals

According to the CSIP 2008, a district goal is to fill 95% or more of all vacant positions with highly qualified staff for each school year beginning August 2008.

Current Conditions and Plans

According to the district's 2007 MSIP report, at that time 19 staff members were not appropriately certificated and or qualified for a total of 106 assignments. Furthermore, the district's counselor-to-student staffing ratio was not met at RG High School level and the district lacked a Comprehensive Guidance Program.

Based on DESE core data, the percentage of classes taught by highly qualified teachers (as defined by Missouri's DESE) and the percentage of teachers with advanced degrees varied from 2005 to 2009. As shown in Chart 14, in 2005 all three schools had a higher percentage of highly qualified teachers than state averages. In 2009 these percentages were lower than they were in 2005 for all three schools. The percentage of staff with advanced degrees has varied from a high of 57.4% in 2005 to a low of 45.5% in 2007.

The percentage of teachers with advanced degrees at the three schools follows a similar pattern. Chart 15 illustrates that in 2005 the schools had higher percentages of teachers with advanced degrees than the state average. In 2009, the percentage of teachers with advanced degrees at Central Middle had fallen below the state average; Westview Middle and RG High School both had percentages that were above the state average but that were not as high as they had been in 2005.

Chart 14: Percentage of Classes Taught by Highly Qualified Teachers

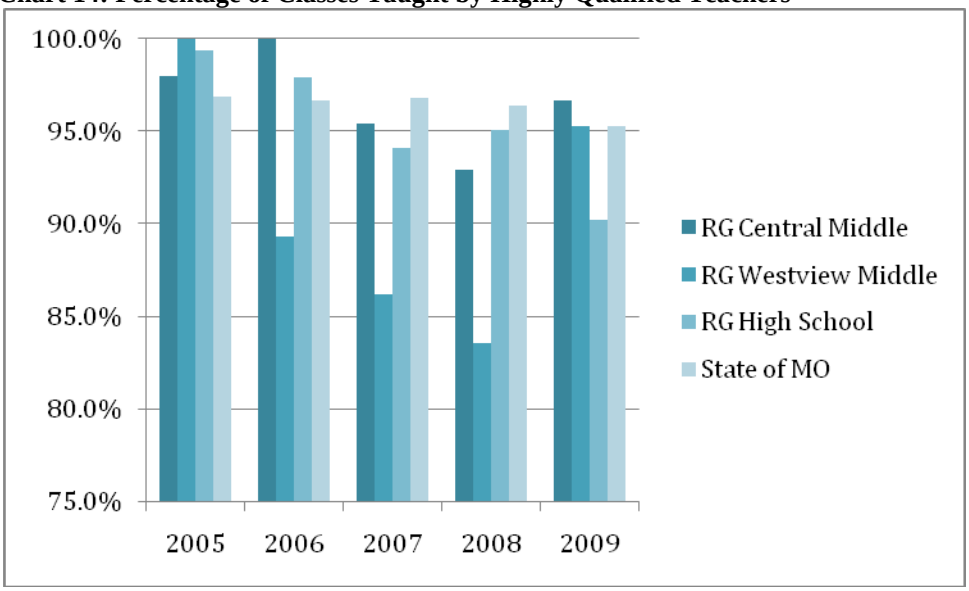
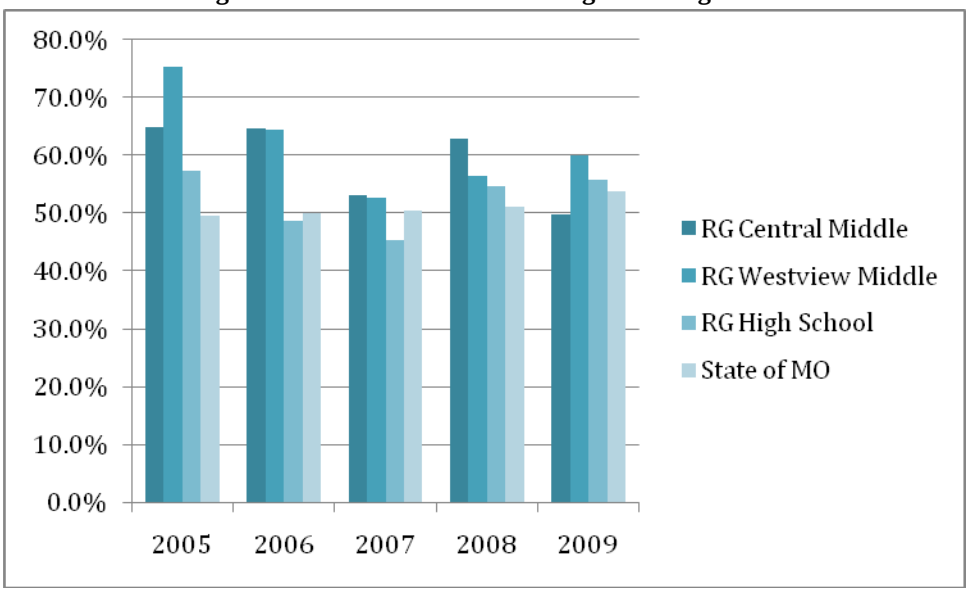
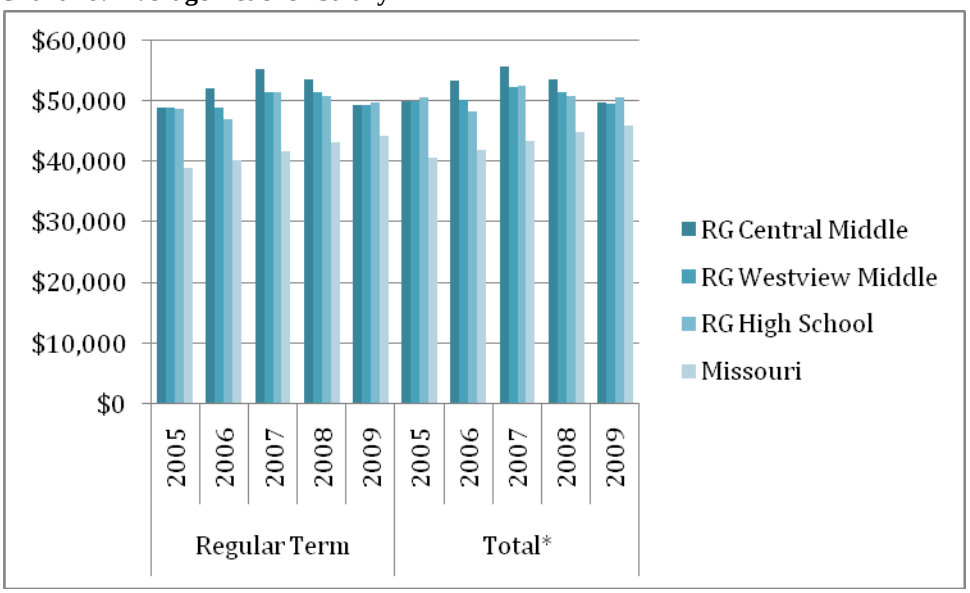


Chart 15: Percentage of Teachers with Master's Degree or Higher



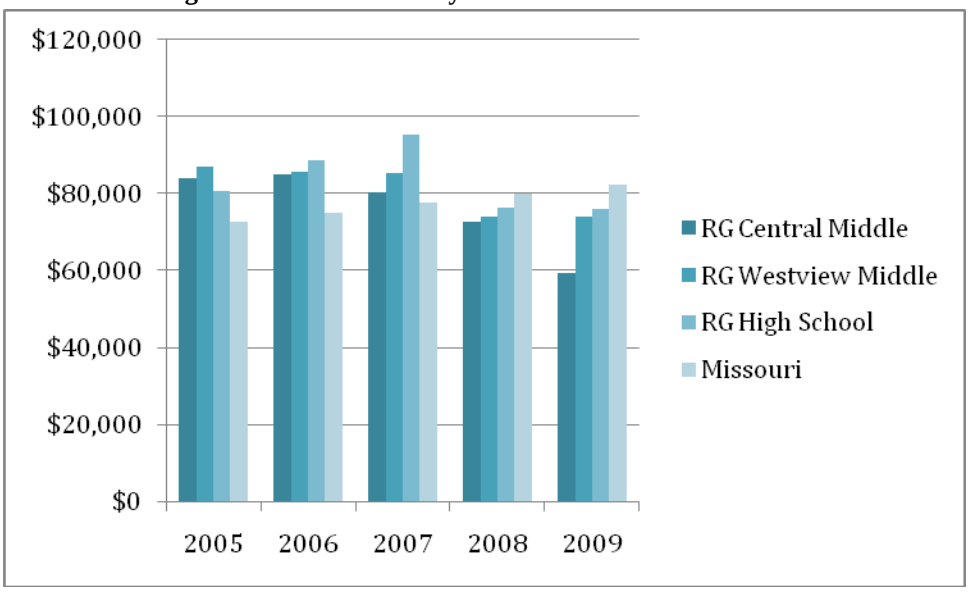
Based on DESE core data, in 2009 the average teacher salary in each of the Riverview Gardens schools was higher than that for the state of Missouri. However, as shown in Chart 16, compared to 2005 the difference between salaries in Riverview Gardens and the state has become smaller. Administrator salaries in the three schools are lower in 2009 than they were in 2005. Moreover, as is shown in Chart 17, salaries were higher than state average for administrators in Riverview Gardens in 2005, whereas for both 2008 and 2009 salaries for administrators at all three schools were below the state average.

Chart 16: Average Teacher Salary



*****Total teacher salary includes regular term (base salary) plus extended-contract salary, Career Ladder supplement and extra-duty pay.

Chart 17: Average Administrator Salary



Based on DESE core data, the student-to-teacher ratio in the three target schools has varied between the years 2005 and 2009. As shown in Chart 18, whereas Central and Westview Middle schools have had classroom student-to-teacher ratios that were smaller than the state average, RG High School has had consistently higher ratios than the middle schools and state averages. This high student-to-teacher ratio will increase substantially in the 2010-2011 school year. Due to reduction in force, class sizes at the high school will rise to 33 students.

In 2005 RG High School had 502 students per administrator, more than double the state average of 204 students per administrator. Central Middle School also had higher than average numbers, with 335 students per administrator. In 2009, the three target schools had rates much closer to one another and much closer to the state ratio.

Chart 18: Students Per Teacher

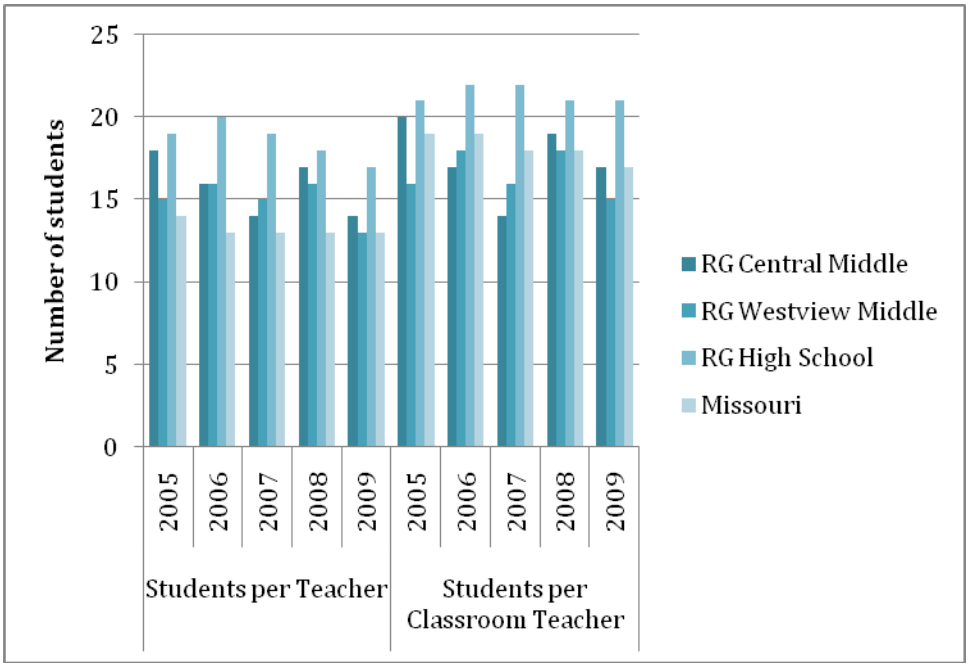
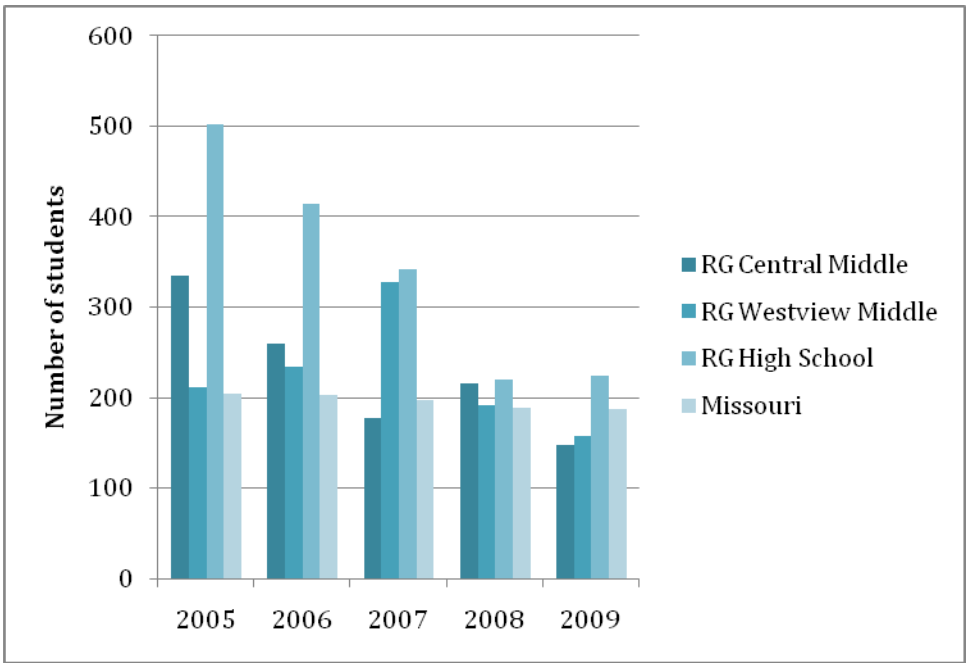


Chart 19: Students Per Administrator



According to several key administrators – a co-superintendent, the federal programs' officer, and the RG High School principal – attracting and maintaining quality teachers is one of the district's most pressing needs. Similar to many other urban districts, RG has difficulty attracting teachers because of discipline problems, neighborhoods that are perceived as unsafe, and issues associated with poverty. However, six additional issues have made it particularly difficult to attract effective teachers to the district:

- There has been a lot of negative publicity over the last decade because of scandalous behavior of the previous superintendent and the district's loss of accreditation. Within the last month the district has been in the news for removal of the Board of Education by the state. This kind of publicity makes it difficult to

recruit effective teachers and leaders.

- There have been reductions in force (RIF) across three years (see Table 22), as follows :
    - RG High School: 45.5 staff positions (out of 116.5) were non-renewed
    - Central Middle School: 9 staff (out of 46) were non-renewed
    - Westview Middle School: 11 staff (out of 45) were non-renewed
- Due to the RIFs, in the 2010-2011 school year classes will be staffed at maximum MSIP standards as follows:
    - RG High School: Class size will increase to 33 students, and teachers will be required to teach 6 classes per day.
    - Central and Westview Middle schools: Sixth-grade class size will increase to 27 students and 7th-8th grade class size will increase to 30 students. Teachers will be teaching the same number of courses, and they will lose collaboration time.
    - These changes are the result of state budget cuts.
- There has been only one raise for teachers in three years, and none planned in the near future.
- The three schools are currently involved in a turnaround model. According to the incoming superintendent, in the 2010-2011 school year all three schools will have new faculty and new administrators, and all tenure will be removed. Effective July 1, 2010, all teachers will have to reapply for their jobs.
- A late start in hiring. According to the RG High School principal, timeliness is critical in hiring quality teachers. Because the district has been operating in "crisis mode" over the last five years, the hiring process most years has begun too late to attract the best candidates. Similarly, the district's indecisiveness about summer school—going back and forth on whether or not to offer it—left the principal with only two weeks to staff the program and prepare for classes when the district finally decided to go ahead.

Table 22. Reductions in Core and Elective Teachers/Librarians

	High School		Central Middle		Westview Middle	
	Core and Elective Teachers	Student Projected Count	Core and Elective Teachers	Student Projected Count	Core and Elective Teachers	Student Projected Count
2008-2009	116.5	1945	46	716	45	669
2009-2010	95.5	1555	42	836	37	752
2010-2011	71	1436	37	836	34	712

Note. Sixth graders were added to the middle schools in the 2009-2010 school year, accounting for a rise in student count. The high school count includes students in attendance at ACE (alternative).

All these conditions have led to two significant problems: Teacher morale is very low, and the district is not getting high-quality applicants for teacher or principal positions.

RG High School: According to the principal, the school gets applicants with degrees from low-quality teacher preparation programs. She said "I can tell before they start teaching that they will be a problem based on where they graduated from – but we take them because we don't have other choices." She said that the district does not get applicants from places like the University of Missouri, but rather from on-line degree mills. She also said that teachers who are newly hired in April at RG are willing to pay a $1,500 release penalty in order to accept an offer to teach somewhere else in May. Furthermore, the district attracts teachers who retired from other districts and want to teach at RG to draw both a retirement salary and a salary from RG; according to the high school principal, many of these retirees lack motivation.

Middle Schools: Attracting new teachers is not as difficult at the middle schools. Both principals reported that their schools tend to attract teachers who are fresh out of college. According to the Westview Middle School principal, many of these new teachers do not have the skills they need for classroom management. She believes it would be helpful to have professional development to provide new teachers with resources for interacting with students with socioemotional needs.

Research does not show a link between class size and student achievement. However, according to one administrator it does have an impact on morale, which is low already: "It is exhausting work and will impact morale more than instruction or student achievement. This is on top of decreased morale brought on by one raise in three years and none coming soon, the State Board takeover, and loss of tenure." Furthermore, even if class size does not affect the quality of instruction, because so many students in the RG district have socioemotional and academic needs, teachers said that all they could accomplish with large classes is "survival" and "babysitting," but not providing a quality education. They were especially concerned about their inability to provide one-on-one interventions for needy students. One teacher said that at the ninth grade level, which she considers the neediest age, "high-risk students need hands-on help but with the student-to-teacher ratio as high as it is, it becomes an impossible task to hold RTI conferences, work on tiering, and meet with parents." The high school principal said, "I go to other districts and hear colleagues talking that communication arts teachers meet with every kid individually to go over their work. Are our students supposed to be able to compete with a student who's had an opportunity like that? Our students come with struggles and then are further pushed behind because we don't have enough staff."

Large class size makes providing constructive feedback on student writing very difficult. One high school writing teacher said that with the increase in class size, she will likely be assigning less writing. "I can't ask them to write as often, so their writing suffers; it's cyclical."

Teachers and leaders expressed relief that the "union is being gutted here" as part of the turnaround model. This is remarkable given that this also meant they were personally without contracts. Several said that often the best teachers were non-renewed during RIFs because they were young and non-tenured within a five-year window. Some of these teachers were described as "young, on fire, and feeling like they have a mission to teach our kind of students." However, because of union and Board of Education constraints, when teachers were non-renewed, the best teachers were let go.

In addition to losing young, motivated teachers, staff reductions also affected teaching quality because teachers who had received professional development were let go. There are two approaches to improving teaching effectiveness: recruit good teachers in the first place: or train the available teachers to be better. Because RGSD has difficulty with the first approach, the district has invested heavily in the second approach through providing professional development to teachers. Due to the RIF,

- RG High School: Lost over 30 teachers who had been through PD
- Middle Schools: Each lost about 10 teachers who had been through PD

Staff have received thank-you letters and emails from teachers who were once at the RGSD but were non-renewed and went on to teach in other districts. The letters stated that they were grateful to the RGSD for providing them with such good PD and helping them become better teachers in ways that they are able to put to work in their current schools. Thus, the staff said "we provide PD to the state of Missouri. We train our teachers and then they go elsewhere to use it."

Reductions in force have also affected scheduling:

RG High School: According to the principal, two years ago RG High School was on block scheduling. She said, "Staff had worked together over that summer and developed smart goals and scheduled data days. But then staff was cut, so that got rid of block scheduling."

Westview Middle School: According to the principal, at the beginning of the 2009-2010 school year, the school was on an eight-period schedule. Due to an increase in the student population, it went to a seven-period schedule in order to reduce the numbers of classes. Next year, it will be further transitioning to a six-period schedule.

Central Middle School: According to the principal, during the 2009-2010 school year the school was on a six-period schedule. Prior to that, it was also on block scheduling which allowed more instructional time.

According to RG High School principal, "We put the weakest teachers in the most demanding district. The RGSD must get more teachers. We either have to pay people to attract them to an unaccredited school or have very strong PD. You could get 20 computers in a classroom, you could have all the technology in the world, but it won't be effective without well-trained teachers. The first thing we need to do in this district is to decide that educating these children is important and it's not about just maintaining a school."

Needs

Attracting and retaining quality teachers and administrators is a pressing need in the RG district. The district's average teacher salaries are competitive within the state, but apparently salaries are not high enough to attract talented teachers. The district needs to develop a robust, well-articulated plan for how to recruit and retain more effective teachers (e.g., offering signing bonuses, offering additional certification for professional development, paying for master's degrees, offering job sharing.) The district may need to conduct focus groups with highly effective teachers in neighboring districts to determine what incentives might motivate them to come to the RGSD and stay there.

Leadership and Governance

Key Goals

One of the goals articulated by district administrators is to transform principals from building managers to instructional leaders.

A goal articulated by teacher/leaders and principals is to have a chief academic officer at the district level who will organize a coherent curriculum.

In addition, the 2008 CSIP specified that "The Board of Education will ensure that leadership is focused on achievement."

Current Conditions and Plans

Teacher-leaders, principals, and district administrators said that there is greater need for instructional leadership within the district. Staff at the buildings said that there is no chief academic officer for the district. This may be the result of substantial upheaval in district leadership.

Chris Nicastro, who is currently the Commissioner of Education for the State of Missouri, was the superintendent of the RG school district from 1994 to 2002. Interviewees reported that during her tenure as superintendent the district improved. However, when Nicastro left the district in 2002, she was followed by Henry Williams' five-year superintendency that was plagued by misconduct, including stealing of district funds. Eventually Williams was dismissed, but the Board of Education was not, although staff expressed substantial distrust of the board. At this time, in 2007, the district had financial problems, leadership problems, and student performance problems. The school district lost its accreditation.

According to the MSIP 2007 report, at that time

- The district had no current and comprehensive CSIP. The CSIP had not been updated since 2003-2004. It did not reflect the student achievement issues in the district. There was no indication that the community has been involved in the CSIP planning process.

- The district lacked a number of MSIP-required committees. In addition, there was some evidence that at least one committee (career education) was not functioning.

- The district did not have a complete set of administrative procedures to support its board policies.

Rhonda Key and Natalie Thomas were hired as co-superintendents in March 2007. Their task was to lead the district toward regaining state accreditation, with the understanding that co-superintendency would only be in place for a year, until the district stabilized. Instead they shared the superintendency for 3 years. Interviewees credited these leaders with stabilizing the district's finances and making progress in improving instruction. However, they also said that having two, rather than one, superintendents was difficult because there was no ultimate authority. Furthermore, many of the programs that were initiated in the last three years were put on hold when the Board of Education hired a consulting firm, Navential, to conduct a district audit in fall 2009.

On March 2, 2010, the Riverview Gardens Board of Education voted to hire Dr. Clive Coleman as the district's new superintendent, with a three-year contract to begin July 1. Thomas will be leaving the district. Key does not currently know whether there is a role for her in the district. Coleman, age 54, has more than 30 years of experience as an administrator and teacher in urban school districts. Prior to his current position, he served in the Kansas City School District as an associate superintendent, chief academic officer, and interim superintendent. Prior to Kansas City, he was RG High School education officer in St. Louis Public Schools. He spent the first 26 years of his career as a teacher and principal in New Orleans Public Schools in Louisiana. The Board of Education approved Coleman's salary at $165,000.

On May 18, 2010, DESE dissolved the RG Board of Education, led by President Rev. Tommie Pierson, and appointed a new Special Administrative Board (SAB). Staff expressed relief over this because of perceptions of cronyism among the Board of Education that had seriously undermined staff morale. The Board of Education may continue to serve in an advisory fashion to the SAB. The newly appointed SAB will be chaired by Lynn Beckwith,

a professor of urban education at the University of Missouri-St. Louis (UMSL), who previously served as superintendent of the University City schools. The other two members are Veronica Morrow-Reel, a district resident and member of the Dellwood Board of Alderman, and Mark Tranel, also a district resident and director of the Public Policy Research Center at UMSL.[4]

In summary, the district has had interim leaders for three years, following disastrous leadership, and now has a new SAB, and soon will have a new superintendent. The former co-superintendents, along with all other staff members, do not have contracts at the time this report is being prepared. The transitory nature of these district-level leadership positions has made long-term planning difficult.

On the 2008 CSIP, the Board of Education had identified specific strategies to support increased student achievement:

- Board of Education will monitor student achievement during public Board of Education meetings four times per year.
- District staff will devise and implement a plan for compliance with state and federal guidelines with the Board of Education by June 2009.
- District staff will submit a complete administrative procedural manual to the Board of Education by July 2009.
- Board of Education will review and revise policies for compliance with state statutes and Board of Education governance responsibilities four times per year.

Some of these strategies were implemented. According to a co-superintendent, a system for implementing new policies has been developed. A policy review committee made up of human resource representatives, co-superintendents, a board member, and a lawyer representative would develop and review policies. Policies are then placed online so that people from the community can respond if they have questions. After that, the policy goes to the board for discussion and would (or would not) be approved at the following board meeting. They have also developed a process for monitoring student achievement. Once a month, each level (elementary, middle, and high school) presents data to the board regarding assessments, learning walks, and attendance. Because a new SAB was appointed on May 20, it is not clear what strategies will be implemented now.

One issue that needs to be addressed at the district level is the lack of continuity between the elementary and secondary programs. According to the RG High School principal, "grades K-6 and grades 7-12 are two separate districts." She said that most district administrators are from elementary education. Thus, administrators may not be tuned in to issues specific to high schools. For example, at the secondary level not all students take the same basic classes. There may be only 15 students taking calculus, but it should not be cut because of small class size.

According to a co-superintendent, principals need support to transition from being building managers to being instructional leaders. The district has provided PD with the goal of building instructional leaders rather than management leaders. Training includes two professional development retreats during the school year and one during the summer. PD has included:

- Balanced Leadership training (a series of sessions for one semester at the middle schools)
- University of Virginia turnaround training
- Professional Learning Communities training.
- Curriculum mapping professional development with ASCD (2009-2010)
- PD 360
- What to observe in the classroom
- Student engagement

[4] "Special board appointed to take over unaccredited Riverview Gardens schools." *St. Louis Beacon*, May 20, 2010.

- Conducting learning walks

- Team building and working collaboratively

The district held a retreat with just middle and high school administrators to talk about leadership culture and how to work as a team. As part of this focus, middle school and high school principals switched places in order to understand each others' roles, better enabling them to work more collaboratively and vertically as a team.
Principals have expressed a need for more PD. The RG High School principal would like to see more PD focused on research-based instructional techniques and resources. She stressed that it is important for principals to keep abreast of new research in the field of education. Several interviewees said that RG High School had excellent department heads. Both middle school principals commented that assistant principals would benefit from the training as well. Assistant principals at both middle schools serve as instructional leaders, perform teacher evaluations, and deal with student discipline. At Central Middle School, assistant principals conduct learning walks, assist in leading professional development at the building level, and conduct teacher accountability meetings. At Westview Middle School, assistant principals are part of behavior teams, hold conferences for parents, mediate, and conduct classroom observation.
The school district is adopting the turnaround model for school improvement. Thus, these administrators, as well as teaching staff, do not know whether they will have employment with the district in the 2010-2011 school year. This uncertainty, combined with general instability in the district, leads to a lack of motivation among teachers and leaders to invest in school improvement programs. Furthermore, long-term school improvement requires teamwork, not just individual effort, but teamwork is difficult to establish with so much leadership transition and a history of mistrust of leadership.

Needs

The SAB needs to earn the trust of teachers and administrators, in order to promote healing from historic distrust.
District and building-level leadership needs to stabilize so that long-term plans for school improvement can be developed and adhered to.
District administration needs reorganization so that there is a chief academic officer or some key person responsible for curriculum and development of teaching quality.
Principals need support to become instructional leaders rather than building managers.

<u>Fiscal and Budget</u>

Key Goals

According to the CSIP 2008, the district has several goals to address fiscal responsibility:

- Develop a district budget that supports increasing academic achievement before August annually, starting with 2008.
- Develop a long-term strategic plan addressing fiscal accountability and fiscal stability by December 2008. (This item has been re-scheduled for addressing in the 2010-2011 school year.)
- Increase the fund balance to 7% of the budget by June 2011.
- Develop a five-year capital improvement plan that ensures an environment conducive for learning by June 2009.
- Communicate and implement standard operating procedures for the District by October 2008.

Current Conditions and plans

According to the 2007 MSIP, at that time,

- The board had not regularly reviewed the fiscal condition and/or fiscal needs of the district.

- The budget was missing a budget message, the two-year comparative statements, and the amortization scale for debt service.

- Fund balances decreased $8,612,798 since July 2005, leaving a 4.7 percent fund balance, an amount insufficient to provide fiscal stability.

- The 2005-2006 audit was not completed and submitted to the state.

The financial stability of the district has improved substantially under the co-superintendents, following the dismissal of the former superintendent. This improvement is evidenced by positive audit reports in 2008 and 2009.

Most of the goals outlined above have been met. A news release on the district's website highlights the following audit findings:

- "The fund balance increased for the second year in a row to approximately 17 percent. This increase is important as the district faces less revenue due to declining enrollment and the possibility that state budget difficulties may lead to a further decrease in revenue."
- "Fewer audit findings. Findings are financial matters that are required to be reported under governmental accounting standards regarding the reporting of financial statements and major federal programs. The number of findings was reduced to four from eight in 2008, which is a more typical number of findings to expect than the number of findings for previous fiscal years. District management is currently working to resolve the findings." [5]

As a result of this improvement in financial management, the district's bond rating has moved up four steps from a BBB rating to an A+. The district's underwriter attributed this improvement to "stable district administration, stable finances and a marked improvement in finances." [6]
The total budget for the district in 2009-2010 was $66.3 million for 12 schools and 6,630 students. The average per-pupil expenditure was $8,772. According to the US Department of Education, the national average per pupil expenditure for 2007-2008 was $10,297.[7]

The district developed a budget that supports increasing academic achievement. According to a co-superintendent, building administrators were asked to look at their budgets and let their instructional needs guide the budgets. Principals had to prioritize and cut where they could. Furthermore, the district developed a five-year capital improvement plan that ensures an environment conducive for learning. The district also established more responsible fiscal procedures. For example, the district now has to have three bids for making purchases and anything over $7,000 must have formal bids. The process is set up for checks and balances requiring approval by several people for a purchase.

Despite growing stability in financial management, the fiscal situation is still dire. The district has been reducing staff dramatically (see Human Resources section) because of former poor financial management, current state budget cuts, and declining enrollment. According to a district news release, "In response to a tight budget last year, the district cut more than $1 million in instructional and operational costs such as textbooks, curriculum and facilities as well as $6.22 million in staffing costs. In 2008-2009, the district cut $669,000 in operational and instructional costs. In 2007-2008, the district made $1.5 million in staffing cuts."[8]

Needs

The district needs to continue to implement strategies to improve financial stability. However, the district also needs to hire more teaching staff (see Human Resources section), providing above-average compensation or some type of incentive to recruit the best quality teachers. This will take an influx of money.

Needs Summary

This report identifies several important needs of the Riverview Gardens School District and the three target schools (RG High School, Central Middle School, and Westview Middle School). The underlying premise of the needs assessment are that higher scores on standardized achievement tests and increased high school graduation rates are the primary outcome measures to focus upon, in accordance with the Missouri Assessment Program and the Missouri School Improvement Program.

Recently the high school has made substantial improvement on the MAP communication arts test, yet much work remains. Scores on the mathematics content test remain quite low. The middle schools must address the MAP deficits in both communication arts and mathematics. Graduation rates are also low. While the low graduation rate is a high school issue, its roots reach to students' middle school experiences. Thus, improvements at the middle school level will have some impact on the high school graduation rate.

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[5] News Release, January 11, 2010, retrieved from the Riverview Gardens District homepage.
[6] News Release, January 14, 2010, retrieved from the Riverview Gardens District homepage.
[7] NCES (May 2010) "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2007-2008.
[8] News Release, April 9, 2010, retrieved from the Riverview Gardens District homepage.

Higher scores on the statewide MAP assessment, and other indicators of student achievement, will result from comprehensive and sustained efforts to improvement the target schools (and district) on multiple levels. Based on the needs identified in this report, the following high leverage issues should be given priority by each of the three schools.

Critical Need 1: Improve Teacher Effectiveness

- Attracting and retaining quality teachers and administrators is the most pressing need in the Riverview Gardens district. The district will need to attract teachers and administrators who have a demonstrated track record of effectiveness and have the necessary enthusiasm to actively engage each other in a turnaround process.

- The district needs to improve the effectiveness of current teachers. The district needs to provide more planning and collaboration time for teachers. The district needs to provide a focused professional development program that addresses the district's most pressing needs and ensures that teachers have the time and skill to implement the learning goals of the professional development program. The most pressing professional development needs are

    2. Improving teachers' content knowledge and pedagogical expertise, including

        - engaging students;

        - using data to inform instructional choices and practices;

        - differentiating instruction;

        - Teaching for greater depth of knowledge;

    2. Managing student classroom behavior to maximize student engagement and learning.

  Professional development processes need to be thoroughly implemented and teachers given time to master an approach before being introduced to additional professional development opportunities. The district needs to invest resources in monitoring the implementation of professional development training and supporting teachers who are struggling with implementation. This can be done with instructional coaches and/or freeing principals to be instructional leaders rather than building managers.

- While the district should carefully choose reform models and programs to avoid confusion and lack of focus. Efforts should be made to strengthen the professional community in each school. For example, the district should consider strategies to create more time for teachers to plan and collaborate. Professional learning experiences should be authentic, relevant, and integrated with teachers' work.

Critical Need 2: Improve Curriculum

- The district needs to continue with efforts just recently begun to develop a clear, systematic curriculum that is well aligned with standards and well aligned between and within grades. The district then needs to ensure the curriculum is implemented at all three schools. The district needs to build effective assessments across grade levels to more effectively track student progress over time.

Critical Need 3: Improve Leadership

- The district should also consider reviewing oversight roles of central office staff to ensure adequate and consistent oversight. For example, lines of authority for academic affairs, human resources, facilities, and so forth should be made clear, and key central office personnel should be able to show how they support the ultimate goal of improving student performance.

- Leadership at both the district and building levels needs to stabilize so that long-term plans for school improvement can be developed and adhered to. The SAB needs to earn the trust of the leadership at both the district and building levels, in order to promote healing from historic distrust.

Critical Need 4: Improve Technology to Support Instruction and Assessment

- The district needs to make technology more widely available to teachers for instructional and assessment purposes. Teachers will need additional professional development in order to effectively use the new technology in their classrooms.

Appendix A: District Survey Results

The following are responses to a survey designed by RGSD based upon the Decision Support Architecture Consortium (DSAC) framework. It was administered to students, parents, and teachers during the 2009-2010 school year. Respondents included:

- Central Middle School: 411 students, 34 teachers, and 48 parents
- Westview Middle School: 42 teachers and 106 parents
- RG High School: 207 students and 18 teachers

All tables are sorted in ascending order by mean.

Table A-1: Student Attendance

	N	Mean	SD
I have good attendance and I come to school regularly on time. (*High school students)*	200	3.70	1.06
I have good attendance and I come to school regularly on time. (*Central Middle students)*	400	3.82	1.17
My child wants to come to school and has good attendance. (*Middle school parents)*	169	4.01	.91

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-2: Student Performance

	N	Mean	SD
Overall, students in my school perform well academically. (*Central Middle students)*	411	2.77	.90
Overall, students in my school perform well academically. (*High school students)*	207	2.78	.86
Overall, the school performs well academically. *(Middle school parents)*	174	3.32	1.00
My child is able to read and write at grade level. (*Middle school parents)*	172	3.95	1.02
My reading and writing are at grade level. (*Central Middle students)*	400	4.00	.94
My reading and writing are at grade level. (*High school students)*	205	4.10	.96

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-3: Student Learning (High School students)

	N	Mean	SD
The school has enough instructional materials and supplies to help students learn.	204	2.57	1.05
The school adds special courses to the curriculum based on student need.	204	3.00	.93
I write letters, stories, poems, etc. to communicate.	206	3.12	.97
I learn new skills and concepts every day.	207	3.18	.93
The teachers explain test scores so that I understand.	202	3.30	1.08
The teachers in our school prepare students for classroom tests.	205	3.32	1.01
I use math to solve problems in every day life.	205	3.36	1.07
The school communicates the importance of the state MAP test with students.	199	3.36	1.06
When I need additional help with learning, teachers at the school help me.	207	3.37	.97
I have the opportunity to participate in test preparation activities in my classes.	203	3.47	.97
I can explain what I'm learning to others.	205	3.57	.94
I am motivated to do well on tests, including the MAP test.	202	3.58	1.10
I work with other students on activities, lessons, and projects for class.	206	3.67	.96
I can use computer programs to demonstrate what I have learned, e.g., PowerPoint, Word, Excel, etc.	204	3.77	1.01
If I have questions about my school work, tests, etc., I am comfortable asking for help.	202	3.84	1.00
The things I learn in school are important to my future.	204	3.96	.95
Students at our school learn algebra, geometry, and data analysis		3.97	.85
I understand what I am responsible for learning.	205	4.01	.88
When I don't know what a word means, I know how to find the meaning.	207	4.31	.84

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-4: Student Learning (Central Middle students)

	N	Mean	SD
I write letters, stories, poems, etc. to communicate.	407	3.20	1.20
I can use computer programs to demonstrate what I have learned, e.g., PowerPoint, Word, Excel, etc.	410	3.22	1.14
The teachers explain test scores so that I understand.	406	3.40	1.13
I learn new skills and concepts every day.	413	3.47	1.00
When I need additional help with learning, teachers at the school help me.	411	3.48	1.11
I have the opportunity to participate in test preparation activities in my classes.	408	3.53	1.04
I use math to solve problems in every day life.	410	3.57	1.09
If I have questions about my school work, tests, etc., I am comfortable asking for help.	408	3.64	1.16
I work with other students on activities, lessons, and projects for class.	410	3.66	.96
The teachers in our school prepare students for classroom tests.	410	3.75	1.05
Students at our school learn algebra, geometry, and data analysis	410	3.91	.99
The school communicates the importance of the state MAP test with students.	408	4.00	1.02
I am motivated to do well on tests, including the MAP test.	409	4.04	1.03
I understand what I am responsible for learning.	411	4.05	.89
The things I learn in school are important to my future.	411	4.26	.92
When I don't know what a word means, I know how to find the meaning.	413	4.29	.88

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-5: Student Learning (Middle school parents)

	N	Mean	SD
The school has enough instructional materials and supplies to help students learn.	174	3.31	1.06
My child learns new skills and concepts every day.	169	3.34	.91
My child writes letters, stories, poems, etc. to communicate.	174	3.55	1.09
My child works with other students on activities, lessons, and projects for class.	170	3.63	.93
When my child needs additional help with learning, the school can provide support.	173	3.63	1.01
My child uses math to solve problems in every day life.	173	3.67	.94
My child can explain what he or she is learning.	174	3.73	.94
My child is motivated to do well on tests, including the MAP test.	169	3.83	1.00
My child understands the value of what is learned to his or her future.	174	3.89	.98
My child understands what he or she is responsible for learning.	168	4.00	.79
When my child doesn't know what a word means, he or she knows how to find the meaning.	172	4.12	.85

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-6: School Climate (High School students)

	N	Mean	SD
Students at our school are usually well-behaved.	200	2.30	.99
Our school is a positive, friendly environment.	202	2.31	1.07
Overall, students in my school respect adults.	203	2.40	1.05
Students at our school feel safe.	202	2.48	1.02
Overall, adults in my school respect students.	203	2.75	1.10
I have confidence that the school is moving in the right direction to regain accreditation.	201	2.94	1.33
My school celebrates student successes.	203	3.21	1.13
I know how to report bullying and harassment.	197	3.56	1.20
Students have the opportunity to make suggestions and provide input in planning and decision making at our school.	207	3.77	1.01

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-7: School Climate (Central Middle students)

	N	Mean	SD
Students at our school are usually well-behaved.	400	2.14	1.01
Overall, students in my school respect adults.	408	2.35	1.03
Our school is a positive, friendly environment.	407	2.35	1.14
Students at our school feel safe.	401	2.59	1.06
Students have the opportunity to make suggestions and provide input in planning and decision making at our school.	400	2.78	1.21
Overall, adults in my school respect students.	408	2.82	1.22
I have confidence that the school is moving in the right direction to regain accreditation.	400	2.86	1.24
My school celebrates student successes.	404	3.43	1.22
I know how to report bullying and harassment.	400	3.62	1.21

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-8: School Climate (Middle school parents)

	N	Mean	SD
Students at my child's school are well-behaved.	168	2.70	1.07
Students at my child's school feel safe.	169	3.35	1.03
I have confidence that the school is moving in the right direction to regain accreditation.	168	3.60	1.03
The school is a positive, friendly environment.	168	3.62	.98
My child's school celebrates successes.	168	3.73	.95
My child knows how to report bullying and harassment.	169	4.01	.91

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-9: School Climate (Middle school teachers)

	N	Mean	SD
Student respondents on annual survey indicate they feel safe at school and believe students are well-behaved.	70	2.76	1.07
The school trains personnel in the use of de-escalation techniques.	71	2.85	1.12
Student respondents on annual survey indicate they know the rules for appropriate behavior and the consequences for any infractions.	70	3.04	1.13
Schools score successfully on the safe school audit.	69	3.07	.86
Schools have a system in place to track incidences by type of offense and resolution. Reports are used to modify building practices.	71	3.45	1.03
All staff and students are vigilant in monitoring visitors to the campus.	74	3.59	1.05
Schools have clearly posted directions for visitors being on campus including temporary ID systems.	74	3.77	.90
Schools have external doors that are locked from outside entrance, but panic bar exits work.	73	3.82	.81
Schools have procedures in place and it is followed for release of students to guardians during the school day.	74	3.86	.73

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-10: School Climate (High School teachers)

	N	Mean	SD
Student respondents on annual survey indicate they feel safe at school and believe students are well-behaved.	17	2.24	.90
The school trains personnel in the use of de-escalation techniques.	17	2.41	1.18
Schools score successfully on the safe school audit.	17	2.47	.87
Schools have external doors that are locked from outside entrance, but panic bar exits work.	16	2.75	1.29
All staff and students are vigilant in monitoring visitors to the campus.	18	2.83	1.15
Schools have a system in place to track incidences by type of offense and resolution. Reports are used to modify building practices.	17	3.12	1.22
Schools have clearly posted directions for visitors being on campus including temporary ID systems.	16	3.25	1.18
Student respondents on annual survey indicate they know the rules for appropriate behavior and the consequences for any infractions.	17	3.29	.85
Schools have procedures in place and it is followed for release of students to guardians during the school day.	17	3.41	1.23

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-11: Parental Support (High School students)

	N	Mean	SD
Teachers in my school call my parents when I am doing well.	201	2.16	1.15
My parents come to school events like Open House, conferences, concerts, and meetings.	203	3.01	1.22
I take information about school events home to share with my parents.	203	3.23	1.06
Teachers in my school call my parents when I am not doing well.	203	3.26	1.29
My parents check on my progress regularly.	202	3.72	1.14
My parents give me suggestions about how to do well in school.	203	4.15	1.02
My parents want me to do well in school.	203	4.57	.93

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-12: Parental Support (Central Middle students)

	N	Mean	SD
Teachers in my school call my parents when I am doing well.	403	2.16	1.17
My parents come to school events like Open House, conferences, concerts, and meetings.	409	3.20	1.19
I take information about school events home to share with my parents.	408	3.43	1.10
My parents check on my progress regularly.	406	3.82	1.08
Teachers in my school call my parents when I am not doing well.	404	3.93	1.25
My parents give me suggestions about how to do well in school.	409	4.34	.93
My parents want me to do well in school.	409	4.79	.58

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-13: Opportunities for Parent Participation (Middle school parents)

	N	Mean	SD
I have received training on using the parent portal so that I can check my child's grades, attendance, and lunch accounts.	170	3.09	1.22
I receive regular communication from the school about school events and activities.	169	3.33	1.06
Parents have the opportunity to participate in planning and decision making at the school.	168	3.57	.98
My child's school web site is informative and user-friendly.	166	3.61	.89
The school asks for my help to support my child's learning.	168	3.77	.93

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-14: Opportunities for Parent & Community Participation (Middle school teachers)

	N	Mean	SD
Transportation, meals and child-care are provided during meetings.	71	2.62	.95
Parent education programs (family oriented topics) are offered on a regular basis.	72	2.71	1.09
Learning sessions are provided that meet the work schedules of parents.	70	2.73	1.01
Information is regularly collected from families, students, and community members relative to their attitudes, beliefs, expectations, and opinions as they relate to the quality of education within the system, programs, climate, and indicators of student performance.	72	2.97	1.01
Parent resource centers are located in local schools or school clusters.	73	3.07	1.02
Reaction of parents to school events is collected – survey data.	72	3.15	.93
Incentives and rewards are provided for volunteers.	73	3.15	.97
School improvement efforts demonstrate effective group-process and consensus-building skills.	70	3.23	1.01
A number of opportunities are regularly planned for quality parent/community participation.	73	3.29	1.03
Celebrations are held.	73	3.58	.98
A number of planned meetings are conducted.	73	3.59	1.03
Newsletters are sent home to inform families of school events and activities.	75	3.92	.9

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-15: Opportunities for Parent & Community Participation (High School teachers)

	N	Mean	SD
Parent resource centers are located in local schools or school clusters.	17	2.41	1.00
Learning sessions are provided that meet the work schedules of parents.	17	2.59	.94
Transportation, meals and child-care are provided during meetings.	17	2.59	.94
Incentives and rewards are provided for volunteers.	17	2.65	.61
Celebrations are held.	18	2.72	1.23
Information is regularly collected from families, students, and community members relative to their attitudes, beliefs, expectations, and opinions as they relate to the quality of education within the system, programs, climate, and indicators of student performance.	17	2.82	.95
Parent education programs (family oriented topics) are offered on a regular basis.	17	2.88	.70
School improvement efforts demonstrate effective group-process and consensus-building skills.	17	2.88	.93
Reaction of parents to school events is collected – survey data.	17	2.94	.90
A number of opportunities are regularly planned for quality parent/community participation.	17	2.94	.90
A number of planned meetings are conducted.	17	3.18	1.19
Newsletters are sent home to inform families of school events and activities.	18	3.72	.67

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-16: Welcoming Environment for Parents (Middle school parents)

	N	Mean	SD
When I contact the school with a question or concern, I receive an answer right away.	170	3.49	1.12
The people who work in the school are friendly and professional when we talk.	168	3.93	.86
The school recognizes the importance of the parents' role in education.	170	4.01	.85
I feel welcome at the school.	169	4.07	.83

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-17: Welcoming Environment for Parents and Community (Middle school teachers)

	N	Mean	SD
School personnel participate in learning sessions which focus on building relationships among parents, volunteers, business partners and others in school/community.	73	3.01	1.27
The school trains personnel in appropriate business etiquette—returning phone calls, answering the phone, etc.	75	3.04	1.29
First contact with parents is positive.	75	3.63	.97
Educational jargon is avoided when speaking with parents.	75	3.60	.89
Teachers and staff are trained on how to contact parents in the least threatening environment.	75	3.17	1.20
Staff can communicate the vision, mission, and goals.	72	3.47	1.01
Communication is an on-going process that meets goals for staff, parents, students, and community members.	72	3.46	1.14

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-18: Welcoming Environment for Parents and Community (High School teachers)

	N	Mean	SD
Teachers and staff are trained on how to contact parents in the least threatening environment.	18	2.22	.88
The school trains personnel in appropriate business etiquette—returning phone calls, answering the phone, etc.	18	2.44	.92
School personnel participate in learning sessions which focus on building relationships among parents, volunteers, business partners and others in school/community.	18	2.50	1.10
Communication is an on-going process that meets goals for staff, parents, students, and community members.	18	2.83	1.25
First contact with parents is positive.	18	3.17	.86
Educational jargon is avoided when speaking with parents.	18	3.39	.85
Staff can communicate the vision, mission, and goals.	18	3.44	.78

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-19: Level of Parent Participation (Middle school parents)

	N	Mean	SD
I access the school and district web site to stay informed about school activities.	167	3.47	1.09
I have read the school and district newsletters for information about the school.	167	3.80	.83
I attend Open House and Parent Teacher Conferences at my child's school.	170	4.24	.84
I attend other school activities on a regular basis.	168	3.29	1.06
I would volunteer at my child's school if I knew they needed my help.	169	3.64	.92

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-20: Level of Parent & Community Participation (Middle school teachers)

	N	Mean	SD
Parents attend Parent Functions/Family Nights.	74	2.62	.95
A diversity of parents are included on leadership teams, parent advisory councils, etc.	72	2.69	1.03
A number of business and community members are represented on school planning committees.	72	2.74	.98
Volunteers are involved in remediation activities.	71	2.83	.88
Parents pick up report cards.	72	2.90	1.08
Parents attend PTA/PTO meetings.	73	2.95	1.09
Volunteers are involved in enrichment activities.	72	3.00	.98
Parents and community stakeholders are involved in school improvement initiatives and represent diverse stakeholders.	72	3.06	.98
Parents attend Open House and other events.	73	3.08	1.02

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-21: Level of Parent & Community Participation (High School teachers)

	N	Mean	SD
Parents attend Parent Functions/Family Nights.	17	2.59	1.12
Volunteers are involved in remediation activities.	17	2.59	.71
Volunteers are involved in enrichment activities.	17	2.65	.79
Parents attend PTA/PTO meetings.	17	2.71	.92
Parents pick up report cards.	17	2.76	1.15
A number of business and community members are represented on school planning committees.	17	2.82	.81
A diversity of parents are included on leadership teams, parent advisory councils, etc.	17	2.88	1.22
Parents attend Open House and other events.	18	2.89	1.13
Parents and community stakeholders are involved in school improvement initiatives and represent diverse stakeholders.	16	3.00	.89

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-22: Resources/Feedback Provided to Parents (Middle School parents)

	N	Mean	SD
I am updated on my child's progress weekly.	168	3.00	1.19
I receive positive calls from teachers to let me know how my child is doing.	169	3.04	1.21
The school gives me suggestions on how to support my child's learning.	169	3.46	1.03
The school explains student's test performance and I understand it.	169	3.74	.93
The school communicates the importance of the state MAP test with parents.	168	3.82	.94
There is information available for me to use to help my child in the District Parent Resource Center.	166	3.93	.86
If I have questions about my child's school work, tests, etc., I know who to call.	168	4.00	.93

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-23: Resources/Feedback Provided to Parents and Community (Middle school teachers)

	N	Mean	SD
The school provides "Home Connection" newsletters with information regarding assisting parents to help their children to succeed.	74	3.64	1.09
A "report Home" is sent every six-to-nine weeks with progress reports sent from the school office.	75	3.91	1.03
Parents have access to information regarding tips for parent information (academics, test taking, etc.).	74	3.64	.88
Notes are sent home and phone calls made from teachers to parents for proactive communication concerning students.	75	3.93	.81
Parent conferences are held for each student.	75	3.84	1.09
Teachers utilize communication tools including email and web-based communications.	75	4.00	.77
Learning sessions are provided to promote and support parenting skills.	72	2.64	1.07
Learning sessions are provided to assist parents on test taking strategies prior to achievement testing.	72	2.62	1.05
Parents and stakeholders have easy access to appropriate student and school performance data and training on how to read and interpret data.	73	3.25	1.01
Student achievement data and interpretation is shared with stakeholders.	73	3.33	.96
Volunteers receive ongoing training and mentorship while volunteering.	71	2.85	.90

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-24: Resources/Feedback Provided to Parents and Community (High School teachers)

	N	Mean	SD
Learning sessions are provided to assist parents on test taking strategies prior to achievement testing.	17	2.29	.99
Learning sessions are provided to promote and support parenting skills.	17	2.47	1.07
Volunteers receive ongoing training and mentorship while volunteering.	17	2.65	.61
Parents and stakeholders have easy access to appropriate student and school performance data and training on how to read and interpret data.	17	2.88	1.11
Student achievement data and interpretation is shared with stakeholders.	16	3.19	.91
The school provides "Home Connection" newsletters with information regarding assisting parents to help their children to succeed.	17	3.29	.69
A "report Home" is sent every six-to-nine weeks with progress reports sent from the school office.	17	3.35	1.00
Parents have access to information regarding tips for parent information (academics, test taking, etc.).	17	3.35	.86
Notes are sent home and phone calls made from teachers to parents for proactive communication concerning students.	18	3.72	.83
Parent conferences are held for each student.	18	3.83	.79
Teachers utilize communication tools including email and web-based communications.	18	4.00	.69

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-25: Information Technology and Data Management

	N	Mean	SD
We use a variety of technology in lessons on a regular basis, e.g., computers, smartboards, etc. *(High School students)*	204	2.93	1.10
We use a variety of technology in lessons on a regular basis, e.g., computers, smartboards, etc. *(Central Middle students)*	411	3.05	1.14
My child uses a variety of technology in lessons on a regular basis, e.g., computers, smartboards, etc. *(Middle School parents)*	167	3.81	.88
My child is comfortable using technology to demonstrate learning. *(Middle School parents)*	168	3.98	.81

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-26: Student Involvement (High School students)

	N	Mean	SD
I have opportunities to participate in job shadowing, internships, or apprenticeships as part of my schooling.	207	2.90	1.08
I have opportunities in school to explore possible career interests.	207	3.22	1.16
Students have the opportunity to participate in activities such as band, choir, tutoring, school clubs, and other programs during or after school.	201	3.98	1.01

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-27: Student Involvement (Central Middle students)

	N	Mean	SD
I have opportunities in school to explore possible career interests.	411	3.24	1.03
Students have the opportunity to participate in activities such as band, choir, tutoring, school clubs, and other programs during or after school.	407	4.14	.91

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-28: Student Involvement (Middle school parents)

	N	Mean	SD
The school provides opportunities for my child to explore career interests.	169	3.34	1.05
Students have the opportunity to participate in activities such as band, choir, tutoring, school clubs, and other programs during or after school.	169	3.88	.96

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-29: Student Involvement (Middle school teachers)

	N	Mean	SD
Students are involved in community service projects.	73	2.74	1.05
Appropriate students are placed in service learning.	73	3.14	1.05
Students are involved in peer mediation activities.	73	3.19	1.15
Students are involved in co-curricular activities/programs.	75	3.41	.97
Students are involved in student government activities.	74	3.41	1.08
Co-curricular activities/programs are offered.	73	3.58	.96
Students are involved in tutoring/mentoring activities.	75	3.63	.94
Students are involved in learning and instrument or band.	74	3.80	.81

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Table A-30: Student Involvement (High School teachers)

	N	Mean	SD
Students are involved in peer mediation activities.	17	2.94	1.20
Appropriate students are placed in service learning.	17	3.00	1.00
Students are involved in community service projects.	17	3.24	1.03
Students are involved in student government activities.	18	3.44	.92
Students are involved in tutoring/mentoring activities.	17	3.47	.87
Students are involved in co-curricular activities/programs.	18	3.56	.86
Co-curricular activities/programs are offered.	18	3.72	.67
Students are involved in learning and instrument or band.	18	3.72	.46

(Based on a 5-point scale: 1=strongly disagree; 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Appendix B: Teacher Monthly accountability sheet

Riverview Gardens
Central Middle School
Quarterly Accountability Conference (Artifact Data)

Teacher Name _____
Grade /Subject _____
Quarter _____

Data
Summary of Common Assessments (All teachers)
Summary of Yearly Progress Pro Data (6th Grade, Communication Arts, Math)
Summary of MAP Data (All Teachers)
Percent of Students Passing
Percent of Students Failing
Interventions Used to Prevent Failure (Review of GLE)

Instruction & Staff Development
PD 360
Learning Walks
Curriculum Mapping
Professional Development Activities

Classroom Management & Parent Communication
Number of Parent Meetings Held and Parent Classroom Observations
Evidence of Parent Communication (SISK12, emails, website, other)
Discipline Concerns & Interventions (if used)

Target Students (academically, discipline, MAP Data)
List students or attach information **Include rationale**

SMART Goal

Comments:

Teacher Signature _____ **Date** _____
Administrator Signature _____ **Date** _____

Appendix C: High School inspection report

Riverview Gardens High School
January 2010
Corrected February 5
The summary was developed by using DESE standards and the insurance/safety checklist.

(Italics-Maintenance Underline-Custodial Bold-Building-Administration
WO Indicates a work order has been submitted)

Building 1

Safety Issues

- *WO Repair exit door on the north side of the library, entry door to the building, and back door of the building since each does not self close.*
- *WO Affix or replace three carpet squares that pose a tripping hazard. The locations are: the front of the library by the main office, by the first row of computers and by section 616 in the book shelves.*
- *WO Obtain and install a fire extinguisher in the hall at the entry to the library and at the end of the hallway.*

Evacuation Maps Posted

- Please check to ensure the map is posted by each exit in the library and each classroom.

Housekeeping/Replacement Issues

- *WO Replace outlet cover in Room 17*
- *WO Replace missing drywall (10 inches by 16 inches) under fire alarm control box.*
- *WO Repair leg on media desk outside of office in library.*
- **Remove chairs stored in electrical room.**
- Adjust ceiling tile in Room 115
- **Organize library work room.**
- *WO Re-grout the toilet base in the second stall in the girls restroom.*

Building 2

Safety Issues

- *WO Replace heater covers removed during asbestos abatement Rooms: 200,201,202,203,204,205,206,207,208,209,210,211,212,213,214, 232, 230*
- *WO Replace the missing floor tiles that were abated when the bookcases were abated this past summer:*
- *200 (18 tile), Rooms 220 (20 tile), Room 202 (6 tile), Room 204 (17 tile), Room 206 (12 tile), Room 208, (8 tile), Room 212 (6 tile), Room 214 (16 tile), Room 209 (15 tile), Room 230 (14 tile), Room 205 (10 tile)*
- *WO Replace missing floor tile in Room 203 (3 tile), Room 259 (2 ½ tile need replacing)*
- **Fire blanket in 250 is blocked by heavy potted plants**
- *WO Outside door by 212 does not close*
- **The TV in Room 212 needs an anchoring strap**
- **Room 212 is for SSD staff. It is a double room with 6 or more work stations with computers, other electronic devices, two microwaves, coffee pot, and two refrigerators. The space allocation should be reviewed to determine if the size of the room and the electrical capacity is enough to accommodate the number of staff and the technology required.**
- *WO Electrician should check the electrical load in Room 212.*

Technology Issues

- *WO A panel needs to be installed to cover the communication wires in Room 254*

Evacuation Maps Need Posting

- **Rooms: 200. 202, 204, 205, 211, 212, 214, 258**

Housekeeping/Replacement Issues

- *WO Blinds need to be installed in Room 204 and in the chemical closet between rooms 213 and 215.*
- *WO Skylight in Room 208 needs to be checked and possible*
- *replaced*
- Broken light bulb needs to be replaced

Plumbing

- *WO The sink is clogged in Room 210*
- *WO The third sink in Room 250 does not have running water*

RECOMMENDATION

- *The six month asbestos inspection should examine the chipped or partially missing floor tile in Rooms 210, 211*, 207. 209, 201, *and in the outer office by Ms. Dickerson's desk.*

Building 3

Safety Issues

- *WO Replace heater covers removed during asbestos abatement in Rooms 303, 304, 306, 308, Guidance area, 310, 315, 313, 312, 314, 316, 350, 317*
- *WO Replace the missing floor tiles that were abated when the bookcases were abated this past summer. Rooms: 303 (27 tile), 304 (15 tile), 305 (48 tile), 306 (10 tile), 307 (one row of 12 inch tile), 308 (9 tile), 309 (12 inch tile-3), 310 (8 tile), 311 (2 tile), 312 (13 tile), 313 (3 tile) 316 (6 tile), 317 (11 tile), 328 (3 by restroom entrance), 356 (6 tile)*
- *WO Install G.F.I.'s in Room 301 near eye wash station, Room 303 near each of the three sinks, and the water fountain near Room 314*
- *WO Repair emergency lights in the hall near Room 300, 315, by locker number 3577 in hall from building 3 to 4, by the custodial area near the ramp from building 3 to 4*
- *WO Re-anchor the handrails and install new carpet on the three accessible ramps in buildings 2, 3, 4. It would appear prudent to refinish and paint the ramps at the same time. Ms. Pittman and the industrial arts teacher has obtained donated indoor/ outdoor carpet.*
- **Room 302 needs a fire blanket and the use of the middle room for storage should be reviewed.**
- *WO Room 302 needs a fire extinguisher*
- *WO The exit door in Room 302 does not close properly.*
- **The use of the area at the exit door near the top of the ramp between building 3 and 4 should be reviewed**. (Appears to be storage)

Technology Issues

- *WO Mount communication wires in Room 310*

Evacuation Maps Need Posting

- **Rooms: 304, 305, 310, 311, 312, 313, 314, 316, 317, 328, 351, 353, 354, Speech Therapy Office**

Housekeeping/Replacement Issues

- WO Install blinds Rooms 311 and 314
- WO Reattach the plastic cover on the fire extinguisher box at the top of the ramp from building 2 to 3
- Room 330 needs 3 ceiling tiles installed by the window
- *WO Replace broken or stained ceiling tiles in the guidance outer office, rooms #8 and #4, hall outside of Room 353*

- Replace burned out lights in Room 349 (2), circular lights near the ramp from building 2 to 3, Room 355, locker area by 312 (3)
- *WO Replace missing light covers in Room 301, (2), Guidance office Room 8 Room 328 restroom, restroom by 327, locker room outside of 312 (3), Room 316*

Plumbing

- *WO The cold water in sink number 1 and the hot and cold water in sink number 3 of the ladies/faculty restroom does not work*
- *WO Tighten the faucets in rooms 304 and 313*
- *WO The cold water in the sink on the left of the men's restroom near the speech office does not work*

Boiler Room

- **Access to the electrical panels is blocked. The area appears to be used for storage. A washer, dryer and hot water heater appear to be broken and stored in this area. The main electrical shut off is blocked by another washer... Nothing should be within six feet of any electrical panel or electrical shut off.**
- *WO Install a fire extinguisher*
- *WO Install a carbon monoxide detector. There did not appear be a carbon monoxide detector.* .

RECOMMENDATIONS

- **Boiler certificate should be posted by the door after you enter with a copy filed in the principal's office and Director's office. It could not be determined whether the inspection was or was not current**.
- **The six month asbestos inspection should examine the chipped or partially missing floor tile in Rooms: 311, 313, 315, 317, 356, 357, 314**

Building 4

Safety Issues

- *WO Repair emergency exit light by Room 415*
- *WO Repair emergency lights by: locker number 4374, Room 400,* Room 412, Room 406
- *WO Replace missing heating covers removed during asbestos abatement last summer. Rooms: 401, 411, 416*
- *WO Replace missing floor tile in Rooms: 401 (15 tile), 407 (2 tile), 409 (4 tile), 410 (4 tile), 411 (4 tile), 414 (8 tile), 415 (12 tile), 417 (7 tile), and 429, 12 inch tile (12 tile)*
- *WO Replace fire extinguisher missing from the top of the ramp to building 3 and 4,* ***Place a fire extinguisher in the science lab Room 425****, place a fire extinguisher in the boiler room*
- **Place a safety strap on the T.V. in Room 420 and ensure the safety strap on the T.V. in Room 427 is used properly**
- **Review the standards and curriculum to determine if safety goggles, a goggle sanitation station and a fire blanket are required in Room 401**
- *WO Repair or replace inside door lock in Room 406*
- *WO The raised concrete from the lockers that had been removed pose a tripping hazard and should be painted to warn such.*

Evacuation Maps Need Posting

- **Rooms: 400, 401, 402, 405, 408, 410, 412, 414, 425, 429**

House keeping/Replacement Issues

- **The central portion of Room 400 appears to be storage. Storage procedures should be reviewed to maintain a safe, healthy environment.**
- *WO Replace the broken shelf over the heater in Room 415*

- *WO Remove and repair the area of an existing vent pipe that leaks when it rains in Room 429*
- *WO Review and determine if the wooden heater cover in Room 406 needs a vent*
- *WO Replace missing light covers in the hallway to the lounge, restroom outside of the lounge, men's restroom outside Room 412,*
- *WO Repair the light in Room415*
- Replace the light bulbs in Rooms 427 and 410, hallway ceiling light near Room 407, lights near the locker area Room 414, and locker area near Room 400, and the boiler room.

Plumbing

- *WO Replace missing faucet handles in the double sink in Room 401*
- *WO The hot water does not work in the sink of Room 402.*
- *WO 13 of 16 faucets/sink areas are not operational in Room 425*
-

Boiler Room

- *WO Install a carbon monoxide detector.*
- *WO Lower the sign indicating the sewer to an area near the sewer.*
-

Recommendations

- ***Boiler certificate should be posted by the door after you enter with a copy filed in the principal's office and director's office.. It could not be determined whether the inspection was or was not current.***
- *The six month asbestos inspection should examine the chipped or partially Broken tiles in Rooms: 401, 407, 408, 409, 410, 412, 413*
- **Procedures for determining storage areas and expectations for storing items in a safe, healthful manner should be reviewed and refined.**

Building 5

Safety Issues

- *WO Repair emergency exit light by the American flag in the gym*
- *WO Repair emergency lights: football coach's office, hall by 513, by 590, at the bottom of the landing by the weight room, in the weight* room by the chin up bar, in the mechanical room on the side of the heat ducts
- *WO Repair the lockers in the boy's locker room used for PE. The lockers have sharp protruding metal edges.*
- *WO Replace a missing panel on a locker in the football locker room. The missing panel exposes a piece of sharp metal.*
- *WO Replace the non-existent fire extinguisher in the hall across from the coach's office.*
- *WO Repair the fire extinguisher box in the gym to allow the box to open.*
- **The weights are resting on the apparatus when not in use. The weights should be placed on the floor after use.**
- *WO Repair the outside exit door of the boiler room to allow the door to close properly.*
- *WO Install GFI: Water fountain by door entrance #1*

Evacuation Maps Need Posting

- **In the offices, gym, locker rooms, dance room, weight room, etc.**

Housekeeping Replacement Issues

- *WO Replace 12 missing twelve inch tiles in the dance room*
- *WO Replace missing light covers: boy's basketball coach's office, trainer's room, hall outside Room 517, broken ceiling light in Room 518, exit and storage area near 526, Room 580, football locker room, coach's office by 590, stairwell to weight room, weight room, wrestling room (60), repair light and replace cover in restroom of weight room*
- Repair lights that do not work: boy's restroom by football coach's office, dance

studio, gym (4)

- *WO Replace missing switch cover in gym by championship banner.*
- *WO Replace loose floor tile at entry of gym door #1***.**
- *WO Re-attach heat vent in P.E. boy's locker room*
- *WO Remove and replace broken light cover in boy's P.E. locker shower room*
- *WO Replace missing ceiling vent cover in basketball coach's office*
- *WO Re attach dangling electrical panel in trainer's office.*
- *WO Install and replace stair tread by girl's locker room.*
- *WO Cover/wrap exposed pipe insulation in weight room.*
- **The shower in locker room near room 518is used as storage. Reels of tapes are stored on a shelf held up by bricks.**
- **Broken equipment is stored on the landing of stairs leading to the weight room.**
- **The mechanical room of the gym contains storage blocking access to the electrical box.**
- ***WO Replace missing ceiling tile: Hall across from official's locker room custodial closet to the right of the football locker room, football coach's office, custodial closet by the P.E. coach's office.***
- Clean the mold from the restroom walls in the trainers' office.

Boiler Room

- *WO Install a carbon monoxide detector.*
- *WO Install a cover on the electrical box.*
- *WO Post restricted sign on the boiler room.*
- *WO Mark gas shut off valve.*

Plumbing

- *WO Replace hot water handle in women's restroom across from coach's office.*
- *WO Replace the broken toilet seat and fix the middle sink to have hot water in the restroom across from the trainer's office.*
- *WO Install faucets on the sink in the locker room near 518*
- *WO Install a hot water faucet on the left side of the sink in the restroom by 580.*
- *WO Repair water fountain in the gym (missing handle) and in the weight room.*
- *WO Repair the restroom sink in the coach's office to allow faucets to work.*
- *WO Repair the showers in the girl's locker room 590: the showers with blue walls do not work, the main showers are missing five handles, and no faucets are in shower 3.*

Building 6

Safety Issues

- *WO Repair emergency exit light stage area and by the middle exit door in the small lunchroom and the rear door of the small lunch room.*
- *WO Repair emergency light stage left.*
- **The emergency exit on the stage is blocked by storage.**
- **The stage left exit is blocked by storage***.*
- *WO Install a lock and mark the breaker panel in the large lunchroom.*
- *WO Install a G.F.I. on the water fountain in the large lunchroom*
- *WO Install a carbon monoxide detector in the food preparation areas.***.**

Evacuation Maps Need Posting

- **Post maps at multiple areas**

Technology

- *WO Secure the communication lines to the wall in the stage area.*

Housekeeping/Replacement Items

- *WO Repair falling ceiling plaster near the exit of the large lunchroom.*

- *WO Replace missing and stained ceiling tile in stage area.*
- *WO Replace stained ceiling tile in small lunch room.*
- *WO Replace two missing light covers in dis room.*
- *WO Replace broken 12 inch floor tile on the back row of audience seating.*

Boiler Room

- WO Install cover on electrical box.
- Boiler inspection certificate should be posted inside door.
- Room needs to be cleaned and storage at a minimum.
- *A ladder should be kept in the area to access the gas shut off.*

Recommendations

- ***Refer to other buildings***

Building 7

Safety Issues

- *WO Install fire extinguishers in the wood shop and Rooms 732, 743, and the classroom off of 702*
- *WO Review and determine if the kiln needs venting in Rooms 703 and 732*
- *WO Repair exit lights in Rooms 703, 731, 743, and the main classroom off of 702.*
- *WO Repair emergency light by girl's restroom.*
- *WO Install G.F.I. for the water fountain near 730 and in 743*
- **DESE guidelines should be reviewed regarding fire blankets in 702 and 743; goggles and a sanitation station in the wood shop.**
- **Safety straps should be installed and used on the TV's in 743 and 702.**
- **The items blocking access to the electrical shut off in 703 should be removed.**

Emergency Maps Need Posting

- **Emergency maps need posting in Rooms 702, 720, 730, 731, 743, wood shop, and the classroom by 702.**

Housekeeping/Replacement Issues

- *WO Replace stained or missing ceiling tile in Rooms: 730, 731, 732; and girls restroom, boys restroom in the main hall, hall outside restroom*
- *WO Replace missing floor tile in girls restroom in main hall, replace top hinge on door, and paint door*
- Clean graffiti from stall walls in girls restroom on main hall
- *WO Repair damaged ceiling plaster in classroom off of 702 in office areas and re attach skylight.*
- Replace light bulbs in 703 and 710.
- *WO Replace missing light covers in Rooms 710 and 730.*

Plumbing

- *WO Repair broken water fountains in 703 and main class near 702*

Building 8

Safety Issues

- *WO Repair exit light in main hall.*
- *WO Install fire extinguisher in Room 800.*

Emergency Evacuation Maps Need Posting

- **Post evacuation procedures/map in Room 800.**

Housekeeping/Replacement Issues

- *WO Replace missing set of blinds and fan blade in 801*

- *Replace one missing tile in Room 806.*

(Did not check Room 804 because door would not open.)

Building 9

Safety Issues

- *WO Replace missing fire extinguishers in Ms. Nave's office and electrical room 906*
- *WO Install G.F.I. by the sink in the first floor lounge area, and by the water fountain in Ms. Nave's office.*
- *WO Repair exit lights. emergency lights: Hall outside* 900, top of east *stairwell, hall by 822, double doors near 922, by inside landing area by 922, outside nurse's office, Room 931, outside Ms. Nave's office.*

Emergency Maps Need Posting

- **Rooms: 903, 921, 922, 923, 924, 930, 9321, 932, 933, 934, 935, 936, 937**

Housekeeping/Replacement Issues

- *WO Install cover on electrical panel box in room 906.*
- *WO Replace missing and stained ceiling tile: 910, 914, 926, 923, 924, 930 nurse's office*
- Replace light bulbs in Rooms: 906, 912, 905, 930, boy's third floor restroom, girl's restroom by 904, custodial closet by first floor restroom, restroom by 900.
- *WO Replace missing blinds in Rooms: 905, 924, and closet of 926.*
- *WO Repair the hole in the wall of the first floor boy's restroom.*
- *WO Finish painting the door of 905, door frame in girl's estroom,*
- *WO Repair doors to 932 and 931 to close properly*
- *WO Check and replace door lock to Room 924*
- *WO Replace light covers in boy's third floor restroom, 912, and custodial closet by first floor restroom.*
- *WO Replace missing HVAC panels in 924 and 912*
- *WO Repair toilet in girls restroom and unlock and repair second stall toilet*

Should the third floor boy's restroom have stall doors?

Perimeter

The perimeter lighting issues should be reviewed by the Diretor Facilities to determine if the lights were turned on, where applicable, and then do work orders where
Needed,

Exterior Lighting

- *Building 2, North side center section 2 out*
  West side by door #7 1 out
  East side by door #4 2 out
  East side by door #5 1 out
- *Building 3, East side by door #2 1 out*
  East side by door #3 1 out
  West side by door #1 1 out
  West side by door # 5 1 out
- *Building 4, East side door #2 1out*
  East side by door #3 1 out
  West side by door #1 1 out
  West side by door #5 1 out
  South side 2 lights up on telephone type poles are out
  South west corner by door #6 is out
- *Building 6, Light over stage area, East side is out*
- *Building 7, East side 1 out*
  South east corner 1 out
- *Building 8, North east corner light cover is missing*
  North west corner light is out
- *Building 9, South west corner 1 out*
  South side 1 is out.

- *Blue parking lot, light up on the pole is out*

Perimeter Issues

The perimeter issues should be reviewed by the building principal and Director of Facilities.

- ***Low hanging wire (7 feet) from south side of building #6 to north side of building #5.***
- ***Low hanging wire (9 or 10 feet) from building #8 to #9.***
- ***Low hanging wire in 2 places on north side of building #7.***
- ***The iron support beams on the west side of building #9 are rusted and coming away from the building. The second floor "porch area" is cracking.***
- ***On the east side of building #9 (high side) the ground is eroding away. The custodian reports that the low level rooms on this side take in water after it rains. The railroad ties in place are rotted and need replacement.***
- ***The gutter on the west side of the hallway from building 3 to 4 is exposed. There is a 15 foot section of exposed wood. The vinyl covering has blow away.***
- ***Between building #3 and the cafeteria #6 there is a fence made of wooden posts and chain. The posts are rotting and several are crooked. The need for this fence may be past. Remove or repair.***
- ***Screens are missing in 30% of the windows.***
- ***Paint is chipping and peeling from the overhang on the east side of building #4.***
- ***Paint is chipping and peeling from the north side of building #3 near the HVAC enclosure.***
- ***The steps on the north side of building #9 are crumbling at the landing area.***
- ***The window on the south side of building #9 has a missing sill. It is the window on the right side of the entrance.***
- ***The stop sign at the entrance is bent to 45 degrees.***
- ***The sign marking the blue parking lot is bent to 45 degrees.***
- ***There is a screen lying on the ground on the east side of the hallway from building 2 to 3 near door #6.***
- ***The bench made of cinder blocks on the north side of building #2 is crumbling.***
- ***The brick and stone support for the "Victory Bell" is missing several stone slabs.***
- ***On the south side of building #7 there are two broken play houses. Boards broken sharp edges, could attract neighborhood children, remove.***
- ***One of the concrete blocks used to mark parking spaces is on the lawn on the north side of building #5.***
- ***Southwest corner of building #5 the plaster is chipped off of the wall and lying on the ground.***
- ***West side of building #5 there is an obsolete smoke stack. Paint is chipping off. Could be an opportunity for "specialty" painting, something RAMS. It is in the area were visitors park for athletic events.***
- ***Several doors do not have a number on them for fire emergency reporting.***
- ***Walkway between buildings 7 and 8 needs to be painted.***
- ***Remove broken items stored at the south west corner by building #6.***
- ***There are exposed wires, maybe from a missing bell, on the east side of the hallway from building # 2 to #3. Right side of door #6. Cap it.***
- ***26. Floor tiles are lying on the ground on the south east side of building #3.***

Attachment 2

College Summit Description and Proposal

Dear Dr. Coleman,

This correspondence serves to outline a partnership between College Summit and Riverview Gardens School District for the 2010-2011 school year through the 2014-2015 school year. College Summit is gratified to have the opportunity to serve the young people of Riverview Gardens. Below you will find a proposal divided into 5 parts: 1) an overview of the College Summit Program, both the 12th grade and 9-11th grade curriculums 2) a brief description of implementation framework for the years of our partnership 3) a detailed outline of program implementation 4) evaluation measures 5) the costs for serving the students of Riverview Gardens. Thank you for this opportunity to serve your students.

I. Overview of the College Summit Program

12th Grade Navigator Curriculum

The *College Summit Navigator* curriculum is designed to provide students with a comprehensive action plan that will help them navigate the year-long college admissions process. The teachers' edition features 36 lesson plans – one for each week of the senior year. It provides a page-by-page view of the students' *College Summit Navigator* as well as talking points, question prompts, in-class and extension activity options, and background information. Based on the feedback provided by teachers via focus groups across the country, the Navigator is updated each year to reflect new learnings and changes in application and testing dates.

The student version of the *College Summit Navigator* is a planning workbook that includes important information, dates, and deadlines to help high school seniors complete each necessary step in the college application process – matching colleges to their needs, registering for tests, filing financial aid forms, applying for scholarships, submitting applications, getting teacher recommendations, writing a personal statement, and much more. It also includes information and guidance on career preparation, including formulating goals, applying for jobs and internships, writing résumés and cover letters, interviewing, and job shadowing. All participating seniors are provided with a personal copy of the *Navigator*, which also serves as an excellent resource for parents, enabling them to be involved in the college application process, regardless of their own experience.

College Summit provides resources to support the school district in creating a College Summit credit-bearing class, as well as aligning the curriculum to Missouri State learning standards.

Launch 9-11th grade curriculum

Launch is a model comprised of the curriculum, tools and training that helps students commit to the college ready path and connect the dots between their future goals and the decisions they need to make every day in school. The college-ready planning curriculum that guides all students towards developing five core competencies needed to explore and identify their future goals and to understand how high school is relevant for them. Students will also have access to CSNAV, the online career exploration and postsecondary planning portal students use to explore their goals, skills and identify career and postsecondary interests. Educator training and support as well as College Summit staff to provide technical support and implementation assistance are provided. Finally, you will also receive monthly student milestone reports that provide a view into the school's progress along the college-going path.

II. College Summit Implementation Framework

The implementation timeline this proposal covers is for the 2010-2011 school year through the 2013-2014 school year. The program implementation for the 2010-2011 school year will be unique in that it will not represent the standard College Summit program model; therefore typical College Summit evaluative metrics will not apply. Furthermore the program year for 2010-2011 will be referred to as Year 0; 2011-2012 will be referred to as Year 1; 2012-2013 will be referred to as Year 2; and finally the 2013-2014 school year will be referred to as Year 3. Each year begins on July 1st. Standard College Summit evaluative metrics will apply for Years 1-3.

III. Detailed Outline of Program Implementation

College Summit Activities

Year 0 (2010-2011)

When	Who	**What**
Summer 2010 (June and July)	Riverview Gardens Central Office Administration	• **Planning meetings for Year 0 activities** • **Attend College Summit Banquet**
Late Summer 2010 (August)	Riverview Gardens Central Office Administration, School based Administration	• View College Summit Educator's Institute
September 2010	Riverview Gardens High School Community (students, educators and parents)	• Freshmen Class presentation "Clean Slate Event" . This event is designed to give 9th grade students the sense that their first year of high school represents a fresh start. It encourages students to make the most of the opportunities in high school. *
October - November	100 Riverview Gardens seniors/Educators	• **College Application activities ***
January 2011	100 Riverview Gardens seniors	• **FAFSA completion event/s ***
January 2011	Riverview Gardens Community (Central Office, High School, parents)	• **College going culture assessment. This assessment protocol examines key areas of Riverview Gardens' curriculum, culture and practices to determine how the district prepares students for post-secondary education. Furthermore recommendations are made help build a strong college going culture**

* Denotes College Summit Pre-Service Events

Year 0 (2010-2011) continued
(These activities below are in line with standard College Summit spring set-up.)

When	Who	What
January-February	Riverview Gardens Central Office and High School Staff	• Determine implementation plan for 2011-12 academic year • Sign 2011-12 Riverview Gardens contract • Participate in set-up meetings • Identify College Summit Coordinator per high school • With College Summit, select teachers (based on criteria) to implement College Summit during the 2011-12 academic year both senior year Navigator Curriculum and 9-11 Launch Curriculum(selected teachers attend a 2011 Educators' Academy)
February- March	Counselor and Teachers	• **Attend College Summit Orientation** • **Select Peer Leaders (20% of participating seniors)**
March-April	Students	• Attend College Summit Orientation • Complete peer leader application and submit them
March-April	Parents/Guardians	• Sign release forms • Attend College Summit orientation session

Year 1 (2011-2012)

When	Who	**What**
July-August	Riverview Gardens Central Office and High School Administrators	• **Attend Workshop(s) at College Summit Partner College site(s)** • **Attend Educators' Institute (if applicable)**
July-August	Riverview Gardens Community (parents, educators, and administrators)	• Attend Workshop banquets
July-August	Students (Peer Leaders)	20% of Riverview Gardens' seniors attend a College Summit Summer Workshop and are trained as Peer Leaders. At four-day residential workshops, Peer Leaders are trained through: • Rap sessions • Writing sessions • College application sessions • Financial aid sessions • One-on-one meeting with professional college counselor • Peer leadership session
August	Counselor and Teachers	• **Attend a College Summit Educators' Academy**

Year 1 (2011-2012) continued

When	Who	**What**
September, November, February, April, June	Riverview Gardens Central Office Administrators and School based staff	• **Attend milestones meetings** • **Ensure successful implementation as informed by college application data (CS-NAV)**
Fall, Spring , Annual	College Summit Counselor and Teachers	• **Fall and spring educator survey to provide feedback about College Summit implementation**
All year	Counselor and Teachers	• Implement College Summit in their classrooms to include, in part, leading seniors through College Summit's curriculum and managing student progress using College Summit's online college application management tool, CSNav • Attend College Summit Best Practices Meeting
All year	Students	• **Create senior portfolio** • **Send applications to colleges** • **Attend College Summit events** • **Peer Leaders – engage in class as college admissions "veterans"; motivate peers** • **Students involved in 9-11 curriculum will hitting post-secondary planning targets**
January-March	Parents/Guardians	• **Events TBD; e.g., financial aid or Free Application for Federal Student Aid (FAFSA) info nights**
June	Riverview Gardens Community (administrators, educators, and parents)	• **Year end review of College Summit**

Year 2 (2012-13) and Year 3 (2013-14) Implementation are essentially repeats of Year 1 implementation with modifications determined at the year-end review.

IV. Evaluation Measures

College Summit takes evaluation of its program very seriously. The table below outlines our evaluation protocol. It articulates two key points of evaluation, during the school year, and after the school year. Evaluation during the school year happens in real time through our online management system CS-NAV and allows for mid-course changes based on the data provided.

Criteria	During the school year evaluation	Post-School Year Evaluation
Tracking the number of students sending at least one application	Evaluated using CS-NAV. RGSD school based and district level staff receive reports at key times during the school year to monitor progress	Totals are provided to RGSD
Scholarship Dollars Earned by students	Evaluated using CS-NAV. RGSD school based and district level staff receive reports at key times during the school year to monitor progress	Totals are provided to RGSD
College Enrollment Rate		Reviewed with RGSD staff during the late fall of subsequent school year

Costs for serving students in Riverview Gardens School District

Offering	Year O (2010-11)	Year 1 (2011-12)	Year 2 (2012-13)	Year 3 (2013-14)
College Summit Pre-Service Events	$25,000 $150 per student x 100 students=$15,000 $5000 for educator training and materials $5000 for event food and materials			
College Summit Assessment Protocol	$50,000			
College Summit 9-11 Launch Curriculum ($80 per student)		1250 students x $80= $100,000	1250 students x $80= $100,000	1250 students x $80= $100,000
College Summit Senior Year Navigator Curriculum ($215 per student)		350 students x $215=$75,000	350 students x $215=$75,000	350 students x $215=$75,000
Total Costs	$75,000	$175,000	$175,000	$175,000

Attachment 3

SIG Grant Consortium Project
Draft Memorandum of Understanding
Program Description with Strategies and Action Steps

DRAFT **Memorandum of Understanding**
SIG Grant Consortium Project

Collaboration of St. Louis North County Urban School Districts

This Memorandum of Understanding (MOU) is prepared in compliance with guidelines for Missouri Department of Education (DESE) with joint School District's Superintendents applying for three years 1003g School Improvement Grants. This MOU establishes the general distribution of effort for the positions named below. It must reflect the time assigned to and available for the various responsibilities at the time of proposal submission. Information about current and pending research awards and how effort on those awards is apportioned within the time assigned to research is presented in the "Other Support" section of the School Improvement Grant application. This completed and signed MOU must be attached to the Contracts and Grants Approval Form for the 1003g School Improvement Grant proposals.

Name of Joint Appointee:

I certify that the following estimates of the distribution of services for the school districts are true and accurate to the best of my knowledge.

Joint Appointee Signature: _____ Date: _____

A. MOU Appointment: 3 Full Time Positions MOU Service: Project Coordination, Leadership Development and Instructional Support
MOU Appointment Titles: Project Coordinator , Coordinator of Leadership Development, Instructional Resource Specialist

MOU Responsibilities:	**Hours**	**% of MOV Appointment**	**% of Total Professional Responsibilities**
Professional Development			
Administration and Leadership:			
Teaching Assistance:			
Research:			
Other:			
MOU Totals		**100%**	**100%**

The information provided in A. represents a reasonable approximation of this individual's MOU responsibilities.

Consortium Project Coordinator: _____ Date: _____

B. SIG Support Team Appointment: (36 months) School Districts: St. Louis North County

SIG School Support Team	**Hours**	**% of Appointment**	**% of Total Professional Responsibilities**
Professional Development			
Administration and Leadership:			
Teaching Assistance:			
Research:			
Other:			
RPDC Totals		**100%**	**100%**

The information provided in B. represents a reasonable approximation of this individual's RPDC responsibilities.

Superintendent : _____ Date: _____

SIG Grant Consortium Strategy, Program Description

Concept: There are several school districts submitting proposals for SIG funding within the St. Louis region. The Jennings, Normandy, & Riverview Gardens School Districts recognize the potential for a new kind of regional collaboration within the SIG grant process. While these districts are unique in their respective context, they share some common needs and challenges. A SIG grant consortium offers new collaborative opportunities for districts to meld their resources and efforts around these common improvement targets. The end result is that schools and individuals are supported not only through their own district/school structures, but also through the coordinated services delivered through focused consortium support. The consortium will engage administrators and teacher leaders in academy-like experiences, networks, and on-site job-embedded learning. The fundamental purpose of the consortium is to promote, identify, document, replicate, and celebrate effective practices within the SIG schools. This model for inter- and intra-district collaboration does not currently exist in the St. Louis region.

Rationale: Collaboration among districts is often talked about, but rarely achieved in meaningful ways. The consortium will to be purposeful in forming and cultivating networks for administrators, teachers, and instructional support staff. This consortium partnership creates the conditions for the emergence of a "regional learning laboratory"-
a vehicle which enables SIG schools to learn and profit from each other's practices, successes, and failures.
There are numerous benefits to be gained from this strategy.
Participants will engage in diverse processes in the implementation of their grant, including:
~solving problems in inter- and intra-districts teams
~creating and sharing exemplary practices
~serving as critical friends for each other
~participating in inter-district observations
~engaging in joint planning and implementation of professional development
~participating in inter-district job-a-like networks
~sharing data regarding student mobility across districts
~assisting each other with formative assessments in the implementation of their grants
In addition, the consortium model will:
~provide greater economy and efficiency in the use of limited resources
~allow for efficient verification of efforts
~maintain a greater focus on accountability than would be the case if the consortium did not exist
~serve as a forum for critical analysis of opportunities and problems across districts
~increase the use of exemplary practices among the partners
~model effective collaboration at a systemic level
~use systems thinking as a tool during the implementation of the grant
~accelerate capacity building

Strategy 1: Create and utilize a consortium model among SIG districts to achieve improved leadership effectiveness and fidelity to the implementation of the SIG.

Actions Steps:

1. Develop and deliver a year-long leadership academy to be attended monthly by principals, assistant principals, instructional specialists, and school central office SIG stewards to enhance the implementation of the data team process and data driven decision making.
    a. Consortium project staff will deliver training based on Mass Insight Turnaround Leader Actions with Year One content emphasizing: data team processes (data driven decision making) and increasing leader effectiveness in teacher supervision & evaluation. 100% of the participants will attend monthly learning sessions (August 2010 – June 2011) and use tools/processes introduced in learning sessions.
    b. Assist school leaders in the development and monitoring of 90 day school & personal leadership plans (August 2010 – June 2011)

2. Identify and provide coaches to support participants with on-site consultation and feedback.
    a. Project staff will provide appropriate coaching, feedback, and monitor use/implementation of leadership content/processes presented in the monthly sessions. 100% of the participants will participate in weekly on-site coaching sessions (August 2010 – June 2011).
    b. Project participants will use (quarterly) an "innovations configurations" tool to assess progress and the degree of implementation related to leadership practices (Oct 2010, Dec. 2010, Mar. 2011, & May 2011).
3. Introduce "Instructional Rounds" to deepen participants' knowledge and skill sets in areas related to leading, teaching, and learning
    a. Leaders will participate in inter-district visits and on-site thematic learning sessions. 100% of the participants will actively participate in cross-district Instructional Rounds guided by Project staff (October 2010, January 2010, and March 2011).
    b. Project resource staff will provide introductory and advanced training (Sept. 2010, Oct. 2010, & Nov. 2010) in the areas of daily learning walks, providing feedback, and the development of data walls/data rooms.
4. Conduct leadership training for the "school leadership team"
    a. Members of the principals' school leadership team will participate in training designed to enhance their roles in school improvement planning, progress monitoring, and supporting school-wide professional learning (Sept. 2010 – May 2011).
    b. School leadership team members will apply practices learned in leadership training and self-assess monthly the impact of the team's leadership on school-wide implementation (Sept. 2010 – May 2011).

Strategy 2: Create and utilize a consortium model among SIG districts to achieve increased teacher effectiveness.

Action Steps:

1. Audit the understanding and implementation of the data team process in each school and provide appropriate follow-up professional development focused on moving from data analysis to selection of appropriate instructional strategy
    a. Project resource staff will guide leaders and school leadership teams through a school self-assessment. 100% of the grade- and content-based teams will self-assess and identify additional training needs (Aug. & Sept. 2010).
    b. Professional development will be provided for staff (based on staff surveys) to deepen understanding and awareness of instructional strategies and interventions (Sept. 2010 – Dec. 2010).
    c. Administrators and coaches will provide follow-up support for each data team through observations and feedback. 100% of the data teams will consistently make instructional decisions based on data and student needs per observations and review of student performance (Sept. 2010 – June 2011).
2. Create and use an innovation configurations tool to clarify for teachers what exemplary classroom practices look like
    a. A committee of consortium participants will coordinate the review of existing tools and collaborate on the selection of a tool that clarifies expectations regarding classroom practices (Sept. 2010 – Dec. 2010).
    b. School administrators and instructional coaches will introduce the tool to their instructional staff and clarify its uses in monitoring instructional implementation and setting personal improvement targets (Jan. 2011 – Feb. 2011).
    c. Instructional staff will use the tool on a monthly basis to self-assess both school and personal improvement progress (Mar. 2011 – ongoing)
3. Identify model classrooms that can be used for inter-district visitation/observation
    a. A committee of consortium participants will discuss and define the characteristics of a model classroom and clarify the selection process that results in a classroom being identified as a model (Sept. & Oct. 2010)

    b. Consortium school leaders and coaches will be recommending classrooms for consideration (Nov. & Dec, 2010).
    c. The committee will identify schools, communicate procedures for visiting/ observing, and start the process (Jan. 2011 – Feb. 2011).
4. Develop and deliver a year-long academy for instructional coaches and staff with critical roles in instruction and assessment to deepen skill sets that impact teacher effectiveness
    a. Provide monthly sessions grounded in Jim Knight's Instructional Coaching as the core content for Year 1 (Sept. 2010 – June 2011).
    b. Conduct a review of data team processes and provide training to coaches regarding their role in developing and maintaining data walls / rooms (Sept. 2010 – Nov. 2010). 100% of the participants will develop and implement a plan for displaying their school's data.
    c. Deepen knowledge of instructional strategies to assist teachers to move from data analysis to identification of appropriate instructional Interventions (Sept. 2010 – June 2011). 100% of the participants will practice and model assigned strategies within the training sessions.
    d. Monitor the $ of classrooms implementing targeted strategies at a proficient level (Oct. 2010 – May 2011).
5. Create opportunities for cross-district networking.
    a. Consortium members (central office leaders, school leaders and coaches) will discuss and identify specific networks to be established, and form a consortium networking committee to examine implementation issues (Sept. 2010)
    b. The consortium networking committee will create a plan for implementing and monitoring the impact of consortium networks (Oct. & Nov. 2010)
    c. The plan will be formally introduced and implemented (Jan 2011 – June 2011).
6. Assist teachers in developing deeper knowledge of content.
    a. Survey staff to assess their needs in the area of content (Oct. 2010).
    b. Convene consortium members to assist in the design of summer institutes (3 weeks) that focus on specific content and the instructional strategies to best deliver the content (Dec. 2010).
    c. Finalize arrangements/plans for implementing a 2011 July Summer Institute (Feb. 2011).

Strategy 3: Create and utilize a consortium model to achieve greater parental involvement.
Action Steps:
1. Introduce regional opportunities for parents to learn more about ways to support their middle and high school children.
    a. Convene a consortium committee (with parent representation) to design "Parent University" as a cross-district event focused on guiding parents through the decisions and options to consider as their children move toward post-high school opportunities (meetings conducted Sept. 2010 - Nov. 2011).
    b. Survey parents for their interests, analyze feedback, and finalize the program agenda (Sept. 2010 – Nov. 2011).
    c. Implement "Parent University" (February 2011).
    d. Utilize parent feedback to design other appropriate events/services (Sept. 2010 – June 2011).
2. Promote greater understanding about student data, standards and assessments.
    a. Conduct regular opportunities for parents to visit school to review student progress with student-led conferences (Quarterly meetings).
    b. Use regularly scheduled open house/parent meetings to showcase and review data (Quarterly scheduled).

Attachment 4

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: The superintendent has participated in the development of the school improvement proposal and is fully supportive of all aspects of the intervention plan. This plan is a district plan that includes individual building plans within the structure of the overall district school improvement plan. Highlights of the plan include:

In cooperation with the new oversight board, RGSD will modify its hiring and firing policies to reflect the requirements of the Turnaround Model. The district will connect all schools with one governing structure under the turnaround leader, who will have authority on all three campuses such that all will function as a one-campus model. Leadership model is redefined to include two building principals, an academic principal and an operational principal. The Haberman pre-screening and interview process is being used for hiring new teachers and principals. Consistent and comprehensive evaluation processes will be implemented in the fall to address each component of the plan. An open campus recruitment model is used to attract effective teachers and administrators.

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: RGSD has set the goal of moving students who score basic or below into the category of proficient or above on the MAP. The goal is to increase the number of students who score proficient or above each year by 60% over the 3-year grant period: 10% in year one, 20% in year 2, and 30% in year 3. Graduation rate targets are to increase by 10% every year; drop out rates are to decrease by 15% each year.

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:
-Implement a floating salary schedule in the second year. Teachers will collaborate in the process.
-Implement an educational incentive program in which the district will assist in paying for job-related course work.
-RGSD will replace building principals and a minimum of 50% of teaching staff in each of the three schools. The new district oversight board that assumed control on July 1, 2010 will determine this process.
-RGSD will provide a high-quality professional development program for every teacher in each building, including training opportunities in the PLC process, the effective use of formative and summative assessment data.
-RGSD will establish a weekly 75-minute collaborative time for PLC teams to work together and professional learning retreats, one each semester for additional planning.

-RGSD will develop and implement individual professional development plans that target instructional effectiveness.
-RGSD will hire a curriculum instructional specialist and instructional coaches. The curriculum instructional specialist will monitor the classroom implementation of curriculum.
-RGSD will develop and implement a professional development and monitoring program targeting effective, research-based instructional strategies and the use of those strategies in the classroom.
-RGSD will develop and implement a performance-based teacher evaluation system that is focused on the improvement of student achievement.
-An open campus model that provides teachers an opportunity to select school, grade level, and subject to teach is being used in the hiring process.

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:
-Gateway to College program. St. Louis Community College Florissant Valley and RGSD will collaborate to bring RGSD students to the community college campus for course work.
-RGSD will establish individual learning plans for students in each school to be shared with parents.
-RGSD will create and implement an effective academic evaluation process to guide teacher decisions regarding individual students and their academic progress.
-RGSD will create a summer mentoring program for 7th grade students and summer student induction programs for 5th and 8th grade students.
-RGSD will establish the Positive Behavior Supports (PBS) system in each school.
- A multi-district consortium will be created to address student mobility among the districts. A centralized alternative education program to provide seamless transitions (when students move) will be created.

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:
-RGSD is replacing 50% of teaching staff and all building leaders.
-RGSD will contract with the Normandy and Jennings school districts to hire a common Turnaround Leader to connect effective programs and practices among district staff.
-RGSD will implement a 360-degree administrator evaluation system that is based on commonly valued leadership criteria: the Leadership Quotient.
-RGSD will extend the school day by 30 minutes, school year extended by 6 days for students, and 12 work days for teachers. This will result in 6660 additional minutes of instruction for students.
-A project-based learning (unit structure) will be created in which teachers are held accountable for student performance for specific content areas.
-A 75-minute PLC planning period will be provided every Wednesday before school starts for staff.

-The superintendent will reorganize leadership at the building and district levels. Task-specific principals and turnaround leader with authority at all three schools to provide focus and coherence across all three schools will be hired.
- An open-campus selection model is used for hiring teachers. All teachers were fired and the process was opened to former teachers and others from outside the school district. Teachers select buildings where they want to teach and the content they want to teach, and building principals select teachers from those pools.

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:
With all new contracts, teachers will have to agree to the terms of the school improvement plan as part of their contract.

Attachment 5

A Proposed PBTE Development Process

Performance-Based Teacher Evaluation impact on state/district Goals and Required Activities
Development and implementation of a meaningful Performance-based Teacher Evaluation (PBTE) tool and process is a fundamental element of Riverview Gardens' proposal. While PBTE improvement and use is essentially grounded in Goal 2 (Highly Quality Staff), the far reach of data-informed conclusions drawn from effective PBTE extends beyond Goal 2 to provide significant impact to Goal 1 (Student Achievement) by driving teachers to deeper levels of assessment data analysis to inform differentiated instruction decisions. Because PBTE informs Professional Development focus and provision, which are decisions with fiscal impact; and because PBTE results also drive decisions the district may take to incentivize teachers through performance-based compensation, PBTE also significantly assists the execution of the "support" elements of Goal 3 (Facilities, support, instructional resources). Finally, because PBTE results maximize the quality and efficiency of staffing decisions made by administration and because PBTE provides an essential documentary link between the school boards' shared goal of learning for all students and the in-class performance of teachers, PBTE also brings significant impact to the district's abilities to meet objectives under Goal 5 (Governance and Leadership). Accordingly, PBTE may rightly be identified as a tool and process that address four of the five essential goals for planning, budgeting, and reporting required by the Missouri Department of Elementary and Secondary Education (Mo-DESE).

Performance-Based Teacher Evaluation correlation to Competitive Priorities
Development and implementation of meaningful Performance-Based Teacher Evaluation (PBTE) principally addresses SIG priority # 3 to "design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders—and removing those who are ineffective. " PBTE directly responds to sub-priority #1: "annual evaluations of teachers using multiple measures, including student-achievement data as one significant factor."

PBTE and Leading Indicators for Accountability in SIG-funded Schools
Teacher performance on the LEA's evaluation system is an identified Leading Indicator for Accountability in the SIG project. In order for the conclusions from that system to be sufficient for analysis, comparison, and informed decision-making, that system must place individual teacher performance on a spectrum of effectiveness described by objectively expressed Performance Standards and by data-based evidences of instructional effectiveness (including in part but not wholly limited to student assessment results). Current PBTE models in place at Riverview Gardens are writing-intensive and dialogue-based, and do not generate conclusions that can be expressed in part by an array of specific data-points regarding individual or collective teacher performance. Accordingly, analytic and comparative opportunities required to make grade-level and building-level decisions are severely limited by these historic tools. Implementation of PBTE tools and processes informed by more recent research, measuring performance against objective standards that place teacher action on a spectrum of effectiveness, and providing data-based evidence of instructional effectiveness is therefore an important contribution to the process of guaranteeing effective expenditure of SIG funds.

PBTE impacts Riverview Gardens' ability to identify: 1) teachers who are effective who must be retained, 2) teachers who are ineffective who must be removed, and 3) teachers whose measured performance identifies professional deficiencies that can be remedied with targeted professional development to guarantee improvement in instructional effectiveness from one year to the next. Every teacher in the Riverview Gardens subject schools will be performance evaluated in each year of the grant, without regard to tenure status or to lesser standards established by minimum requirements of state law. Each of these separate abilities conferred by the development and implementation of meaningful PBTE leads to "improved teaching effectiveness", a long-term goal of the grant, the district, and the state department of education.

PBTE improvement and implementation project design and deliverables
In order to: 1) respond to foundational approaches to performance evaluation established by Marzano, Valentine, and others, to 2) improve the alignment of PBE tools and processes across all three areas of PBE (teacher, principal, and superintendent) and 3) assist in the codification of discrete data-based measures of instructional effectiveness that can inform a database sufficient for longitudinal analysis of individual and collective teacher effectiveness, revisions from the currently used PBTE will be divided into three separate format sections, each with a separate focus. Those three sections, and the revisions that must be brought to them, are:

A. Satisfaction of Performance Objectives

State department-endorsed PBTE in Missouri has long been based on written performance standards for Missouri teachers however those standards (which have not been significantly revised in two decades) are

merely subdivided into more specific criteria. They do not provide the "spectrum of performance" that has been endorsed by the research of Reeves and others as important elements of effective PBE. Absent such a range of effectiveness indicator (i.e., beginning, developing, proficient, superior), standards-based PBTE results become merely a snapshot in time, and do not provide the instructor or the building leader clear direction as to the difference between the currently measured level of performance and the desired level of performance.

The Missouri School Boards' Association (MSBA) Academy of Public School Governance has been a leading player in the improvement of PBE tools and processes in Missouri for several years. In 2009, MSBA provided a pilot PBTE for implementation in the state's most populous turnaround district, KC33, and that tool was used to measure the performance of more than 1000 teachers during the 09-10 academic year.

The tool that resulted was authored largely by MSBA and was formatted and aligned with MSBA's PBSE and MoDESE's PBPE, uniting all three documents under a similar philosophy and approach for the first time in Missouri. The 2009 KC33 PBTE was further strengthened by its inclusion for the first time ever of Missouri-specific Teacher Performance Standards. Those standards were the work product of yet another statewide consortium of education stakeholders, convened in 2007-2008 and facilitated by MoDESE leadership and operating under the brand of the Missouri Advisory Council of Certification for Educators (MACCE).

In the fall of 2009, Missouri's newly appointed Commissioner of Education forwarded the MACCE standards (already in field testing in KC33) to the Mid-Continent Research for Education and Learning (McREL) for review and response. McREL identified both strengths and weaknesses in those standards from validity/reliability perspectives, and provided recommendations to MoDESE for their retention and revision.

Armed with the preliminary work from MACCE, benefitted by the vetting by McREL, and informed by a year's field testing, MSBA is now uniquely positioned to collaborate with Riverview Gardens' district leadership, building principals, and staff in pursuing these approaches to even more promising fruition by providing revisionary frameworks for the current "A" section of the PBTE—frameworks directly informed by the advice and counsel of Riverview Gardens' staff--frameworks originally developed and already approved by the state's major education stakeholders and already field-tested .

The McREL-improved MACCE standards, taken together with exemplary performance standards identified by a review of PBTE tools in other states, will be the point of departure for collaborative work with RGSD staff during year one of the SIG grant. Three work sessions, one with central office staff and building leadership, one with building leaders and grant-funded building teachers, and one with the Special Adminstrative (state-appointed school) Board, will identify new elements for inclusion in those standards specific to RGSD's needs, present elements for removal due to redundancy or lack of specificity, and present elements ripe for revision, when informed by current research, building- and district-level objectives.

B. Data-based evidences of Instructional Effectiveness

It is in the "B" (plan execution) section of the PBTE that the greatest work is demanded, for it is here in the aligned formatting framework where each PBE should provide the data-driven evidence of effective performance by the employee. Historically, the B section was informed by curriculum goals or strategic goals or planning goals and occasionally one would find a PBSE or PBPE or PBTE in which a precise goal would be expressed with regard to increasing student proficiency to a specific level, etc.—but those are exceptional rather than usual. These types of goals and their measurements may be sufficient for general conversations regarding a teacher's satisfactory work focus and employment generally, but they are inadequate for approaches requiring precise, data-supported location of evaluated employees on a range of performance—in short, they are inadequate for use as precise determinates of instructional effectiveness.

We envision an almost complete re-working of the B section, in which these historical and comparatively subjective goals and their even more-subjective evaluations would be replaced utterly with evaluation resources that are completely data-based. It is here, in the B section, where we have the greatest opportunity to insert all those elements current and recent research have identified as valid and reliable in measuring those instructional behaviors that are most directly and convincingly tied to student learning. We envision a whole stable of such data sources presented for possible use as B section performance indicators. *Clearly, some of those sources should be or should derive directly from student assessments; just as clearly, some of them must not*. Research is generally in agreement that student assessment-based data should be just one of several indicators used to measure instructional effectiveness, and we understand as a practical matter that performance evaluation tools based solely on student assessment results will not be accepted by teacher associations. Here it should be noted that Missouri teachers have collective bargaining rights, and that under Missouri's tenure laws, compensation-based evaluation elements will necessarily be negotiable on a district-

by-district basis, dependent upon the districts' collective bargaining agreements in place under those laws. We envision a B section that not only allows for the use of student assessment data from current assessment measures where they exist, but that inspires the district to move forward quickly with the adoption and/or development of new and better tools to measure student learning even more accurately.

Currently, Missouri's federally-approved state standardized assessment, the Missouri Assessment Program (MAP) test, provides the most common basis for student assessment results in use statewide. But there are extreme limitations on the use of those assessments for determining recruiting priorities, incentive compensation, or any other building-level or district-wide effort at improving instructional effectiveness, including professional development. As with similar assessments also NCLB-approved for use in other states, Missouri's MAP does not test all subjects, does not test all grade levels, and does not test all students. Accordingly, it cannot be the "gold standard" we recommend for use as a student assessment-based teacher performance indicator. Rather, we see MAP as just one of a whole slew of assessments that might be used. Others would include the NAEYP, commercially available standards-correlated common assessments, and even assessments not yet available, for instance those that will soon derive from the National Core Standards adoption process.

We envision further that the B section would move through and beyond mere student assessment-based indicators, to include other data-based instructional evaluation sources including the results of principal "walk through" observations, in-class observations, "pace of instruction" measurements, "360 degree reviews", teacher attendance, and other indicators identified by research and by state or federal government sources, where those indicators can be shown by data analysis to be valid for the measurement of effective instruction. Identifying that stable of tools, and establishing their validity and reliability, through research will be the primary task of MSBA. Current data-driven evidence sources in use in Riverview Gardens will be identified in the collaborative meetings previously described, and helpful data-driven evidence sources not currently in use in RGSD will be written in to the revised PBTE framework to allow for their adoption in the immediate- and intermediate-future.

Once such teacher performance data sources are identified, vetted by the researchers, approved by the stakeholders, and included in the new PBTE, the district will have the tool required to generate the source materials (in the form of data) it needs not only to measure an individual teacher's performance within the current evaluation cycle, but it will also have a collection of discrete datapoints that will populate the database of those systems used by the district to track and record the results of its PBE processes. With such a database, informed not by subjective, writing-intensive or dialogue-based generalized conclusions but rather informed by precise, numerically expressed, discretely differentiated, performance-ranged measurements, the district can start to benefit from one of the great promises delivered by the grant program—the ability to sort and compare that data across groups (i.e. grade levels, buildings, subject matters, demographic sub-groups, etc.) but also across time (longitudinal data analysis to show teacher growth, to show grade-level or subject-level achievement, to show building-level improvement, and to track the success of multi-year objectives found in otherwise unmonitored strategic plans.

C. Personal Professional Growth

Missouri's historical PBTE model sets individual growth plans apart from the PBTE in a separate tool and process. Moving forward, alignment between PBTE, PBP(rincipal)E, and PBS(uperintendent)E tools and processes can be maximized by requiring those plans of all teachers, at least annually, tying them more directly to data-based evidences of proficiency or deficiency, and subsuming them into the PBTE tool and process. Whether an employee is working toward job targets in response to identified deficiencies or whether she is working toward professional enrichments in response to documented proficiencies, the content of each teacher's Personal Professional Growth plan should be responsive to the specific findings of the "A" (Performance Standards) and "B" (Data-driven evidences) sections. Collective analysis of "C" (Personal Professional Growth) section contents will help drive informed decision-making regarding grade-level, subject-matter, and building-wide professional development expenditures and will help insure that such costs are reflective of the data-identified real needs of the instructional staff, rather than the subjective conclusions of individuals.

Collaborative work between MSBA and the district on sharpening, revising, and embracing these three PBTE sections and their contents will be the primary activity under PBTE for the first half of the first grant year. We are fortunate to have the extant Mo-DESE provided PBTE for use during that first year. Though it is uninformed by recent research, more subjective, and less data-driven than what will replace it, its universal use for all teachers in the project in year one while the new tool is being built will help provide baseline

information for what sorts of leadership decisions (staffing, PD, renewal/non-renewal, etc.) are and are not made more efficient and effective under its use. Those limitations and benefits, which can then be compared to the same elements in year two, after the implementation of the new tool, will help provide further evidence to the grantor of the efficacy of grant-funded activities for improving leadership.

Further PBTE deliverables beyond the tool

In addition to facilitating/executing the collaborative revision and development meetings identified above, MSBA will further operate to survey identified effective practice examples of PBTE's and their elements in use in other districts and states, and will vet proposed inclusions in the RGSD tool against known reliability and validity reviews of similar or identical elements.

During the second half of year one, MSBA will again work collaboratively with the governance (SAB), district-level, building leadership, and instructional staffs to provide Professional Development to principals and teachers to ensure a cohesive, standard, effective implementation of the new tool and processes.

MSBA additionally maintains the state's only comprehensive database of collective bargaining agreements district-by-district and their elements, and can inform SAB, central office, and building leaders as to potential benefits and challenges to the various PBTE approaches and elements from that perspective.

Additionally, MSBA is the oldest, largest author and broadest purveyor of education policy in the state of Missouri, and can deliver governance and policy expertise to advice and guide policy and administrative changes that may be helpful to the effective implementation of more meaningful PBTE tools and processes.

Because effective PBE is embedded throughout the instructional year and based on evidences collected at various times from various sources, MSBA will continue to engage RGSD on a consultative and assistance basis in grant years two and three. We expect at minimum two additional meetings with each project building each year, for a planned engagement of at least six sessions per subsequent grant year at the building level. It will also be helpful and therefore necessary to meet with central office staff regarding PBTE implementation efficiencies and results at least semesterly, and to provide at least annual reports to the SAB regarding PBTE tool and process development and implementation.

Year One:

PBTE development:

First semester Meetings:

Informational/collaborative session with SAB

Collaborative session with central office/building leaders

Collaborative session with building leaders/teachers

Second semester Meetings:

Two implementation/trouble-shooting session with building leaders

Informational session with teachers

Report to SAB

Non-meeting tasks:

Performance standards revision in response to collaborative meeting results

Data-driven evidences revision in response to collaborative meeting results, national survey of effective practices, new research

Identification of retrievable data elements from current/historical PBTE model

Collective bargaining impact analysis

Policy impact analysis and recommendations

Year One Costs: $60,000

Years Two and Three

First semester meetings:

1 per subject building (x3)

Minimum semesterly meeting with central office, additional as required or requested

Second semester meetings:

1 per subject building (x3)

Minimum semesterly meeting with central office, additional as required or requested

At least annual reporting to SAB

Non-meeting tasks:

Comparison of captured data elements from revised PBTE implementation with captured data elements from previous/historical PBTE

Continued provision of policy and collective bargaining advice and counsel regarding PBTE
Continued revision of PBTE as requested/required in response to implementation findings
Presentation of project results and challenges in statewide education conference forum(s)
Year Two/Three Costs: $15,000/year
Total PBTE costs: $90,000

Attachment 6

Gateway to College Description and Proposal

Do you need a high school diploma?

- ## What is Gateway to College?
- Gateway to College is a new and unique program for students aged 16 to 20 to earn high school diploma while earning credit toward an associate's degree or certificate. Gateway to College is an educational alternative for out-of-school youth or those who may not have had success in other learning environments.
- Gateway to College is a scholarship program offered at St. Louis Community College at Florissant Valley for students. All classes will meet on the Florissant Valley campus. Tuition and book costs are covered by the Gateway to College program, but students must provide their own transportation.
- We are looking for students who have the desire and the determination to learn, work hard and earn a high school diploma and a college degree.
- ## What's in it for you?
- It's all about education. In today's global economy, more than 80% of the fastest-growing jobs require education or training beyond high school. Additionally, adults without at least a high school diploma are twice as likely to be unemployed. Without at least a high school diploma, options are limited.
- ## Program Requirements
- To be eligible for Gateway to College, you must:
- • Be 16 to 20 years old.
- • Have attended a Ferguson-Florissant, Wellston, or Ritenour public school and currently live within the school district.
- • Complete the application process and attend an information session.
- • Possess reading skills at an eighth-grade level or higher.
- • Be behind in high school grade-level credits.
- • Have less than senior standing.
- • Demonstrate the desire and determination to learn and to earn a high school diploma and college degree.
-
- *In Gateway to College, you can achieve a high school diploma and STLCC credit toward a certificate or associate's degree. For more information, call the Gateway to College office at* **(314)513-4216.**

Attachment 7

Proposed Curriculum Revision Timeline and Process

Curriculum Revision

Process: With the adoption of the Pattonville curriculum, we will create a structure to strategically revise and review Riverview Gardens' curriculum. This process will ensure implementation of a clear and viable curriculum based on current researched-based assessment and instructional practices. The following is the Curriculum Alignment/Articulation Committee's timeline:

September – December: Alignment of GLEs/CLEs, Pre-K- 12 to curriculum and assessment. Create a curriculum framework to provide scope and sequence. Examine MAP/EOC, classroom and benchmark assessments to prepare quarterly assessment plans for mathematics and communication arts.

January – March: Analyze Student Assessments to examine data and look for trends, strengths, weaknesses and review current curriculum for gaps in teaching and learning. The adopted Pattonville Curriculum will be used as a guide to revise Riverview Gardens' curriculum. The committee will revise curriculum using the backwards design process – thus working from the idea of developing students' understanding by designing Units of Study. These Units of Study will help students to connect concepts and skills for application, justification, problem solving and decision making. Alignment and implementation will be assured through an online curriculum management tool, Build Your Own Curriculum, that builds on a framework of planning for effective learning experiences for students.

April – June: Textbook/Resource Material Evaluation & Recommendation-research effective programs/materials; based on what we learn we'll identify our needs and determine the programs we would like to implement Pre-K-12; Review Best Practices, most effective instructional strategies and research in the field; Assess the Current Professional Development Program and Future Needs; Provide training in Build Your Own Curriculum district-wide.

Attachment 8

Determine Effectiveness of Strategies and Initiatives to Support Instruction

Determine Effectiveness of Strategies and Initiatives to Support Instruction

Administration will collect data through the **Teacher Evaluation Tool, Performance Based Teaching Evaluation** as well as **Observation 360** to identify strengths and areas of concern. Instructional Coaches will support all buildings by monitoring instruction, conducting observations, providing feedback, modeling expected instructional strategies, providing individual and small group coaching, and delivering workshops and professional development as needed.

New teachers will be supported and coached with the implementation of district curriculum and instruction through the Mentor/Mentee Program and ongoing professional development.

The **administrative walk-through** process will provide feedback to teachers and building leadership teams on the understanding and implementation of instructional strategies.

Curriculum Articulation Professional Development time will be allocated for a focus on fidelity of implementation related to curriculum and instruction. Professional Development Opportunities provide practice, reinforcement, modeling and implementation support for instructional strategies. Data collected through Observation 360 provides information regarding instructional effectiveness in which **PD360** is a resource for teachers to obtain mini training sessions on specific topics.

The Riverview Gardens School District focus will be on the following improvement initiatives for the 2010-2011 school year:

- Professional Learning Communities
- Positive Behavior Interventions and Supports
- Response to Intervention (Data Teams)
- Researched Instructional Strategies

Professional Learning Communities and Data Teams in each building will be provided a scheduled 75 minute block of time each Wednesday. Structures for collaborative review of lesson plans, student work and peer observations for the purpose of continuous capacity building and fidelity of implementation. This weekly team collaboration will help to identify strategies for consistent monitoring and improvement of assessment and instructional practices.

Positive Behavior Interventions and Supports will be implemented during our extended 30 minutes to teach and monitor expected behavior. Individual Learning Plans will be used to set goals for each student. Checklist and rubrics will be used throughout the year. After-school activities, extra-curricular activities as well as mentoring programs will be available for student participation.

Supporting data will be used to determine the level of implementation of the strategies and programs. Effectiveness of **instruction will be in the form student achievement – AIMSweb data and benchmark data** in mathematics and communication arts. A Data Dashboard will be used by teachers and administrators district-wide to make decisions regarding instruction and assessment practices and the impact on student achievement.

Attachment 9

Riverview Gardens School District
Purchasing Policy DIF

PURCHASING

(URBAN AND METROPOLITAN DISTRICTS AND DISTRICTS
LOCATED TOTALLY OR PARTIALLY WITHIN ST. LOUIS COUNTY)

The Board recognizes the importance of a sound fiscal management program and expects district staff to maximize the resources available for the district's educational program and to be good stewards of public funds by exercising fair, competitive purchasing practices. The district will respect its financial obligations and will also require that providers meet their obligations to provide quality products and services in a timely manner to the district.

All funds deposited with the district, regardless of source, are considered district funds and are subject to this policy. No contract will be entered into or bill paid without the proper documentation and without an affirmative vote from a majority of the whole Board.

The Board encourages district staff to purchase products manufactured, assembled or produced in the United States.

Purchasing Supervision

The chief financial officer will serve as the district's purchasing officer or will designate a purchasing officer. The purchasing officer will supervise district purchases of products and services and may authorize purchases on behalf of the district that comply with the Board-adopted budget and this policy. By an affirmative vote of not less than two-thirds of all the members, the Board may select, authorize and direct the purchase of additional ground needed for school purposes.

The superintendent, in consultation with the purchasing officer, shall develop procedures to implement this policy in a manner that will meet the district's needs while protecting the district's resources. These procedures will comply with all applicable laws and will centralize and provide oversight of all purchasing decisions.

Competitive Purchasing

District staff will research all purchases and compare prices prior to making decisions regarding the expenditure of district funds, unless a purchase is covered by an exception pursuant to this policy. Employees are expected to contact multiple providers before making a decision regarding purchases under $1,000. Purchases of $1,000 or more, but less than $7,500, require three (3) quotes. Sealed bids will be required for purchases of $7,500 or more.

The district will select the lowest or best bid. The district reserves the right to waive minor technical defects in a bid, reject any and all bids, reject any part of a bid, advertise for new bids, or make the purchase on the open market if the product or service can be obtained at a better price.

When the purchasing officer determines that the purchase requires competitive negotiations,

products or services may be purchased by competitive proposals. Likewise, the superintendent, in consultation with the purchasing officer, is directed to create procedures that allow the district to benefit from cooperative purchasing and address unusual situations such as purchasing when there is a single feasible source for the purchase. The superintendent is also directed to create a process whereby authorized providers are selected for frequent purchases, while still monitoring the competitiveness of these providers.

Emergency Situations

Unless otherwise required by law, the superintendent may waive the requirement for competitive bids or proposals when he or she has determined that there exists a threat to life, property, public health or public safety or when immediate expenditure is necessary in order to protect against further loss of or damage to property, or to prevent or minimize a serious disruption in services. Emergency purchases shall be made with as much competition as is practical under the circumstances and will only be utilized for purchases that are necessary to alleviate the emergency.

Debarred or Suspended Providers

The district will not do business with providers who have been suspended or debarred on a state or federal level unless the superintendent authorizes the transaction and provides the Board with written justification. District employees are directed to verify that selected providers are in good standing before making a purchasing decision.

Confidentiality

Sealed bids and related documents will be kept confidential until bids are opened. District staff will not disclose offers, bids or price quotations to competitors except as necessary to conduct negotiations beneficial to the district or as required by law. All contract negotiations and related documents are considered closed until a contract is executed or all proposals are rejected.

Credit and Purchasing Cards

Authorized district employees and Board members may use credit cards or purchasing cards issued to the district to make purchases for the district or to pay for reasonable travel expenses incurred when performing job duties. Employees and Board members will not use these cards to circumvent the bidding and purchasing requirements established by law and Board policy. All purchases made using district cards must be attributed to the appropriate budget code and must conform to the Board-adopted budget.

The district will use purchasing cards instead of credit cards to the extent feasible. Only the superintendent and the purchasing officer will have access to a district credit card.

The Board may authorize the issuance of purchasing cards to Board members in the same manner that they are issued to employees. Board members who choose to use a district purchasing card are subject to the same policies and procedures as district employees. The superintendent is directed to notify the Board president if any Board member fails to follow district policies and procedures regarding purchasing card usage, and the Board member's usage may be temporarily suspended by the Board president until the issue is presented to the full Board. If the Board member in question is the president, or if the president is not available, the vice president will act as president in the matter.

Any employee or Board member using a district card shall sign a card usage agreement and will receive training on applicable procedures for card use. District employees and Board members issued a card must provide documentation, such as receipts and applicable budget codes, justifying expenditures. The purchasing officer will examine all documentation prior to payment and will notify the superintendent or designee immediately if any purchase was made in violation of law or district policies or procedures.

All employees and Board members issued a district card must take all reasonable measures to protect the cards against damage, loss, theft or misuse. Any damage, loss, theft or misuse of the card must be reported to the superintendent immediately. No person may use the card other than the authorized employee or Board member to whom the card was issued. District employees and Board members will surrender all cards upon completion of their employment or term with the district or upon demand by the district.

Prohibited Activity and Reporting Requirements

The district expects all staff members to comply with the letter and intent of all district policies and procedures regarding purchasing. Under no circumstances may employees use district funds to make unauthorized or personal purchases. Staff members may not artificially divide purchases to avoid bidding requirements or design bid specifications to favor a particular provider.

All district employees must report suspected fraud, theft or misuse of district funds to the superintendent or purchasing officer immediately. District employees may be disciplined or terminated from employment for failing to follow Board policy or district procedures and for any misuse of district resources, including district cards.

The superintendent or purchasing officer will contact law enforcement and file a report or sign a complaint on behalf of the district in situations where a crime may have occurred.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 07/01/2010

Revised: 08/10/2010

Cross Refs: ADF, District Wellness Program

BBFA, Board Member Conflict of Interest and Financial Disclosure

FEB, Selection of Architectural/Engineering and/or Land Surveying Services

FEC, Selection of Construction Management Services

FEF, Construction Contracts Bidding and Awards

GBCA, Staff Conflict of Interest

Legal Refs: §§ 8.285 - .291, .675 - .687, 34.073 - .080, .350 - .359, .375, 162.301, 170.041, 171.181, 177.073, .082 - . 086, 285.530, 292.675, 393.310, 432.070 - .080, RSMo.

5 C.S.R. 30-4.030

Mercantile Bank of Illinois v. School Dist. of Osceola, 834 S.W.2d 737 (1992)

School District of Riverview Gardens, St. Louis, Missouri

Link to Missouri Statutes Link to Missouri Regulations

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